

# 2023/ 2024

## 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 88,302 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 **69,128 students** completed the survey this year, across all regions. This represents a very strong **78.3% 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:  
April 22 - May 10, 2024

⌚  
Mins.

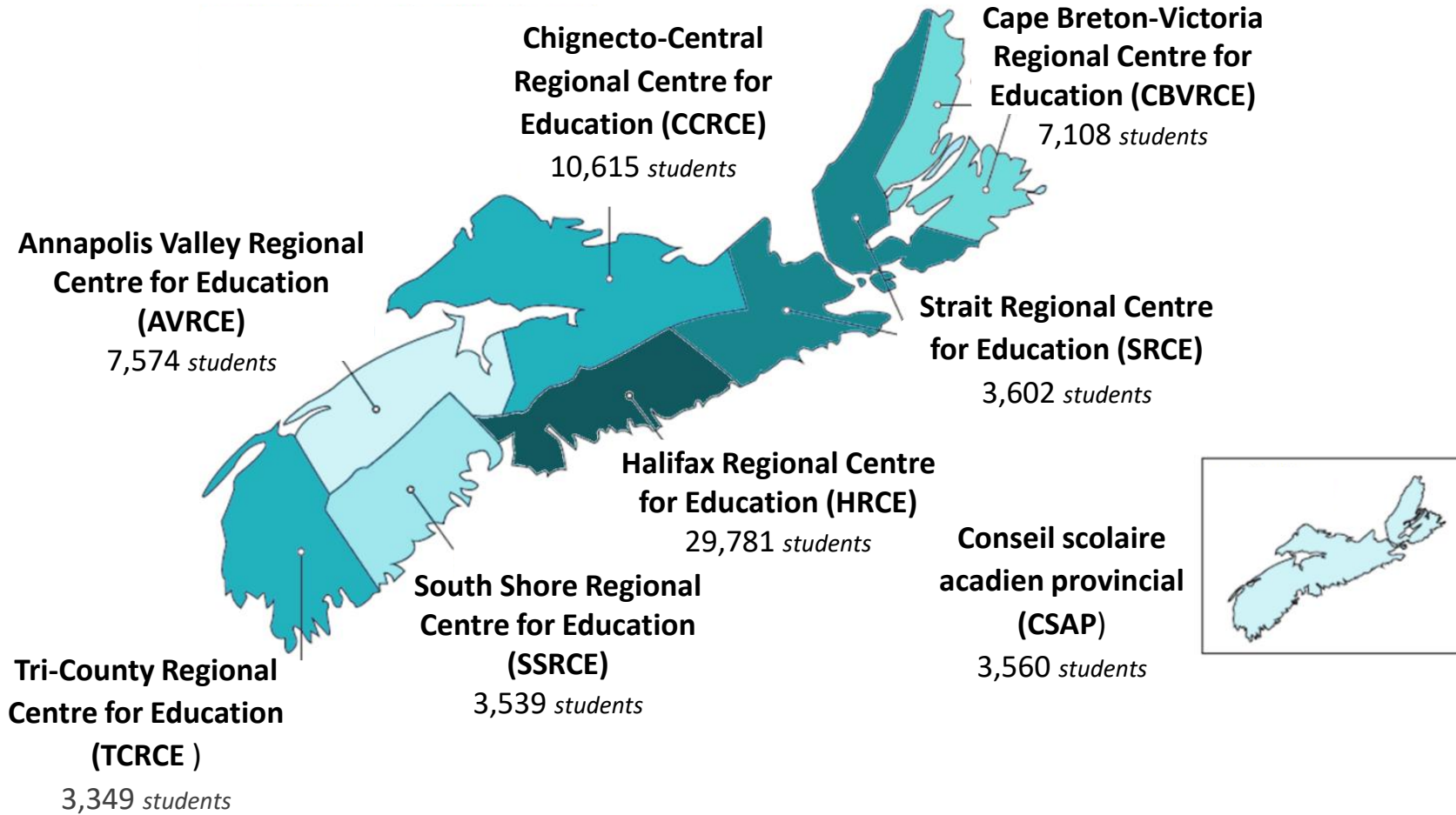
Average length of time to complete survey:  
Grades 4-6: 28.5 min. Grades 7-9: 17 min. Grades 10-12: 14.5 min.

69,128  
completed surveys

# Student Respondent Profile

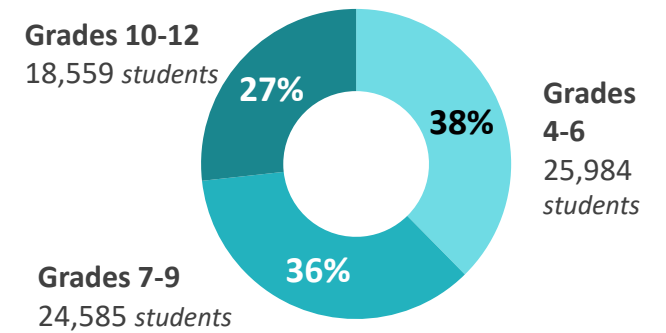
# Profile of Student Respondents

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



**Total # of Completes:**  
**69,128**

## By Grade

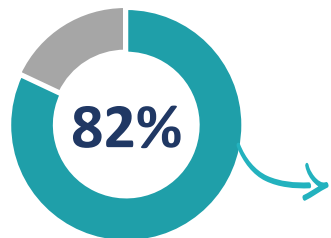


# The School Environment

# 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											
	2024 Overall (n=49,576–64,867)	Grades 4–6 (n=19,929–23,898)	Grades 7–9 (n=16,381–23,214)	Grades 10–12 (n=13,266–17,755)	Male (n=24,537–31,988)	Female (n=23,765–30,843)	2SLGBTQIA+ (Gr. 7–12) (n=3,439–4,978)	African Descent (n=3,573–4,800)	Mi'kmaq/Indigenous (n=3,310–4,581)	First-Generation Canadians (n=7,374–9,625)	Disabilities/Disorders (n=8,789–11,718)
<b>Having someone to talk to:</b>											
There is at least one friend I can go to if I need to talk to someone	93%	94%	93%	93%	93%	95%	90%	90%	91%	93%	90%
There is at least one adult I can go to if I need to talk to someone	82%	87%	77%	80%	82%	83%	75%	79%	77%	83%	79%
<b>If I needed to talk to an adult, I would go to:</b>											
Teacher	77%	80%	73%	77%	77%	78%	75%	64%	68%	81%	72%
School Counsellor	25%	24%	25%	26%	22%	28%	37%	23%	29%	23%	30%
Principal	20%	27%	17%	13%	25%	15%	11%	21%	19%	19%	21%
Vice Principal	16%	20%	15%	13%	19%	14%	12%	18%	16%	17%	19%

