

2021/ 2022

Student Success Survey Provincial Report —Final Report



Prepared for:
The Department of Education and
Early Childhood Development



NARRATIVE
RESEARCH

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Research Objectives

The Nova Scotia Department of Education and Early Childhood Development (EECD) commissioned Narrative Research to conduct a research study to gather anonymous feedback on students' well-being and experiences at school. The overall purpose of this study was to measure and track various aspects of the student experience within the provincial public education system, relating to both the classroom and the overall school environment. Specifically, the survey focused on assessing a variety of key areas of students' lives at school, such as:

- Assessing student perceptions regarding the overall learning culture of their school;
- Assessing students' level of engagement with their school and their education;
- Exploring student relationships with peers and teachers; and
- Identifying potential areas for improvement for schools, regional centres for education (RCEs), the Conseil scolaire acadien provincial (CSAP), and EECD.

The survey provided students with opportunities to share their own thoughts and perceptions on their school experiences. Ultimately, results will be used to plan for and improve student well-being and achievement.

Approach

This survey was designed to ensure all responses were provided anonymously so no information collected could be linked to individual students. All 82,623 students in Nova Scotia's public school system from grades 4 to 12 were invited to participate in the survey, with the survey available in English and French and programmed to be fully accessible on assistive technologies. A total of **61,550 students** completed the survey this year, across all regions. This represents a very strong **74.5% overall response rate**.

Unless otherwise noted, all results are expressed as percentages, with students who did not respond or who indicated 'not sure' being excluded from these percentages. All questions on the survey were optional. The small letter 'n' shown in tables throughout the report is used to designate the size of the samples from the student population.

Please note that breakdowns may not add up to 100 percent due to rounding percentage points.

days

Survey was conducted:
May 2 – 18, 2022

Mins.

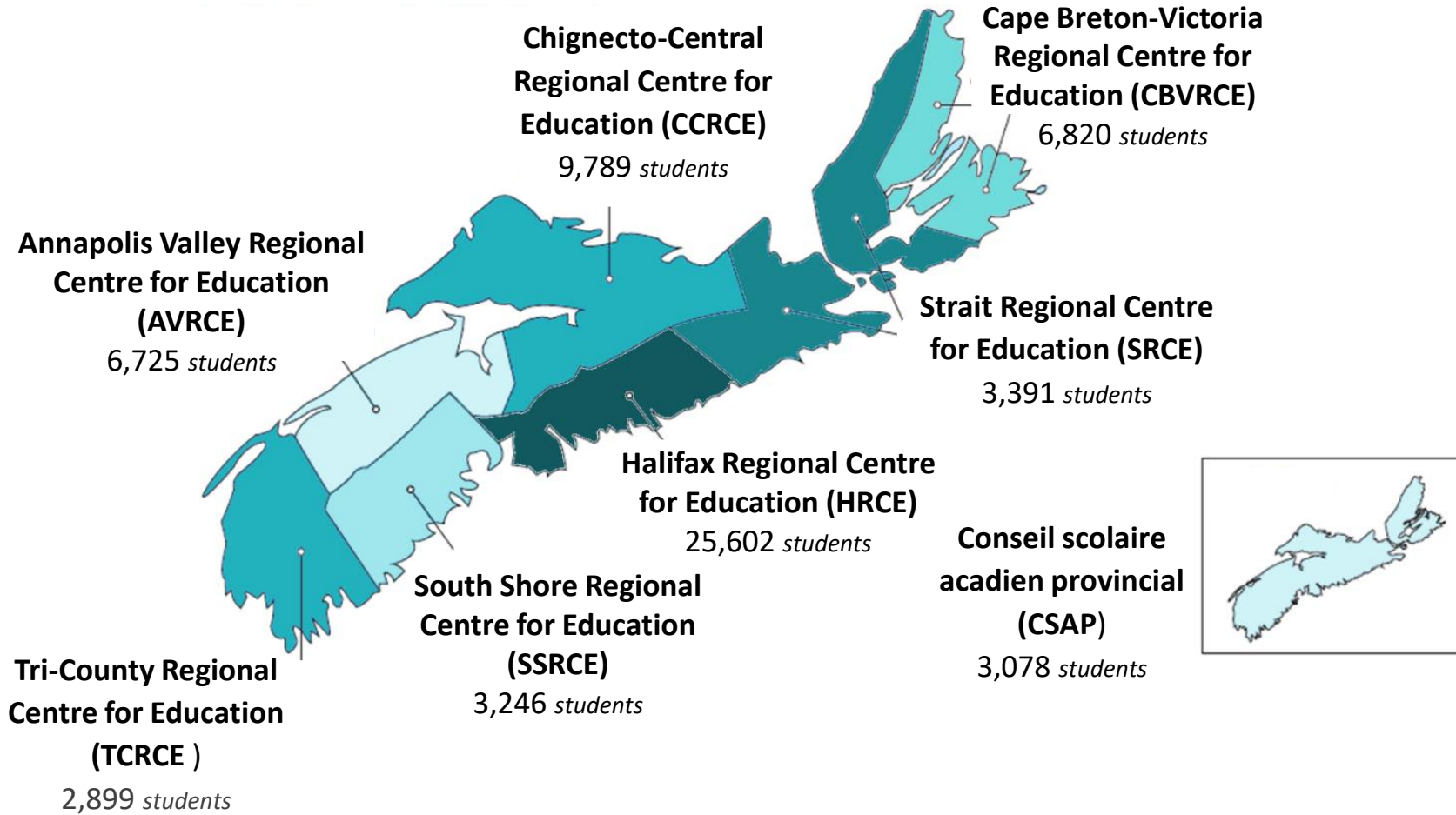
Average length of time to complete survey:
Grades 4-6: 27 min. Grades 7-9: 18 min. Grades 10-12: 17 min.

61,550
completed surveys

Student Respondent Profile

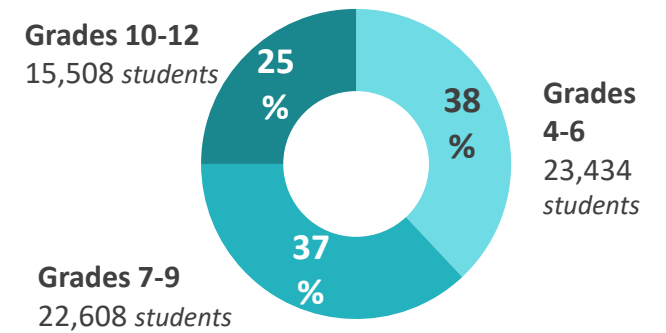
Profile of Student Respondents

By Regional Centre for Education and French Language School and Board:



Total # of Completes:
61,550

By Grade

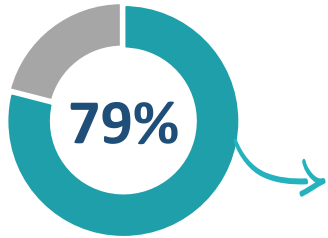


The School Environment

Relationships at School

Students were asked about their relationships with their peers and adults at school. Specifically, students were asked if they had at least one friend and one adult they could go to if they needed to talk to someone. Those who indicated they had an adult to talk to were then asked to specify who they would go to if they needed to talk to someone.