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											
	2024 Overall (n=48,223–64,753)	Grades 4–6 (n=17,142–24,117)	Grades 7–9 (n=16,968–23,121)	Grades 10–12 (n=14,113–17,515)	Male (n=23,753–31,985)	Female (n=22,995–30,700)	2SLGBTQIA+ (Gr. 7–12) (n=3,641–4,952)	African Descent (n=3,708–4,834)	Mi'kmaq/Indigenous (n=3,373–4,557)	First-Generation Canadians (n=7,393–9,580)	Disabilities/Disorders (n=8,648–11,720)
<b>My teacher(s):</b>											
Expect(s) my best effort in class	97%	98%	96%	95%	96%	98%	95%	95%	95%	97%	94%
Believe(s) I can do well in school	95%	97%	93%	94%	94%	96%	93%	92%	92%	96%	91%
Understand(s) my culture	86%	88%	84%	85%	84%	89%	83%	70%	78%	77%	82%
Notice(s) when something is bothering me	62%	77%	54%	50%	65%	60%	43%	58%	53%	67%	58%
Know(s) what my life is like outside of school	44%	53%	39%	39%	43%	45%	33%	31%	37%	34%	41%

# Beliefs About School

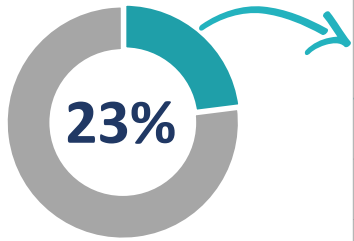
Students were asked about their beliefs regarding school and their relationship to school.

Percentage of students who agreed or strongly agreed											
	2024 Overall (n=46,829–65,697)	Grades 4–6 (n=16,337–24,810)	Grades 7–9 (n=16,447–23,316)	Grades 10–12 (n=14,045–17,571)	Male (n=23,887–32,438)	Female (n=21,467–31,219)	2SLGBTQIA+ (Gr. 7–12) (n=3,592–4,888)	African Descent (n=3,550–4,885)	Mi'kmaq/Indigenous (n=3,444–4,616)	First-Generation Canadians (n=6,714–9,855)	Disabilities/Disorders (n=8,637–11,829)
It is important for me to work hard in school	94%	97%	93%	91%	92%	96%	90%	92%	91%	95%	90%
I believe I can do well in school	91%	92%	89%	92%	91%	92%	84%	91%	86%	95%	83%
When school work is hard for me, I keep trying until I figure it out	82%	88%	79%	77%	83%	82%	70%	79%	74%	89%	72%
I can be myself at school	78%	81%	75%	77%	81%	76%	55%	76%	68%	81%	66%
I feel like I belong at my school	77%	83%	74%	73%	80%	76%	51%	73%	67%	78%	65%
My school has a connection with my community	77%	83%	74%	73%	75%	79%	70%	65%	73%	61%	74%
I enjoy learning in school	63%	72%	53%	61%	60%	67%	56%	63%	54%	77%	55%

# 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



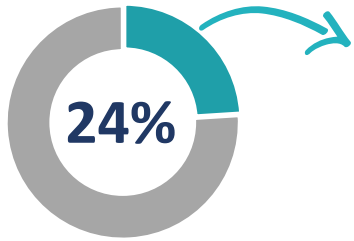
**Why**  
students feel they don't belong

Top reasons why students feel they don't belong in school												
	2024 Overall (n=12,466)	Grades 4-6 (n=3,460)	Grades 7-9 (n=5,032)	Grades 10-12 (n=3,974)	Male (n=5,279)	Female (n=6,213)	2SLGBTQIA+ (Gr. 7-12) (n=2,068)	African Descent (n=1,121)	Mi'kmaq/Indigenous (n=1,305)	First-Generation Canadians (n=1,764)	Disabilities/Disorders (n=3,631)	
People don't get me	51%	52%	52%	48%	42%	57%	59%	50%	57%	44%	57%	
How I look	38%	35%	43%	35%	29%	44%	55%	38%	48%	28%	48%	
My mental health	31%	18%	33%	39%	21%	35%	59%	27%	44%	17%	45%	
How I behave with others	28%	22%	30%	29%	25%	28%	45%	31%	35%	23%	36%	
My marks in school	19%	13%	21%	22%	17%	20%	23%	21%	25%	13%	25%	
The way I talk (e.g., my accent, speech)	14%	10%	15%	17%	13%	14%	21%	22%	19%	23%	19%	
How much money my family has	10%	8%	10%	11%	8%	11%	15%	16%	16%	8%	15%	
My disability	10%	8%	10%	11%	10%	7%	19%	13%	15%	6%	28%	
I'm new to the school	10%	9%	9%	11%	9%	10%	10%	15%	10%	23%	9%	

# 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



24%

## How students felt unsafe

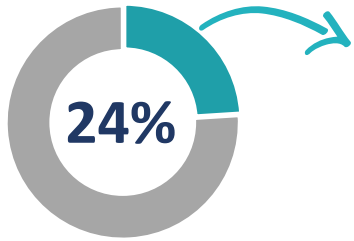
Percentage of students who felt unsafe or threatened at school in the past month											
	2024 Overall (n=67,883)	Grades 4–6 (n=25,283)	Grades 7–9 (n=24,244)	Grades 10–12 (n=18,356)	Male (n=33,552)	Female (n=32,080)	2SLGBTQIA+ (Gr. 7–12) (n=5,244)	African Descent (n=5,077)	Mi'kmaq/Indigenous (n=4,834)	First-Generation Canadians (n=10,187)	Disabilities/Disorders (n=12,423)
Yes	24%	21%	25%	26%	22%	24%	44%	29%	33%	22%	37%