Percentage of students who had at least one adult they could go to



Who students would go to

Percentage of students who agreed or strongly agreed												
	2022 Overall (n=42,551–57,563)	Grades 4–6 (n=17,594–21,463)	Grades 7–9 (n=14,380–21,261)	Grades 10–12 (n=10,577–14,866)	Male (n=21,054–28,389)	Female (n=19,905–26,585)	2SLGTBQIA (Gr. 7–12) (n=4,058–6,394)	African Descent (n=2,493–3,440)	Mi'kmaq/Indigenous (n=2,776–3,835)	First-Generation Canadians (n=4,340–5,900)	Disabilities/Disorders (n=6,822–9,474)	
Having someone to talk to:												
There is at least one friend I can go to if I need to talk to someone	93%	93%	93%	93%	92%	94%	90%	90%	91%	91%	90%	
There is at least one adult I can go to if I need to talk to someone	79%	86%	74%	77%	79%	81%	70%	76%	77%	79%	76%	
If I needed to talk to an adult, I would go to:												
Teacher	76%	81%	71%	77%	76%	78%	74%	63%	69%	81%	72%	
Guidance	26%	21%	29%	29%	22%	29%	41%	23%	29%	23%	31%	
Principal	18%	26%	15%	10%	22%	14%	9%	19%	17%	17%	19%	
Vice Principal	15%	18%	13%	11%	17%	12%	10%	17%	15%	15%	17%	

Note: The table above indicates most common responses of who students would go to if they needed to talk to an adult.

Relationships at School

Students were asked questions about their relationship with their teacher(s).

Percentage of students who agreed or strongly agreed											
	2022 Overall (n=42,054 -57,664)	Grades 4-6 (n=15,178 -21,670)	Grades 7-9 (n=15,264 -21,280)	Grades 10-12 (n=11,612 -14,714)	Male (n=20,863 -28,565)	Female (n=19,493 -26,499)	2SLGTBQIA (Gr. 7-12) (n=4,444- 6,324)	African Descent (n=2,621- 3,476)	Mi'kmaq/ Indigenous (n=2,835- 3,842)	First- Generation Canadians (n=4,548- 5,917)	Disabilities/ Disorders (n=6,808- 9,444)
My teacher(s):											
Expect(s) my best effort in class	97%	98%	96%	95%	96%	98%	95%	95%	95%	96%	94%
Believe(s) I can do well in school	95%	97%	94%	93%	95%	96%	93%	93%	93%	96%	91%
Understand(s) my culture	85%	88%	84%	83%	83%	88%	81%	71%	77%	76%	81%
Notice(s) when something is bothering me	59%	76%	51%	46%	63%	57%	38%	55%	53%	63%	56%
Know(s) what my life is like outside of school	39%	50%	33%	33%	39%	41%	26%	31%	34%	31%	37%

Beliefs About School

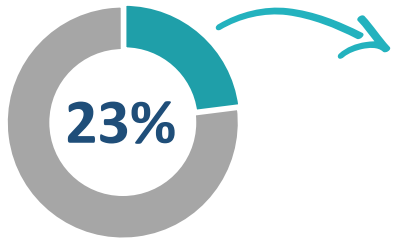
Students were asked about their beliefs regarding school and their relationship to school.

Percentage of students who agreed or strongly agreed											
	2022 Overall (n=40,726–58,673)	Grades 4–6 (n=14,293–22,412)	Grades 7–9 (n=14,872–21,497)	Grades 10–12 (n=11,561–14,764)	Male (n=20,776–29,086)	Female (n=18,232–26,961)	2SLGTBQIA (Gr. 7–12) (n=4,368–6,292)	African Descent (n=2,555–3,543)	Mi'kmaq/Indigenous (n=2,861–3,873)	First-Generation Canadians (n=4,047–6,153)	Disabilities/Disorders (n=6,745–9,578)
It is important for me to work hard in school	94%	97%	93%	90%	93%	96%	89%	93%	91%	95%	90%
I believe I can do well in school	90%	91%	89%	91%	91%	91%	82%	90%	85%	94%	81%
When school work is hard for me, I keep trying until I figure it out	80%	88%	77%	74%	81%	81%	66%	78%	73%	87%	70%
I feel like I belong at my school	77%	85%	74%	72%	81%	76%	50%	73%	68%	77%	64%
I can be myself at school	76%	80%	72%	75%	80%	74%	54%	73%	68%	78%	64%
My school has a connection with my community	75%	83%	72%	69%	73%	78%	65%	64%	70%	61%	70%
I enjoy learning in school	65%	75%	56%	61%	62%	70%	54%	65%	60%	76%	57%

Beliefs About School

Students who did not feel they belonged at their school were asked why. Students were able to choose more than one reason as to why they felt this way.

Percentage of students who felt they did not belong



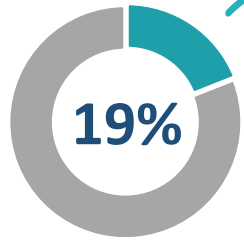
Why
students feel they don't belong

Top reasons why students feel they don't belong in school											
	2022 Overall (n=11,103)	Grades 4–6 (n=2,773)	Grades 7–9 (n=4,734)	Grades 10–12 (n=3,596)	Male (n=4,519)	Female (n=5,308)	2SLGBTQIA (Gr. 7–12) (n=2,709)	African Descent (n=817)	Mi'kmaq/Indigenous (n=1,054)	First-Generation Canadians (n=1,159)	Disabilities/Disorders (n=3,009)
People don't get me	52%	52%	53%	50%	44%	56%	57%	52%	56%	46%	56%
How I look	40%	35%	43%	39%	28%	45%	56%	43%	45%	35%	47%
My mental health	37%	19%	38%	48%	23%	42%	64%	36%	48%	22%	50%
How I behave with others	28%	23%	31%	29%	25%	29%	41%	30%	33%	25%	36%
My marks in school	22%	15%	23%	25%	19%	23%	26%	23%	26%	15%	29%
The way I talk (e.g., my accent, speech)	14%	8%	16%	16%	12%	14%	18%	21%	18%	23%	18%
My sexual orientation	13%	1%	17%	18%	8%	11%	47%	13%	18%	8%	21%
My gender identity	12%	9%	14%	13%	7%	5%	37%	14%	17%	9%	20%
How much money my family has	10%	7%	10%	13%	8%	11%	14%	15%	16%	9%	15%
My gender	10%	7%	11%	11%	6%	6%	26%	13%	14%	9%	16%

School Environment

Students were asked whether they felt unsafe or threatened at school within the past month (i.e., the last 30 days). Those who felt unsafe were then asked the ways in which they felt unsafe, and were able to choose multiple options.

Percentage of students who felt unsafe



How students felt unsafe

Percentage of students who felt unsafe or threatened at school in the past month

	2022 Overall (n=60,580)	Grades 4–6 (n=22,774)	Grades 7–9 (n=22,396)	Grades 10–12 (n=15,410)	Male (n=29,981)	Female (n=27,757)	2SLGTBQIA (Gr. 7–12) (n=6,750)	African Descent (n=3,652)	Mi'kmaq/Indigenous (n=4,083)	First-Generation Canadians (n=6,342)	Disabilities/Disorders (n=10,061)
Yes	19%	16%	21%	20%	16%	19%	36%	22%	27%	17%	33%

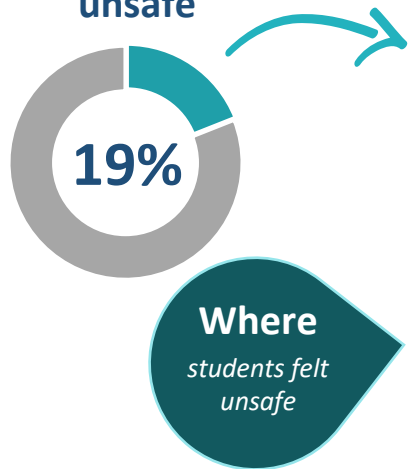
How students felt unsafe or threatened at school (among those who felt unsafe or threatened one or more times in the past month)

	2022 Overall (n=10,936)	Grades 4–6 (n=3,435)	Grades 7–9 (n=4,564)	Grades 10–12 (n=2,937)	Male (n=4,662)	Female (n=5,109)	2SLGTBQIA (Gr. 7–12) (n=2,414)	African Descent (n=766)	Mi'kmaq/Indigenous (n=1,056)	First-Generation Canadians (n=1,007)	Disabilities/Disorders (n=3,184)
Social (e.g., gossip, pranks, being left out)	56%	46%	58%	63%	44%	64%	72%	57%	61%	53%	60%
Verbal or written (e.g., name calling, insults, threats, graffiti)	50%	44%	55%	51%	49%	50%	59%	56%	55%	46%	54%
Physical (e.g., pushing, hitting, destroying belongings)	37%	40%	37%	33%	45%	30%	30%	43%	39%	40%	39%
Electronic or cyber (e.g., someone pretending to be you online, spreading gossip or pictures online, hurtful messages, or threats online)	20%	11%	22%	28%	15%	23%	25%	27%	27%	19%	24%
Another way	11%	13%	10%	12%	12%	11%	9%	12%	12%	14%	12%

School Environment

The 19 percent of students who indicated they felt unsafe or threatened in the last 30 days were also asked to indicate WHERE and WHY they felt unsafe or threatened. Again, these students were able to choose multiple options.

Percentage of students who felt unsafe



Places where students felt unsafe or threatened at school – top mentions (among those who felt unsafe or threatened in the past month)

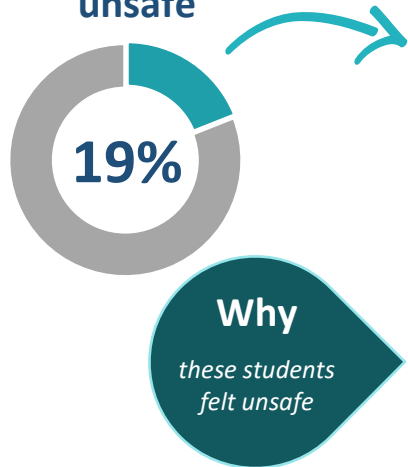
	2022 Overall (n=10,842)	Grades 4–6 (n=3,457)	Grades 7–9 (n=4,489)	Grades 10–12 (n=2,896)	Male (n=4,616)	Female (n=5,057)	2SLGTBQIA (Gr. 7–12) (n=2,379)	African Descent (n=761)	Mi'kmaq/Indigenous (n=1,058)	First-Generation Canadians (n=1,005)	Disabilities/Disorders (n=3,168)
Playground/School grounds	37%	46%	37%	28%	40%	36%	35%	34%	36%	34%	35%
Classrooms	28%	27%	31%	26%	25%	31%	33%	26%	27%	29%	29%
Hallway/Stairwells	28%	16%	33%	32%	22%	32%	39%	26%	29%	23%	29%
Washrooms	19%	12%	19%	28%	15%	22%	26%	19%	23%	18%	21%
Everywhere	19%	15%	19%	23%	18%	18%	23%	25%	23%	18%	24%
Lunchroom or cafeteria	15%	10%	17%	18%	12%	17%	21%	14%	17%	14%	16%
Online	13%	10%	15%	14%	9%	16%	16%	13%	14%	13%	14%
School entrances/exits	12%	7%	13%	15%	11%	12%	17%	11%	14%	9%	13%
Gym/Change rooms	11%	10%	14%	8%	12%	10%	14%	10%	12%	11%	13%
School buses	11%	14%	10%	8%	10%	10%	12%	9%	13%	10%	12%

Note: The table above indicates most common responses.

School Environment

The 19 percent of students who indicated they felt unsafe or threatened in the last 30 days were also asked WHY they felt unsafe or threatened. Again, these students were able to choose multiple options.

Percentage of students who felt unsafe



Reasons why students felt unsafe or threatened at school (among those who felt unsafe or threatened in the past month)

	2022 Overall (n=10,133)	Grades 4–6 (n=3,162)	Grades 7–9 (n=4,258)	Grades 10–12 (n=2,713)	Male (n=4,240)	Female (n=4,768)	2SLGBTQIA (Gr. 7–12) (n=2,324)	African Descent (n=728)	Mi'kmaq/Indigenous (n=999)	First-Generation Canadians (n=947)	Disabilities/Disorders (n=3,030)
People don't get me	36%	40%	36%	31%	33%	37%	38%	35%	38%	34%	39%
How I look	35%	31%	39%	33%	29%	38%	45%	39%	42%	34%	39%
My mental health	25%	16%	28%	30%	16%	28%	44%	24%	34%	17%	36%
How I behave with others	23%	19%	26%	24%	21%	23%	32%	24%	27%	20%	29%
My sexual orientation	12%	1%	16%	19%	8%	9%	43%	13%	17%	9%	18%
My gender	12%	7%	13%	15%	7%	9%	30%	16%	17%	12%	17%
My gender identity	12%	8%	13%	14%	8%	5%	34%	15%	16%	10%	18%
My marks in school	12%	9%	12%	13%	11%	11%	13%	17%	16%	11%	15%
The way I talk (e.g., my accent, speech)	11%	8%	13%	12%	11%	10%	15%	18%	14%	17%	14%

Note: The table above indicates most common responses.