How students felt unsafe or threatened at school (among those who felt unsafe or threatened one or more times in the past month)											
	2024 Overall (n=15,507)	Grades 4–6 (n=5,016)	Grades 7–9 (n=5,948)	Grades 10–12 (n=4,543)	Male (n=7,006)	Female (n=7,422)	2SLGBTQIA+ (Gr. 7–12) (n=2,238)	African Descent (n=1,391)	Mi'kmaq/Indigenous (n=1,551)	First-Generation Canadians (n=2,096)	Disabilities/Disorders (n=4,443)
Social (e.g., gossip, pranks, being left out)	51%	47%	53%	53%	40%	60%	65%	48%	58%	50%	56%
Verbal or written (e.g., name calling, insults, threats, graffiti)	49%	44%	52%	51%	48%	48%	58%	53%	54%	46%	54%
Physical (e.g., pushing, hitting, destroying belongings)	36%	37%	37%	33%	43%	29%	35%	43%	42%	36%	39%
Electronic or cyber (e.g., someone pretending to be you online, spreading gossip or pictures online, hurtful messages, or threats online)	17%	9%	19%	22%	14%	18%	23%	23%	24%	15%	20%
Fear of school attacks (i.e., stabbings, shootings, etc.)	6%	2%	6%	11%	7%	6%	5%	6%	6%	9%	4%
School lockdowns, hold and secures, and police presence	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Another way	11%	11%	10%	11%	11%	10%	8%	12%	10%	11%	10%

# School Environment

The 24 percent of students who indicated they felt unsafe or threatened in the last 30 days were also asked to indicate WHERE they felt unsafe or threatened. Again, these students were able to choose multiple options.

## Percentage of students who felt unsafe



24%

## Where

students felt unsafe

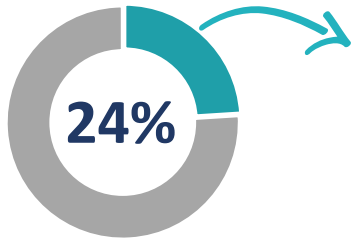
Places where students felt unsafe or threatened at school – top mentions (among those who felt unsafe or threatened in the past month)												
	2024 Overall (n=15,261)	Grades 4–6 (n=5,012)	Grades 7–9 (n=5,776)	Grades 10–12 (n=4,473)	Male (n=6,875)	Female (n=7,312)	2SLGBTQIA+ (Gr. 7–12) (n=2,212)	African Descent (n=1,362)	Mi'kmaq/Indigenous (n=1,527)	First-Generation Canadians (n=2,065)	Disabilities/Disorders (n=4,377)	
Playground/Schoolgrounds	35%	44%	33%	27%	36%	34%	32%	35%	36%	32%	35%	
Classrooms	28%	28%	34%	21%	26%	31%	31%	29%	30%	27%	29%	
Hallway/Stairwells	26%	19%	30%	29%	21%	29%	37%	25%	29%	23%	28%	
Washrooms	21%	14%	19%	30%	18%	22%	27%	20%	25%	20%	22%	
Everywhere	19%	12%	20%	25%	18%	18%	24%	21%	23%	18%	23%	
Lunchroom or cafeteria	14%	11%	16%	13%	12%	15%	18%	14%	17%	14%	15%	
School entrances/exits	11%	7%	12%	14%	9%	11%	16%	11%	15%	10%	12%	
Online	11%	8%	13%	11%	9%	12%	13%	12%	14%	9%	12%	
School buses	11%	15%	9%	7%	11%	10%	11%	11%	14%	9%	12%	
Gym/Change rooms	10%	10%	13%	6%	10%	9%	12%	13%	14%	10%	11%	

Note: The table above indicates most common responses.

# School Environment

The 24 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



24%

**Why**  
students felt unsafe

Reasons why students felt unsafe or threatened at school (among those who felt unsafe or threatened in the past month)											
	2024 Overall (n=14,030)	Grades 4–6 (n=4,613)	Grades 7–9 (n=5,379)	Grades 10–12 (n=4,038)	Male (n=6,260)	Female (n=6,761)	2SLGBTQIA+ (Gr. 7–12) (n=2,114)	African Descent (n=1,295)	Mi'kmaq/Indigenous (n=1,416)	First-Generation Canadians (n=1,955)	Disabilities/Disorders (n=4,128)
People don't get me	32%	38%	33%	25%	28%	35%	35%	33%	38%	27%	36%
How I look	31%	30%	36%	26%	27%	33%	41%	33%	39%	27%	37%
How I behave with others	20%	17%	23%	21%	19%	20%	30%	22%	26%	18%	27%
My mental health	17%	12%	20%	21%	13%	19%	33%	17%	27%	12%	27%
The way I talk (e.g., my accent, speech)	11%	8%	12%	12%	11%	9%	16%	17%	17%	15%	14%
My marks in school	10%	8%	11%	11%	10%	10%	12%	14%	15%	10%	14%
My disability	9%	7%	9%	10%	9%	6%	16%	12%	14%	6%	22%
My gender	8%	5%	8%	11%	5%	6%	24%	12%	13%	8%	12%
How much money my family has	8%	7%	8%	8%	7%	7%	9%	13%	13%	7%	11%

Note: The table above indicates most common responses.

# Racism, Discrimination, Homophobia or Transphobia

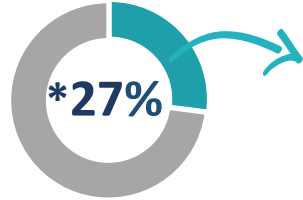
Students in grades 7 to 12 were asked whether they experienced or witnessed racism, discrimination, homophobia or transphobia at school within the past year.