Racism, Discrimination, Homophobia or Transphobia

Students in grades 7 to 12 were asked whether they experienced or witnessed racism, discrimination, homophobia or transphobia at school within the past year.

Experienced/Witnessed racism, discrimination, homophobia or transphobia											
	2022 Overall (n=8,316–37,214)	Grades 4–6	Grades 7–9 (n=5,016–22,037)	Grades 10–12 (n=3,300–15,177)	Male (n=3,401–18,300)	Female (n=3,822–16,943)	2SLGBTQIA (Gr. 7–12) (n=3,270–6,719)	African Descent (n=989–2,393)	Mi'kmaq/ Indigenous (n=961–2,961)	First-Generation Canadians (n=972–3,941)	Disabilities/ Disorders (n=2,292–6,977)
Experienced											
Homophobia or transphobia	15%	--	15%	15%	11%	15%	52%	14%	22%	8%	27%
Discrimination	14%	--	15%	14%	13%	15%	22%	25%	22%	16%	22%
Racism	12%	--	12%	12%	13%	10%	11%	41%	20%	21%	14%
Witnessed											
Homophobia or transphobia	47%	--	46%	49%	35%	56%	76%	44%	56%	33%	57%
Discrimination	39%	--	37%	42%	31%	45%	55%	45%	47%	34%	48%
Racism	43%	--	42%	45%	36%	49%	56%	59%	53%	40%	51%
School does a good job responding to racism, discrimination, transphobia or homophobia (among those who experienced or witnessed)											
Experienced: Strongly agree/Agree	24%	--	28%	18%	29%	21%	16%	23%	20%	33%	19%
Witnessed: Strongly agree/Agree	29%	--	34%	23%	33%	28%	19%	27%	26%	36%	24%

Note: This table reflects the percentage of students who experienced any of the items specified. Some may have experienced more than one type.

How
the school
responds

Racism, Discrimination, Homophobia or Transphobia

Those who experienced racism, discrimination, and/or homophobia/transphobia were asked to indicate the effect it has had on their mental health, ability to learn, and attendance.

***27%**
experienced racism, discrimination, homophobia or transphobia

Effect
of experience on students

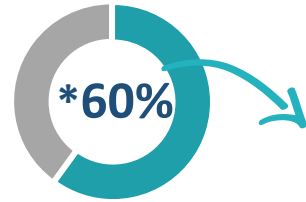
Percentage of students who <u>experienced</u> racism, discrimination, homophobia or transphobia											
	2022 Overall (n=37,012)	Grades 4–6	Grades 7–9 (n=21,919)	Grades 10–12 (n=15,093)	Male (n=18,179)	Female (n=16,868)	2SLGBTQIA (Gr. 7–12) (n=6,673)	African Descent (n=2,393)	Mi'kmaq/Indigenous (n=2,935)	First-Generation Canadians (n=3,937)	Disabilities/Disorders (n=6,922)
Overall	27%	--	28%	26%	23%	27%	59%	50%	39%	31%	39%

Effect of racism, discrimination, homophobia or transphobia (among those who <u>experienced</u>)											
	2022 Overall (n=4,249–5,613)	Grades 4–6	Grades 7–9 (n=2,526–3,312)	Grades 10–12 (n=1,723–2,301)	Male (n=1,895–2,306)	Female (n=1,679–2,524)	2SLGBTQIA (Gr. 7–12) (n=705–3,472)	African Descent (n=331–963)	Mi'kmaq/Indigenous (n=576–646)	First-Generation Canadians (n=310–832)	Disabilities/Disorders (n=947–1,831)
Homophobia or transphobia at my school:											
affects my mental health	60%	--	59%	62%	39%	64%	81%	61%	65%	57%	71%
affects my ability to learn	35%	--	33%	37%	26%	33%	44%	42%	38%	42%	44%
affects my attendance	24%	--	24%	25%	18%	22%	32%	33%	27%	30%	33%
Discrimination at my school:											
affects my mental health	54%	--	54%	54%	36%	66%	78%	60%	60%	53%	66%
affects my ability to learn	39%	--	37%	41%	30%	42%	57%	47%	45%	37%	49%
affects my attendance	25%	--	23%	27%	18%	28%	36%	32%	31%	22%	34%
Racism at my school:											
affects my mental health	36%	--	34%	38%	24%	48%	57%	52%	47%	46%	43%
affects my ability to learn	27%	--	26%	29%	22%	32%	41%	38%	32%	32%	34%
affects my attendance	16%	--	15%	18%	12%	19%	28%	23%	24%	17%	23%

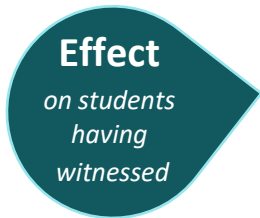
*This reflects the percentage of students who experienced any of the items specified. Some may have experienced more than one type.

Racism, Discrimination, Homophobia or Transphobia

Those who witnessed racism, discrimination, and/or homophobia/transphobia were asked to indicate the effect it has had on their mental health, ability to learn, and attendance.



witnessed racism, discrimination, homophobia or transphobia



Percentage of students who <u>witnessed</u> racism, discrimination, homophobia or transphobia											
	2022 Overall (n=37,214)	Grades 4–6	Grades 7–9 (n=22,037)	Grades 10–12 (n=15,177)	Male (n=18,300)	Female (n=16,934)	2SLGBTQIA (Gr. 7–12) (n=6,719)	African Descent (n=2,390)	Mi'kmaq/Indigenous (n=2,961)	First-Generation Canadians (n=3,941)	Disabilities/Disorders (n=6,977)
Overall	60%	--	60%	60%	50%	67%	82%	70%	70%	53%	69%