Experienced/Witnessed racism, discrimination, homophobia or transphobia											
	2024 Overall (n=9,276–41,995)	Grades 4–6	Grades 7–9 (n=5,395–23,922)	Grades 10–12 (n=3,881–18,073)	Male (n=4,337–20,545)	Female (n=4,086–19,779)	2SLGBTQIA+ (Gr. 7–12) (n=2,420–5,204)	African Descent (n=1,363–3,333)	Mi'kmaq/Indigenous (n=1,157–3,550)	First-Generation Canadians (n=1,576–6,285)	Disabilities/Disorders (n=2,678–8,323)
<b>Experienced</b>											
Homophobia or transphobia	13%	--	12%	14%	12%	11%	49%	13%	20%	7%	23%
Discrimination	17%	--	17%	17%	16%	16%	28%	28%	27%	19%	25%
Racism	15%	--	16%	14%	17%	13%	14%	43%	24%	24%	17%
<b>Witnessed</b>											
Homophobia or transphobia	40%	--	38%	43%	33%	45%	70%	38%	51%	27%	52%
Discrimination	39%	--	38%	41%	34%	44%	57%	44%	51%	35%	49%
Racism	44%	-	45%	43%	40%	48%	57%	57%	56%	42%	52%
<b>School does a good job responding to racism, discrimination, transphobia or homophobia (among those who experienced or witnessed)</b>											
<b>Experienced: Strongly agree/Agree</b>	<b>28%</b>	--	31%	23%	31%	25%	20%	26%	22	34%	23%
<b>Witnessed: Strongly agree/Agree</b>	<b>33%</b>	--	36%	27%	36%	31%	21%	29%	27%	39%	27%

# 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.



experienced racism, discrimination, homophobia or transphobia



Percentage of students who <u>experienced</u> racism, discrimination, homophobia or transphobia											
	2024 Overall (n=41,575)	Grades 4–6	Grades 7–9 (n=23,655)	Grades 10–12 (n=17,920)	Male (n=20,284)	Female (n=19,627)	2SLGBTQIA+ (Gr. 7–12) (n=5,162)	African Descent (n=3,292)	Mi'kmaq/Indigenous (n=3,518)	First-Generation Canadians (n=6,274)	Disabilities/Disorders (n=8,223)
Overall	27%	--	28%	26%	26%	26%	57%	50%	39%	32%	39%

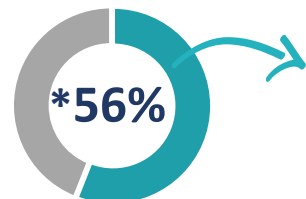
Effect of racism, discrimination, homophobia or transphobia (among those who <u>experienced</u> )											
	2024 Overall (n=5,334–6,924)	Grades 4–6	Grades 7–9 (n=2,794–3,996)	Grades 10–12 (n=2,502–2,928)	Male (n=2,342–3,403)	Female (n=2,134–3,140)	2SLGBTQIA+ (Gr. 7–12) (n=729–2,490)	African Descent (n=428–1,403)	Mi'kmaq/Indigenous (n=696–924)	First-Generation Canadians (n=427–1,503)	Disabilities/Disorders (n=1,402–2,063)
<b>Homophobia or transphobia at my school:</b>											
affects my mental health	44%	--	41%	47%	29%	49%	75%	48%	49%	45%	59%
affects my ability to learn	29%	--	26%	31%	20%	30%	44%	39%	37%	33%	40%
affects my attendance	19%	--	17%	21%	14%	19%	30%	33%	27%	24%	29%
<b>Discrimination at my school:</b>											
affects my mental health	45%	--	45%	45%	31%	55%	72%	50%	51%	45%	57%
affects my ability to learn	34%	--	33%	35%	26%	39%	52%	40%	42%	33%	44%
affects my attendance	21%	--	20%	24%	15%	25%	35%	29%	32%	20%	30%
<b>Racism at my school:</b>											
affects my mental health	28%	--	26%	30%	20%	36%	49%	42%	35%	37%	35%
affects my ability to learn	22%	--	21%	24%	17%	26%	38%	32%	30%	25%	30%
affects my attendance	13%	--	11%	16%	10%	15%	25%	23%	22%	16%	21%

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

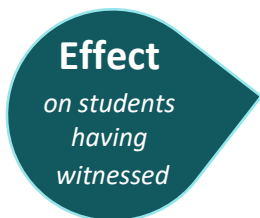


# Racism, Discrimination, Homophobia or Transphobia

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



Effect  
on students  
having  
witnessed

Percentage of students who <u>witnessed</u> racism, discrimination, homophobia or transphobia											
	2024 Overall (n=41,995)	Grades 4–6	Grades 7–9 (n=23,922)	Grades 10–12 (n=18,073)	Male (n=20,545)	Female (n=19,779)	2SLGBTQIA+ (Gr. 7–12) (n=5,204)	African Descent (n=3,333)	Mi'kmaq/Indigenous (n=3,550)	First-Generation Canadians (n=6,285)	Disabilities/Disorders (n=8,323)
Overall	56%	--	57%	56%	50%	61%	79%	66%	68%	53%	66%

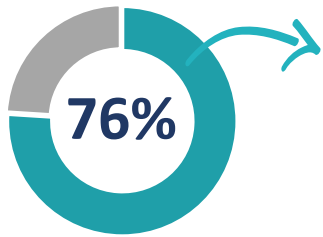
Effect of racism, discrimination, homophobia or transphobia (among those who <u>witnessed</u> )											
	2024 Overall (n=16,277–18,318)	Grades 4–6	Grades 7–9 (n=9,019–10,673)	Grades 10–12 (n=7,257–7,718)	Male (n=6,744–8,082)	Female (n=8,500–9,317)	2SLGBTQIA+ (Gr. 7–12) (n=2,908–3,618)	African Descent (n=1,230–1,863)	Mi'kmaq/Indigenous (n=1,780–1,978)	First-Generation Canadians (n=1,648–2,604)	Disabilities/Disorders (n=4,009–4,277)
<b>Homophobia or transphobia at my school:</b>											
affects my mental health	19%	--	17%	22%	13%	18%	63%	22%	24%	18%	33%
affects my ability to learn	13%	--	12%	15%	10%	13%	36%	17%	19%	13%	23%
affects my attendance	7%	--	6%	9%	6%	6%	23%	13%	12%	8%	15%
<b>Discrimination at my school:</b>											
affects my mental health	28%	--	28%	28%	20%	31%	52%	40%	36%	32%	40%
affects my ability to learn	22%	--	21%	22%	17%	23%	37%	30%	29%	25%	31%
affects my attendance	12%	--	11%	13%	9%	13%	21%	21%	20%	13%	19%
<b>Racism at my school:</b>											
affects my mental health	14%	--	13%	15%	11%	15%	22%	35%	21%	27%	18%
affects my ability to learn	14%	--	13%	15%	11%	14%	20%	27%	20%	20%	18%
affects my attendance	6%	--	6%	7%	6%	6%	9%	18%	12%	11%	9%

\*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

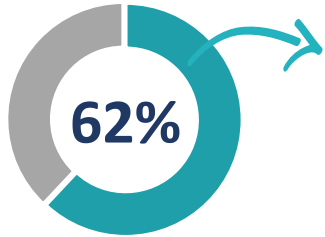
How often students missed school in the past month											
	2024 Overall (n=59,699)	Grades 4–6 (n=20,898)	Grades 7–9 (n=21,751)	Grades 10–12 (n=17,050)	Male (n=29,539)	Female (n=28,233)	2SLGBTQIA+ (Gr. 7–12) (n=4,794)	African Descent (n=4,487)	Mi'kmaq/Indigenous (n=4,309)	First-Generation Canadians (n=8,991)	Disabilities/Disorders (n=10,883)
Did not miss school	24%	33%	21%	19%	27%	22%	17%	30%	18%	36%	20%
One or two times in past month	39%	39%	40%	37%	40%	38%	36%	33%	34%	37%	36%
Three or more times in past month	37%	28%	39%	44%	34%	39%	47%	37%	48%	27%	45%

Top reasons for missing school (among those who missed school one or more times in the past month)											
	2024 Overall (n=44,659)	Grades 4–6 (n=13,830)	Grades 7–9 (n=17,042)	Grades 10–12 (n=13,787)	Male (n=21,389)	Female (n=21,740)	2SLGBTQIA+ (Gr. 7–12) (n=3,954)	African Descent (n=3,111)	Mi'kmaq/Indigenous (n=3,496)	First-Generation Canadians (n=5,720)	Disabilities/Disorders (n=8,653)
Sick or injured	60%	64%	63%	53%	60%	61%	61%	59%	60%	59%	60%
Medical or dental appointment	30%	21%	32%	36%	25%	34%	38%	28%	34%	24%	37%
Did not want to go to school	22%	11%	25%	29%	17%	25%	36%	25%	31%	17%	27%
Sports or extra-curricular event	19%	13%	22%	22%	17%	22%	13%	17%	17%	12%	14%
Had a family event	19%	21%	19%	17%	18%	20%	14%	18%	19%	20%	18%
Mental health	16%	7%	16%	25%	9%	21%	44%	17%	27%	11%	28%

# 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

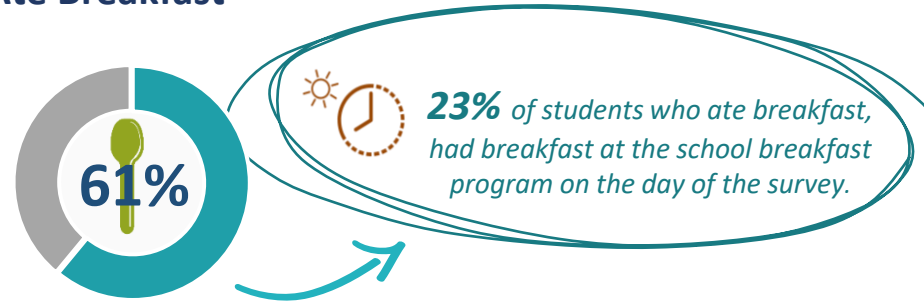
Percentage of students who find it hard to pay attention in class											
	2024 Overall (n=37,751–61,895)	Grades 4–6 (n=12,044–22,786)	Grades 7–9 (n=14,177–22,039)	Grades 10–12 (n=11,530–17,070)	Male (n=17,915–30,734)	Female (n=18,227–29,132)	2SLGBTQIA+ (Gr. 7–12) (n=3,843–4,899)	African Descent (n=2,747–4,582)	Mi'kmaq/Indigenous (n=3,227–4,463)	First-Generation Canadians (n=4,077–9,059)	Disabilities/Disorders (n=9,220–11,612)
Strongly agree/agree	62%	54%	65%	68%	59%	63%	79%	61%	73%	46%	80%
<b>I find it hard to pay attention in class because of: (among those who strongly agree/agree)</b>											
Feeling tired	61%	51%	63%	67%	54%	67%	77%	60%	66%	58%	62%
Feeling bored/not interested	60%	46%	64%	68%	55%	63%	74%	59%	65%	52%	61%
Sitting too much or not moving enough	52%	44%	56%	55%	46%	57%	62%	52%	60%	41%	54%
Needing a break	48%	38%	52%	54%	41%	54%	62%	49%	57%	40%	52%
Feeling overwhelmed/stressed out	43%	34%	44%	51%	29%	55%	72%	42%	54%	34%	51%
Other students' behaviour	39%	37%	43%	36%	33%	43%	54%	41%	44%	36%	43%
Noise from other activities	38%	35%	41%	37%	31%	43%	55%	38%	45%	33%	44%
Feeling hungry	36%	31%	39%	37%	31%	40%	42%	39%	41%	34%	37%
My mental health	22%	12%	23%	31%	14%	28%	53%	22%	33%	16%	34%
A conflict I am having with someone	12%	10%	14%	14%	8%	16%	21%	15%	18%	11%	16%
My phone or tablet	10%	3%	7%	22%	10%	11%	16%	13%	12%	13%	12%

Note: Table includes the top 11 response categories among those that were provided to students.