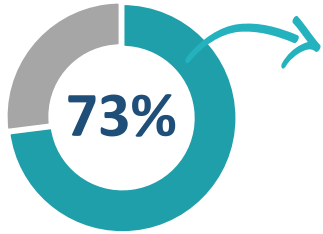
Effect of racism, discrimination, homophobia or transphobia (among those who <u>witnessed</u>)											
	2022 Overall (n=14,273–17,134)	Grades 4–6	Grades 7–9 (n=7,997–9,869)	Grades 10–12 (n=6,276–7,265)	Male (n=5,681–6,593)	Female (n=7,505–9,268)	2SLGBTQIA (Gr. 7–12) (n=3,656–5,059)	African Descent (n=1,023–1,378)	Mi'kmaq/Indigenous (n=1,382–1,636)	First-Generation Canadians (n=1,289–1,572)	Disabilities/Disorders (n=3,297–3,890)
Homophobia or transphobia at my school:											
affects my mental health	29%	--	28%	31%	16%	30%	71%	29%	35%	26%	43%
affects my ability to learn	17%	--	16%	19%	11%	17%	36%	21%	21%	17%	27%
affects my attendance	10%	--	9%	10%	7%	8%	24%	13%	12%	9%	18%
Discrimination at my school:											
affects my mental health	35%	--	35%	35%	23%	40%	57%	46%	42%	42%	47%
affects my ability to learn	25%	--	24%	26%	19%	26%	38%	35%	30%	29%	34%
affects my attendance	13%	--	13%	14%	9%	14%	21%	22%	19%	15%	21%
Racism at my school:											
affects my mental health	18%	--	17%	20%	13%	21%	25%	44%	29%	34%	23%
affects my ability to learn	16%	--	15%	18%	13%	18%	21%	33%	23%	24%	21%
affects my attendance	7%	--	7%	7%	6%	7%	9%	19%	13%	12%	10%

*This reflects the percentage of students who witnessed any of the items specified. Some may have witnessed more than one type.

Time at School

Students were asked to recall how much time they missed from school in the past month, and the reason. Students had the option of providing multiple reasons for missing school.

Percentage of students who missed school in the last month



Why students say they miss school

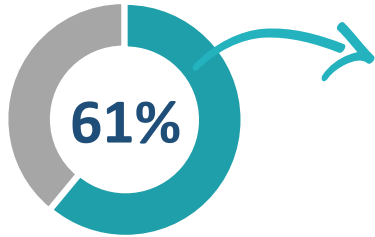
How often students missed school in the past month											
	2022 Overall (n=52,902)	Grades 4–6 (n=18,676)	Grades 7–9 (n=19,895)	Grades 10–12 (n=14,331)	Male (n=26,212)	Female (n=24,236)	2SLGTBQIA (Gr. 7–12) (n=6,154)	African Descent (n=3,215)	Mi'kmaq/Indigenous (n=3,569)	First-Generation Canadians (n=5,582)	Disabilities/Disorders (n=8,710)
Did not miss school	27%	37%	24%	18%	30%	24%	18%	29%	20%	36%	22%
One or two times in past month	35%	35%	36%	32%	35%	34%	31%	31%	31%	33%	31%
Three or more times in past month	38%	28%	40%	50%	35%	42%	51%	40%	49%	31%	47%

Top reasons for missing school (among those who missed school one or more times in the past month)											
	2022 Overall (n=38,189)	Grades 4–6 (n=11,528)	Grades 7–9 (n=15,021)	Grades 10–12 (n=11,640)	Male (n=18,043)	Female (n=18,263)	2SLGTBQIA (Gr. 7–12) (n=5,049)	African Descent (n=2,261)	Mi'kmaq/Indigenous (n=2,837)	First-Generation Canadians (n=3,533)	Disabilities/Disorders (n=6,729)
Sick or injured	46%	49%	47%	41%	46%	45%	46%	48%	47%	42%	46%
COVID-19 (symptoms, isolation, testing, concern)	28%	29%	29%	26%	27%	29%	28%	26%	30%	25%	29%
Medical or dental appointment	28%	18%	31%	34%	22%	33%	36%	27%	29%	24%	33%
Did not want to go to school	23%	9%	25%	34%	18%	26%	39%	27%	30%	17%	29%
Mental health	21%	8%	22%	33%	11%	29%	52%	23%	32%	14%	36%
Sports or extra-curricular event	15%	9%	16%	18%	13%	17%	11%	12%	13%	10%	10%
Had a family event	14%	15%	14%	12%	13%	15%	10%	14%	13%	15%	12%

Time at School

Students were asked whether they often found it difficult to pay attention in class. Those who often found it difficult to pay attention were then asked what, if anything, distracted them in class. They could choose more than one answer from a list of possible reasons.

Percentage of students who find it hard to pay attention in class



Why
students find it hard to pay attention

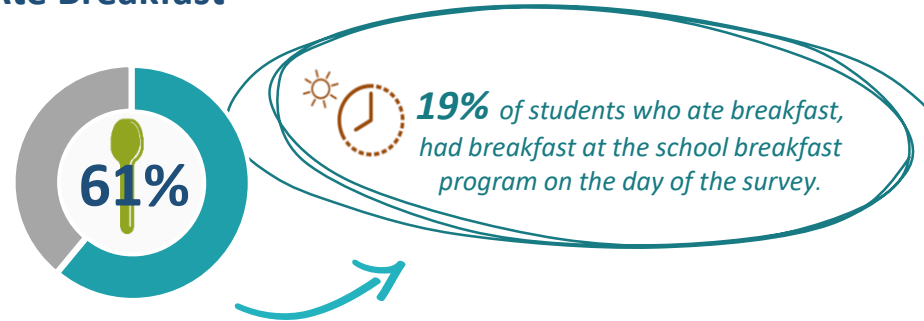
Percentage of students who find it hard to pay attention in class												
	2022 Overall (n=33,383–55,601)	Grades 4–6 (n=10,327–20,620)	Grades 7–9 (n=13,031–20,521)	Grades 10–12 (n=10,025–14,460)	Male (n=15,934–27,675)	Female (n=15,256–25,270)	2SLGTBQIA (Gr. 7–12) (n=5,069–6,366)	African Descent (n=2,037–3,316)	Mi'kmaq/Indigenous (n=2,663–3,800)	First-Generation Canadians (n=2,637–3,800)	Disabilities/Disorders (n=7,439–9,448)	
Strongly agree/agree	61%	51%	64%	70%	58%	61%	80%	62%	71%	47%	80%	
I find it hard to pay attention in class because of: (among those who strongly agree/agree)												
Feeling tired	62%	49%	66%	70%	53%	69%	80%	62%	67%	61%	63%	
Feeling bored/not interested	61%	45%	66%	70%	56%	64%	76%	58%	65%	55%	61%	
Sitting too much or not moving enough	52%	41%	57%	58%	46%	58%	63%	53%	59%	43%	56%	
Needing a break	50%	38%	53%	58%	42%	57%	63%	51%	56%	43%	53%	
Feeling overwhelmed/stressed out	48%	36%	51%	58%	33%	61%	76%	47%	58%	39%	56%	
Other students' behaviour	37%	33%	42%	36%	31%	42%	52%	37%	40%	34%	42%	
Feeling hungry	36%	31%	39%	38%	31%	41%	43%	39%	38%	34%	37%	
Noise from other activities	36%	32%	39%	36%	29%	41%	53%	35%	42%	31%	42%	
My mask	35%	38%	35%	33%	37%	35%	24%	37%	38%	31%	35%	
My mental health	29%	14%	32%	42%	17%	39%	64%	28%	38%	22%	43%	

Note: Table includes the top 10 response categories among those that were provided to students.