# Eating at School

Students were asked whether or not they ate breakfast.

## Ate Breakfast



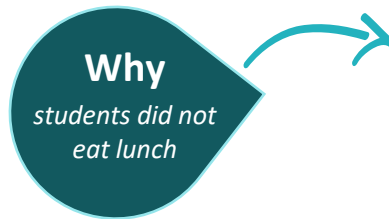
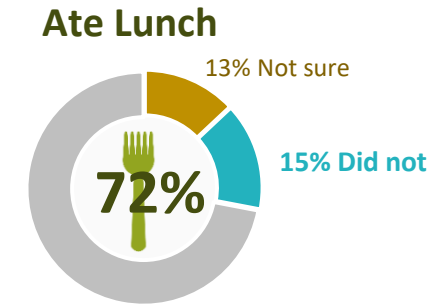
Breakfast											
	2024 Overall (n=40,685–67,696)	Grades 4–6 (n=17,797–25,334)	Grades 7–9 (n=13,588–24,115)	Grades 10–12 (n=9,300–18,247)	Male (n=21,686–33,337)	Female (n=17,968–32,126)	2SLGBTQIA+ (Gr. 7–12) (n=2,345–5,216)	African Descent (n=2,747–5,036)	Mi'kmaq/Indigenous (n=2,352–4,788)	First-Generation Canadians (n=6,777–10,155)	Disabilities/Disorders (n=6,791–12,340)
Yes, I ate breakfast today	61%	73%	57%	51%	66%	57%	45%	56%	50%	68%	56%
<b>Of those who ate breakfast:</b>											
Yes, I had breakfast at the school breakfast program	23%	30%	18%	18%	23%	23%	20%	31%	24%	29%	25%

**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											
	2024 Overall (n=48,111–67,605)	Grades 4–6 (n=20,934–25,287)	Grades 7–9 (n=16,012–24,063)	Grades 10–12 (n=11,165–18,255)	Male (n=24,860–33,312)	Female (n=22,091–32,071)	2SLGBTQIA+ (Gr. 7–12) (n=2,738–5,209)	African Descent (n=3,327–5,024)	Mi'kmaq/ Indigenous (n=2,850–4,794)	First- Generation Canadians (n=7,870–10,133)	Disabilities/ Disorders (n=7,545–12,347)
Yes, I ate (or will eat) lunch today	72%	84%	67%	62%	76%	70%	53%	67%	60%	78%	62%
No, I did not eat lunch	15%	8%	18%	21%	14%	15%	26%	18%	22%	12%	22%
Not sure	13%	8%	14%	18%	10%	15%	21%	15%	18%	10%	16%
Of those who ate lunch, or were planning to eat lunch:											
I ate fruit (fresh, cooked, frozen, canned, or dried)	36%	34%	39%	37%	35%	39%	34%	32%	34%	34%	33%
I ate vegetables (cooked or raw)	26%	22%	27%	29%	23%	29%	28%	20%	23%	29%	22%
I ate no fruit or vegetables	54%	58%	51%	50%	57%	50%	52%	60%	58%	53%	58%



Top reasons for not eating lunch (among those students who did not eat lunch)											
	2024 Overall (n=9,957)	Grades 4–6 (n=1,870)	Grades 7–9 (n=4,354)	Grades 10–12 (n=3,733)	Male (n=4,486)	Female (n=4,885)	2SLGBTQIA+ (Gr. 7–12) (n=1,364)	African Descent (n=880)	Mi'kmaq/ Indigenous (n=1,021)	First- Generation Canadians (n=1,201)	Disabilities/ Disorders (n=2,673)
I am not hungry at lunch time	45%	44%	48%	43%	43%	48%	47%	39%	42%	42%	45%
I would rather spend the time doing something else rather than eating	34%	27%	38%	34%	34%	33%	43%	33%	37%	29%	35%
I am not comfortable eating in front of other people	26%	17%	29%	26%	12%	36%	46%	22%	35%	19%	31%
I don't have anything to eat for lunch	19%	12%	18%	23%	18%	19%	26%	24%	23%	22%	22%
I can't afford to buy lunch	14%	5%	11%	23%	15%	13%	21%	21%	19%	16%	18%
I don't have enough time to eat lunch	14%	11%	14%	16%	15%	14%	15%	17%	15%	15%	15%
I can't get the foods I like at school	11%	9%	10%	13%	11%	11%	14%	16%	14%	13%	13%

# 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.

<b>Student Activity (Percentage of students spending <u>any</u> time on each activity)</b>											
	<b>2024 Overall (n=67,627)</b>	Grades 4–6 (n=25,247)	Grades 7–9 (n=24,166)	Grades 10–12 (n=18,214)	Male (n=33,288)	Female (n=32,107)	2SLGBTQIA+ (Gr. 7–12) (n=5,236)	African Descent (n=5,023)	Mi'kmaq/ Indigenous (n=4,800)	First- Generation Canadians (n=10,134)	Disabilities/ Disorders (n=12,350)
On the way to and from school	<b>70%</b>	67%	74%	68%	70%	69%	72%	71%	69%	74%	68%
At school before classes begin	<b>54%</b>	57%	55%	50%	53%	56%	53%	55%	57%	52%	55%
During recess (grades 4–6) / break (grades 7–12)	<b>73%</b>	88%	67%	60%	72%	74%	59%	71%	73%	69%	70%
During lunch	<b>81%</b>	84%	85%	71%	82%	81%	73%	79%	82%	77%	79%
During class time	<b>42%</b>	52%	41%	30%	42%	43%	32%	45%	41%	44%	42%
Immediately after school	<b>80%</b>	78%	84%	77%	80%	81%	76%	77%	81%	77%	77%
In the evening	<b>81%</b>	79%	85%	79%	81%	82%	73%	75%	82%	76%	77%
During my off block (grades 10–12)	<b>41%</b>	--	--	41%	43%	40%	35%	42%	45%	41%	41%