Eating at School

Students were asked whether or not they ate breakfast.

Ate Breakfast



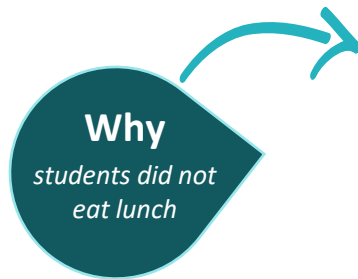
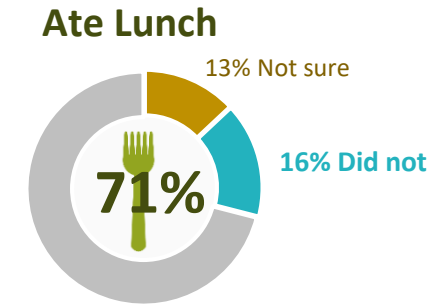
Breakfast											
	2022 Overall (n=36,982–60,900)	Grades 4–6 (n=16,657–23,106)	Grades 7–9 (n=12,544–22,381)	Grades 10–12 (n=7,781–15,413)	Male (n=19,889–30,063)	Female (n=15,818–27,955)	2SLGTBQIA (Gr. 7–12) (n=2,869–6,756)	African Descent (n=1,916–3,660)	Mi'kmaq/Indigenous (n=2,058–4,079)	First-Generation Canadians (n=4,205–6,381)	Disabilities/Disorders (n=5,344–10,086)
Yes, I ate breakfast today	61%	73%	56%	51%	67%	57%	43%	53%	51%	67%	54%
Of those who ate breakfast:											
Yes, I had breakfast at the school breakfast program	19%	26%	14%	12%	19%	19%	14%	25%	20%	22%	21%

Where
students ate breakfast

Eating at School

Students were asked whether or not they ate lunch. Students completed the survey at various times of the day, and thus some students were unsure as to whether or not they would have lunch (13%).

Lunch											
	2022 Overall (n=42,730 -60,827)	Grades 4-6 (n=19,076 -23,054)	Grades 7-9 (n=14,448 -22,373)	Grades 10-12 (n=9,206-15,400)	Male (n=22,384 -30,020)	Female (n=18,898 -27,923)	2SLGTBQIA (Gr. 7-12) (n=3,292-6,756)	African Descent (n=2,390-3,648)	Mi'kmaq/Indigenous (n=2,413-4,072)	First-Generation Canadians (n=4,835-6,374)	Disabilities/Disorders (n=5,883-10,098)
Yes, I ate (or will eat) lunch today	71%	84%	65%	60%	76%	68%	49%	66%	60%	77%	59%
No, I did not eat lunch	16%	8%	20%	22%	14%	17%	29%	19%	22%	13%	24%
Not sure	13%	8%	15%	18%	11%	15%	22%	15%	19%	10%	17%
Of those who ate lunch, or were planning to eat lunch:											
I ate fruit (fresh, cooked, frozen, canned, or dried)	34%	31%	38%	35%	33%	37%	33%	31%	33%	33%	31%
I ate vegetables (cooked or raw)	24%	21%	25%	27%	21%	27%	26%	20%	23%	25%	22%
I ate no fruit or vegetables	56%	61%	52%	53%	59%	52%	54%	61%	58%	55%	60%



Top reasons for not eating lunch (among those students who did not eat lunch)											
	2022 Overall (n=9,463)	Grades 4-6 (n=1,675)	Grades 7-9 (n=4,496)	Grades 10-12 (n=3,292)	Male (n=4,005)	Female (n=4,659)	2SLGTBQIA (Gr. 7-12) (n=1,966)	African Descent (n=681)	Mi'kmaq/Indigenous (n=866)	First-Generation Canadians (n=814)	Disabilities/Disorders (n=2,372)
I am not hungry at lunch time	47%	45%	50%	45%	45%	49%	49%	47%	47%	47%	45%
I am not comfortable eating in front of other people	35%	27%	40%	34%	17%	48%	55%	28%	41%	28%	40%
I would rather spend the time doing something else rather than eating	34%	25%	36%	36%	35%	33%	40%	30%	39%	31%	35%
I don't have anything to eat for lunch	17%	11%	16%	23%	16%	18%	22%	22%	19%	20%	20%
I don't have enough time to eat lunch	15%	12%	15%	18%	16%	15%	15%	15%	14%	17%	17%
I can't afford to buy lunch	12%	4%	9%	20%	12%	11%	15%	16%	16%	12%	16%
I can't get the foods I like at school	10%	9%	8%	13%	10%	9%	11%	11%	11%	12%	11%

Physical Activity

Students were asked to report the range of time they spend being physically active during key periods of the day: None (0 minutes), 1-15 minutes, 16-30 minutes, 31-60 minutes, more than 60 minutes.

Student Activity (Percentage of students spending <u>any</u> time on each activity)											
	2022 Overall (n=60,441)	Grades 4–6 (n=22,832)	Grades 7–9 (n=22,280)	Grades 10–12 (n=15,329)	Male (n=29,821)	Female (n=27,761)	2SLGTBQIA (Gr. 7–12) (n=6,739)	African Descent (n=3,633)	Mi'kmaq/ Indigenous (n=4,066)	First- Generation Canadians (n=6,331)	Disabilities/ Disorders (n=10,021)
On the way to and from school	67%	66%	71%	62%	67%	66%	70%	70%	66%	73%	66%
At school before classes begin	47%	51%	47%	42%	46%	48%	44%	47%	48%	47%	48%
During recess (grades 4–6) / break (grades 7–12)	72%	88%	67%	54%	71%	73%	58%	69%	71%	68%	68%
During lunch	80%	83%	84%	68%	80%	80%	74%	79%	80%	77%	77%
During class time	39%	48%	39%	27%	39%	40%	32%	40%	38%	42%	39%
Immediately after school	78%	77%	82%	75%	79%	79%	75%	76%	80%	77%	75%
In the evening	80%	77%	83%	79%	79%	81%	73%	73%	80%	74%	74%
During my off block (grades 10–12)	37%	--	--	37%	39%	36%	32%	39%	40%	38%	38%

Note: Percentages indicate the portion of students that spent any time (i.e., 1 minute or more) being active.