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)											
	2024 Overall (n=67,470–68,139)	Grades 4–6 (n=25,099–25,533)	Grades 7–9 (n=24,108–24,269)	Grades 10–12 (n=18,263–18,337)	Male (n=33,295–33,645)	Female (n=31,960–32,259)	2SLGBTQIA+ (Gr. 7–12) (n=5,223–5,246)	African Descent (n=5,016–5,070)	Mi'kmaq/Indigenous (n=4,797–4,840)	First-Generation Canadians (n=10,132–10,223)	Disabilities/Disorders (n=12,342–12,434)
<b>My teacher(s):</b>											
Expect(s) me to explain my answers (why I think what I think)	93%	94%	93%	92%	93%	94%	92%	91%	90%	93%	91%
Explain(s) what I am going to learn each day in a way I can understand	87%	91%	84%	85%	88%	87%	80%	85%	80%	92%	80%
Help(s) me understand what I am doing well	87%	92%	84%	83%	88%	87%	79%	86%	81%	90%	81%
Give(s) me chances to do better in my schoolwork	85%	89%	84%	81%	86%	84%	81%	84%	81%	88%	82%
Help(s) me connect what I am learning to something I already know	85%	90%	82%	82%	84%	86%	80%	83%	79%	89%	80%
Help(s) me understand what to do next to improve my schoolwork	84%	90%	81%	79%	85%	83%	74%	83%	78%	87%	79%
Help(s) us get started on classwork by showing good examples of finished work	82%	89%	80%	77%	83%	83%	72%	83%	78%	87%	77%
Help(s) me make connections between what I learn and what happens in my life	70%	76%	67%	67%	70%	71%	62%	68%	63%	74%	66%



# 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)											
	2024 Overall (n=67,666–68,065)	Grades 4–6 (n=25,251–25,500)	Grades 7–9 (n=24,144–24,260)	Grades 10–12 (n=18,271–18,305)	Male (n=33,355–33,552)	Female (n=32,083–32,282)	2SLGBTQIA+ (Gr. 7–12) (n=5,232–5,247)	African Descent (n=5,010–5,054)	Mi'kmaq/Indigenous (n=4,809–4,836)	First-Generation Canadians (n=10,155–10,207)	Disabilities/Disorders (n=12,352–12,422)
I get chances to share my thinking in class	83%	85%	81%	82%	82%	84%	78%	81%	77%	85%	76%
I have chances to learn by doing things, not just listening to my teacher	82%	86%	79%	79%	81%	82%	78%	80%	77%	86%	77%
In my classes, I get to choose the things I read and write about	77%	87%	74%	69%	77%	79%	69%	76%	71%	83%	72%
In my classes, I get to choose how I show my learning	74%	84%	71%	64%	75%	74%	60%	73%	67%	79%	68%
I get to work in small groups with my teacher	55%	67%	48%	48%	58%	53%	40%	58%	49%	66%	53%

# Learning Experiences

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

The ways students usually show their learning											
	2024 Overall (n=66,944)	Grades 4–6 (n=24,918)	Grades 7–9 (n=23,872)	Grades 10–12 (n=18,154)	Male (n=32,854)	Female (n=31,903)	2SLGBTQIA+ (Gr. 7–12) (n=5,198)	African Descent (n=4,970)	Mi'kmaq/ Indigenous (n=4,759)	First-Generation Canadians (n=10,064)	Disabilities/ Disorders (n=12,202)
Writing	63%	63%	64%	61%	58%	67%	70%	58%	63%	61%	60%
In-class assignments	62%	49%	68%	74%	59%	65%	74%	61%	62%	63%	60%
Tests	56%	46%	61%	62%	55%	57%	61%	53%	53%	58%	50%
Using technology	52%	49%	56%	49%	54%	49%	55%	51%	52%	49%	54%
Quizzes	44%	33%	49%	55%	43%	46%	53%	43%	44%	49%	42%
Presentations, speeches, performances	37%	31%	43%	39%	35%	40%	43%	37%	36%	43%	34%
Conversations with my teacher(s), small group and in-class discussions	37%	34%	37%	42%	34%	41%	45%	40%	40%	41%	39%
Pictures or drawings, artwork, creative displays	37%	39%	37%	34%	31%	43%	49%	37%	41%	39%	41%
Using manipulatives/hands-on learning tools/models	23%	24%	22%	24%	22%	24%	26%	24%	28%	21%	27%
Labs	18%	4%	18%	38%	17%	18%	30%	18%	20%	19%	18%
Coding	7%	11%	5%	4%	9%	5%	5%	7%	6%	8%	8%
Something else	3%	4%	3%	2%	4%	2%	2%	5%	4%	3%	4%

# 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											
	2024 Overall (n=67,666–68,206)	Grades 4–6 (n=25,297–25,582)	Grades 7–9 (n=24,125–24,311)	Grades 10–12 (n=18,244–18,345)	Male (n=33,414–33,668)	Female (n=32,032–32,310)	2SLGBTQIA+ (Gr. 7–12) (n=5,227–5,245)	African Descent (n=5,055–5,089)	Mi'kmaq/Indigenous (n=4,814–4,857)	First-Generation Canadians (n=10,160–10,243)	Disabilities/Disorders (n=12,398–12,464)
At my school, I learn to respect people's differences	91%	97%	90%	85%	91%	93%	84%	87%	86%	92%	87%
At my school, I learn about different cultures	86%	91%	86%	77%	85%	86%	80%	78%	82%	83%	84%
At my school, I learn about people who are like me	69%	75%	65%	66%	68%	71%	60%	67%	66%	65%	63%