The Learning Experience

Learning Experiences

Students were asked if they experienced different types of learning experiences, including instructional and assessment practices, very often, sometimes, hardly ever, or never. They indicated that the following interactions occurred at least *sometimes*.

Percentage of students who indicated each learning experience happened at least some of the time (very often/sometimes)											
	2022 Overall (n=60,367–60,903)	Grades 4–6 (n=22,719–23,075)	Grades 7–9 (n=22,278–22,416)	Grades 10–12 (n=15,370–15,416)	Male (n=29,844–30,108)	Female (n=27,689–27,945)	2SLGBTQIA (Gr. 7–12) (n=6,739–6,769)	African Descent (n=3,640–3,675)	Mi'kmaq/ Indigenous (n=4,052–4,088)	First-Generation Canadians (n=6,325–6,376)	Disabilities/ Disorders (n=9,995–10,093)
My teacher(s):											
Expect(s) me to explain my answers (why I think what I think)	93%	93%	94%	92%	93%	94%	93%	92%	92%	92%	90%
Explain(s) what I am going to learn each day in a way I can understand	87%	91%	84%	84%	88%	87%	80%	84%	83%	91%	80%
Help(s) me understand what I am doing well	87%	92%	84%	82%	87%	86%	78%	86%	82%	89%	82%
Give(s) me chances to do better in my schoolwork	85%	89%	84%	79%	86%	84%	79%	85%	82%	87%	82%
Help(s) me connect what I am learning to something I already know	84%	90%	81%	80%	84%	86%	78%	82%	81%	87%	79%
Help(s) me understand what to do next to improve my schoolwork	83%	91%	80%	77%	85%	83%	73%	83%	80%	86%	79%
Help(s) us get started on classwork by showing good examples of finished work	81%	88%	78%	74%	82%	81%	70%	82%	77%	86%	76%
Help(s) me make connections between what I learn and what happens in my life	69%	76%	66%	64%	69%	70%	60%	67%	65%	73%	65%

Learning Experiences

Students were asked if they experienced additional types of learning experiences very often, sometimes, hardly ever, or never. They indicated that the following interactions occurred at least sometimes.

Percentage of students who indicated each learning experience happened at least some of the time (very often/sometimes)											
	2022 Overall (n=60,592–60,904)	Grades 4–6 (n=22,875–23,101)	Grades 7–9 (n=22,329–22,404)	Grades 10–12 (n=15,381–15,399)	Male (n=29,934–30,098)	Female (n=27,795–27,937)	2SLGTBQIA (Gr. 7–12) (n=6,753–6,771)	African Descent (n=3,650–3,673)	Mi'kmaq/Indigenous (n=4,065–4,085)	First-Generation Canadians (n=6,354–6,376)	Disabilities/Disorders (n=10,043–10,098)
I get chances to share my thinking in class	81%	83%	79%	81%	80%	83%	78%	80%	78%	83%	75%
I have chances to learn by doing things, not just listening to my teacher	80%	86%	78%	75%	81%	81%	74%	81%	77%	86%	76%
In my classes, I get to choose the things I read and write about	76%	87%	73%	63%	75%	77%	66%	76%	71%	82%	71%
In my classes, I get to choose how I show my learning	71%	83%	68%	57%	72%	71%	57%	72%	66%	76%	64%
I get to work in small groups with my teacher	54%	67%	46%	45%	55%	53%	40%	56%	50%	63%	52%

Learning Experiences

Students indicated the different ways/methods they usually showed their learning.

The ways students usually show their learning											
	2022 Overall (n=59,868)	Grades 4–6 (n=22,517)	Grades 7–9 (n=22,077)	Grades 10–12 (n=15,274)	Male (n=29,411)	Female (n=27,618)	2SLGTBQIA (Gr. 7–12) (n=6,723)	African Descent (n=3,607)	Mi'kmaq/Indigenous (n=4,021)	First-Generation Canadians (n=6,278)	Disabilities/Disorders (n=9,913)
In-class assignments	64%	52%	68%	74%	61%	67%	73%	61%	64%	64%	59%
Writing	60%	61%	60%	58%	55%	65%	68%	58%	61%	59%	56%
Tests	54%	44%	59%	62%	53%	56%	61%	50%	53%	55%	48%
Using technology	50%	49%	54%	47%	52%	48%	53%	50%	50%	49%	52%
Quizzes	47%	35%	52%	57%	45%	49%	56%	45%	48%	51%	43%
Conversations with my teacher(s), small groups and in-class discussions	38%	33%	38%	43%	34%	42%	45%	40%	41%	40%	40%
Pictures or drawings, artwork, creative displays	36%	40%	35%	32%	30%	42%	46%	37%	39%	39%	39%
Presentations, speeches, performances	36%	30%	42%	38%	33%	39%	43%	37%	35%	41%	33%
Using manipulatives/hands-on learning tools/models	22%	22%	22%	24%	21%	23%	26%	23%	27%	21%	27%
Labs	18%	4%	17%	39%	17%	18%	27%	17%	19%	19%	18%
Coding	7%	11%	6%	3%	9%	6%	4%	8%	7%	9%	8%
Something else	2%	3%	2%	2%	3%	2%	2%	4%	3%	3%	3%

Learning Experiences

Students were asked to what extent they agreed or disagreed with several statements about their learning experiences, as well as their level of personal challenge with school work.

Percentage of students who agreed or strongly agreed with the following statements											
	2022 Overall (n=60,472–60,951)	Grades 4–6 (n=22,872–23,134)	Grades 7–9 (n=22,270–22,427)	Grades 10–12 (n=15,330–15,416)	Male (n=29,921–30,121)	Female (n=27,708–27,961)	2SLGBTQIA (Gr. 7–12) (n=6,737–6,769)	African Descent (n=3,653–3,678)	Mi'kmaq/Indigenous (n=4,075–4,091)	First-Generation Canadians (n=6,337–6,388)	Disabilities/Disorders (n=10,054–10,106)
At my school, I learn to respect people's differences	92%	98%	91%	85%	92%	93%	84%	89%	89%	92%	88%
At my school, I learn about different cultures	84%	93%	85%	71%	85%	84%	75%	77%	80%	82%	81%
At my school, I learn about people who are like me	70%	77%	67%	64%	70%	72%	60%	67%	66%	63%	62%

Students' school work is mostly...											
	2022 Overall (n=60,744)	Grades 4–6 (n=23,059)	Grades 7–9 (n=22,325)	Grades 10–12 (n=15,360)	Male (n=30,018)	Female (n=27,873)	2SLGBTQIA (Gr. 7–12) (n=6,740)	African Descent (n=3,660)	Mi'kmaq/Indigenous (n=4,067)	First-Generation Canadians (n=6,371)	Disabilities/Disorders (n=10,064)
Too easy	11%	13%	11%	9%	13%	9%	12%	11%	11%	18%	10%
Just right	67%	72%	65%	65%	67%	70%	57%	65%	61%	68%	56%
Too hard	21%	16%	24%	26%	20%	22%	31%	24%	28%	14%	34%

Technology

Students were asked to report the ways in which they usually use technology to show their learning.

Technology											
	2022 Overall (n=59,339 -60,324)	Grades 4–6 (n=22,568 -22,768)	Grades 7–9 (n=21,901 -22,250)	Grades 10–12 (n=14,870 -15,306)	Male (n=29,190 -29,740)	Female (n=27,368 -27,737)	2SLGTBQIA (Gr. 7–12) (n=6,637– 6,745)	African Descent (n=3,555– 3,629)	Mi'kmaq/ Indigenous (n=3,955– 4,045)	First- Generation Canadians (n=6,206– 6,334)	Disabilities/ Disorders (n=9,748– 10,006)
Percentage of students who use technology at school for each method											
Writing (responses, essays, reports, or stories)	84%	79%	88%	86%	81%	87%	91%	81%	85%	82%	83%
Math (practice skills, test ideas, check my work, or show my thinking)	60%	73%	59%	43%	59%	61%	52%	61%	56%	63%	55%
Reading (stories, books, e-texts, or articles)	56%	63%	52%	54%	55%	58%	59%	57%	55%	59%	57%
Creating (videos, websites, posters, presentations)	52%	43%	59%	55%	48%	56%	64%	54%	53%	57%	53%
Entertainment (Games, YouTube, music, videos, etc.)	3%	4%	3%	2%	4%	2%	3%	4%	4%	4%	4%
Other things	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%
I don't use technology at school	2%	1%	2%	3%	2%	1%	2%	3%	2%	2%	3%
Using technology makes it easier to learn											
Strongly agree/Agree	88%	87%	88%	88%	91%	84%	88%	89%	86%	91%	89%
Using technology makes it easier to show what I know											
Strongly agree/Agree	81%	81%	81%	81%	86%	76%	80%	84%	79%	87%	83%

Note: In the first table, students in grades 4-6 were asked to think about their usage of technology during the school year, while students in grades 7-12 were asked to think about their usage of technology in all their courses this term/semester.

Students were asked to indicate what they learn or practice doing when using technology in school. Students were able to choose multiple options.

Technology											
	2022 Overall (n=58,171)	Grades 4–6 (n=22,013)	Grades 7–9 (n=21,550)	Grades 10–12 (n=14,608)	Male (n=28,461)	Female (n=26,986)	2SLGBTQIA (Gr. 7–12) (n=6,539)	African Descent (n=3,480)	Mi'kmaq/ Indigenous (n=3,882)	First-Generation Canadians (n=6,152)	Disabilities/ Disorders (n=9,517)
When I use technology in school, I learn or practice how to...:											
Search for information	76%	66%	81%	84%	73%	79%	86%	74%	78%	77%	75%
Check to see if information is useful and true	60%	48%	67%	69%	58%	63%	76%	60%	64%	63%	61%
Show my learning by creating and sharing my work	58%	58%	58%	56%	55%	60%	62%	57%	57%	62%	57%
Solve problems using technology	52%	49%	54%	52%	55%	48%	56%	51%	53%	56%	53%
Work with other students	50%	48%	54%	47%	51%	50%	49%	51%	49%	53%	48%
Be safe and kind online	34%	41%	33%	24%	33%	35%	32%	32%	33%	33%	34%
Communicate with my teacher	33%	29%	31%	41%	31%	36%	38%	34%	35%	34%	35%
Another way	2%	2%	2%	1%	2%	1%	1%	2%	2%	2%	2%

The French Experience

The French Experience

Students enrolled in French Immersion, Intensive French, Integrated French, and French First Language (CSAP), were asked to indicate the frequency with which they speak French in a variety of situations.

Percentage of students who speak French very often/sometimes:

	2022 Overall (n=13,572–13,903)	Grades 4–6 (n=3,988–4,167)	Grades 7–9 (n=6,589–6,707)	Grades 10–12 (n=2,995–3,029)	Male (n=5,822–5,976)	Female (n=7,141–7,293)	2SLGBTQIA (Gr. 7–12) (n=1,746–1,770)	African Descent (n=691–725)	Mi'kmaq/ Indigenous (n=736–751)	First-Generation Canadians (n=906–935)	Disabilities/ Disorders (n=1,617–1,656)
With my teachers (during class time)	93%	94%	93%	93%	92%	95%	94%	90%	92%	92%	91%
While working in groups (with other students)	78%	89%	74%	70%	77%	79%	72%	78%	77%	78%	74%
With my teachers (outside of class time)	62%	64%	57%	70%	57%	65%	65%	62%	65%	64%	60%
While not working on schoolwork (with other students)	47%	65%	41%	38%	47%	48%	38%	50%	48%	50%	44%
With my friends (outside of school)	17%	25%	13%	16%	16%	18%	15%	18%	19%	23%	18%

Percentage of students who speak French very often/sometimes:

	2022 Overall (n=13,572–13,903)	French First Language Program (n=2,791–2,916)	French Second Language Programs (n=10,756–10,987)
With my teachers (during class time)	93%	95%	93%
While working in groups (with other students)	78%	82%	77%
With my teachers (outside of class time)	62%	88%	55%
While not working on schoolwork (with other students)	47%	61%	44%
With my friends (outside of school)	17%	34%	13%

Percentage of students who agreed or strongly agreed

	2022 Overall (n=14,014)	Grades 4–6 (n=4,239)	Grades 7–9 (n=6,735)	Grades 10–12 (n=3,040)	Male (n=6,033)	Female (n=7,348)	2SLGBTQIA (Gr. 7–12) (n=1,776)	African Descent (n=725)	Mi'kmaq/ Indigenous (n=763)	First-Generation Canadians (n=947)	Disabilities/ Disorders (n=1,664)
I find it easy to express how I feel in French	68%	77%	62%	71%	70%	68%	60%	63%	68%	70%	61%

Percentage of students who agreed or strongly agreed

	2022 Overall (n=14,014)	French First Language Program (n=2,976)	French Second Language Programs (n=11,038)
I find it easy to express how I feel in French	68%	78%	66%