Students' school work is mostly...											
	2024 Overall (n=67,907)	Grades 4–6 (n=25,461)	Grades 7–9 (n=24,181)	Grades 10–12 (n=18,265)	Male (n=33,486)	Female (n=32,201)	2SLGBTQIA+ (Gr. 7–12) (n=5,227)	African Descent (n=5,059)	Mi'kmaq/Indigenous (n=4,823)	First-Generation Canadians (n=10,188)	Disabilities/Disorders (n=12,358)
Too easy	12%	15%	11%	10%	15%	10%	12%	14%	10%	21%	10%
Just right	66%	69%	64%	66%	65%	69%	58%	63%	60%	66%	57%
Too hard	21%	16%	24%	24%	20%	22%	30%	22%	30%	13%	33%

# Technology

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

<b>Technology</b>											
	<b>2024 Overall</b> (n=66,052–67,402)	Grades 4–6 (n=24,836–25,208)	Grades 7–9 (n=23,645–24,038)	Grades 10–12 (n=17,571–18,156)	Male (n=32,434–33,147)	Female (n=31,476–32,061)	2SLGBTQIA+ (Gr. 7–12) (n=5,124–5,213)	African Descent (n=4,887–4,997)	Mi'kmaq/Indigenous (n=4,639–4,772)	First-Generation Canadians (n=9,937–10,145)	Disabilities/Disorders (n=11,935–12,294)
<b>Percentage of students who use technology at school for each method</b>											
Writing (responses, essays, reports, or stories)	<b>81%</b>	75%	85%	84%	79%	84%	89%	79%	83%	79%	81%
Math (practice skills, test ideas, check my work, or show my thinking)	<b>59%</b>	73%	56%	44%	59%	60%	49%	59%	56%	64%	54%
Reading (stories, books, e-texts, or articles)	<b>54%</b>	59%	48%	54%	53%	55%	58%	55%	54%	58%	55%
Creating (videos, websites, posters, presentations)	<b>54%</b>	44%	61%	57%	50%	57%	65%	55%	55%	58%	53%
Entertainment (Games, YouTube, music, videos, etc.)	<b>3%</b>	4%	2%	1%	4%	2%	3%	4%	3%	4%	3%
Other things	<b>3%</b>	3%	3%	3%	3%	3%	3%	4%	4%	4%	4%
I don't use technology at school	<b>2%</b>	2%	2%	4%	3%	2%	2%	3%	3%	2%	3%
<b>Using technology makes it easier to learn</b>											
Strongly agree/Agree	<b>88%</b>	86%	88%	89%	91%	84%	88%	89%	85%	91%	88%
<b>Using technology makes it easier to show what I know</b>											
Strongly agree/Agree	<b>82%</b>	82%	82%	83%	88%	77%	83%	85%	80%	89%	84%

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.

# Technology

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

Technology											
	2024 Overall (n=64,742)	Grades 4–6 (n=24,296)	Grades 7–9 (n=23,187)	Grades 10–12 (n=17,241)	Male (n=31,616)	Female (n=31,037)	2SLGBTQIA+ (Gr. 7–12) (n=5,045)	African Descent (n=4,784)	Mi'kmaq/Indigenous (n=4,548)	First-Generation Canadians (n=9,804)	Disabilities/Disorders (n=11,659)
<b>When I use technology in school, I learn or practice how to...:</b>											
Search for information	75%	66%	79%	81%	72%	78%	86%	72%	76%	76%	74%
Check to see if information is useful and true	59%	47%	65%	69%	56%	62%	75%	58%	63%	62%	59%
Show my learning by creating and sharing my work	57%	56%	58%	57%	55%	59%	64%	57%	57%	61%	57%
Solve problems using technology	51%	49%	53%	53%	55%	48%	54%	53%	52%	56%	52%
Work with other students	49%	48%	53%	47%	51%	48%	47%	51%	48%	52%	48%
Be safe and kind online	33%	38%	33%	25%	32%	33%	30%	31%	31%	33%	33%
Communicate with my teacher	29%	22%	28%	41%	28%	30%	39%	30%	31%	31%	32%
Another way	3%	4%	3%	2%	3%	3%	2%	4%	4%	3%	4%

# 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:													
	2024 Overall (n=14,644–14,968)	Grades 4–6 (n=4,445–4,629)	Grades 7–9 (n=6,939–7,053)	Grades 10–12 (n=3,251–3,286)	Male (n=6,257–6,408)	Female (n=7,968–8,125)	2SLGBTQIA+ (Gr. 7–12) (n=1,189–1,201)	African Descent (n=919–955)	Mi'kmaq/ Indigenous (n=874–892)	First-Generation Canadians (n=1,206–1,248)	Disabilities/ Disorders (n=2,060–2,111)	French First Language Program (n=3,177–3,293)	French Second Language Programs (n=11,434–11,675)
With my teachers (during class time)	92%	93%	91%	92%	90%	94%	91%	87%	89%	88%	87%	94%	91%
While working in groups (with other students)	79%	88%	76%	72%	77%	81%	74%	78%	77%	77%	74%	82%	78%
With my teachers (outside of class time)	62%	64%	56%	72%	57%	66%	66%	60%	61%	60%	59%	88%	55%
While not working on schoolwork (with other students)	49%	64%	44%	38%	49%	50%	37%	52%	47%	51%	44%	62%	45%
With my friends (outside of school)	19%	26%	15%	19%	19%	19%	20%	25%	22%	27%	20%	34%	15%

Percentage of students who agreed or strongly agreed													
	2024 Overall (n=15,140)	Grades 4–6 (n=4,698)	Grades 7–9 (n=7,121)	Grades 10–12 (n=3,321)	Male (n=6,521)	Female (n=8,169)	2SLGBTQIA+ (Gr. 7–12) (n=1,210)	African Descent (n=983)	Mi'kmaq/ Indigenous (n=910)	First-Generation Canadians (n=1,268)	Disabilities/ Disorders (n=2,143)	French First Language Program (n=3,366)	French Second Language Programs (n=11,774)
I find it easy to express how I feel in French	70%	77%	66%	71%	71%	70%	65%	66%	65%	69%	63%	79%	68%