

STUDENT WELLNESS AND EDUCATION SURVEY

**Grades 6-12: Education**



Province  
New Brunswick

**School**

**Autonomy**

The teachers/adults listen to my ideas and opinions %	n/a
I have a choice about when and how to do my schoolwork %   2025-2026	<b>36.5</b>
I can be myself in school %	n/a

**Relatedness**

I have at least one adult in school to go to for help %	n/a
My teachers like me and care about me %   2025-2026	<b>37.4</b>
I like to be with my teachers %   2025-2026	<b>24.4</b>

**Engagement**

I get to school late %	n/a
I get to class late %	n/a
I pay attention in class %	n/a

**Relevance**

I learned at least one thing that made me want to know more (past two weeks) %	n/a
Things I learned at school helped me to understand the world %	n/a
Things I learned at school are important to my future %	n/a
I am learning things in school that I can use outside of school %	n/a

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Learning needs are met at school, agree or strongly agree % n/a

### Competence

I can succeed in my schoolwork % n/a

Schoolwork is too hard % n/a

Schoolwork is just right % n/a

Schoolwork is too easy % n/a

 I feel my teachers think I am good at things % | 2025-2026 **33.8**

### Learning Environment past two weeks

The purpose of the lesson was clear to me % n/a

The teacher checked to make sure I understood % n/a

I worked with a partner or in a small group % n/a

Teacher demonstrated, worked through example, and then gave us a chance to try % n/a

Teacher gave a chance to explain thinking % n/a

Teacher let me show what I learned in different ways % n/a

Got feedback from the teacher that helped improve my work % n/a

I understood what was taught % n/a

I could have learned just as well by looking it up or reading on my own % n/a

I found it hard to pay attention because of class disruptions % n/a

I am expected to work hard in subjects/courses % n/a

### Language and Culture

English Program % n/a

French Immersion Program % n/a

Respecting other cultures is something students should learn as early as possible % n/a

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## Bullying

Victim of bullying, last 2 months %   2025-2026	47.3
Verbal attacks %   2025-2026	29.2
Physical attacks %   2025-2026	9.3
Cyber-attacks %   2025-2026	12.6
Exclusion %   2025-2026	26.1
Theft/vandalism %   2025-2026	14.0
Comments on personal features %   2025-2026	19.5
Sexual comments/gestures %   2025-2026	16.6
Bullied another student, last 2 months %   2025-2026	11.3

### Responses when victim of bullying (among students who have been bullied)

I ignored it %	n/a
I stood up to the bully or fought back %	n/a
I tried talking to the bully %	n/a
I told an adult at the school about it %	n/a
I told an another adult outside of school about it %	n/a
I told another student about it %	n/a
I called a helpline or other support service %	n/a

### When bullying occurred

Before school %	n/a
During classes %	n/a
Between classes %	n/a
During recess or lunch %	n/a

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During extra-curricular activities (for example, sports, clubs) % n/a

After school % n/a

### Stays away from locations because of bullying

Classrooms (including library and computer rooms) % n/a

Hallways % n/a

Gym % n/a

Change rooms or locker rooms % n/a

Washrooms % n/a

Lunchroom or cafeteria % n/a

Outside on school property (e.g., playground, parking lot) % n/a

Bus % n/a

### School response to bullying

Adults notice when there is bullying % n/a

There is a safe way to report bullying % n/a

Respect for others is valued and taught % n/a

Kindness is valued and taught % n/a

### Safety, past two weeks

I did not want to go to school because I was afraid someone would physically hurt me % n/a

I did not want to go to school because I was afraid other students would be mean to me % n/a

## About this Table

### Content and description

This table presents data collected from students in grades 6 to 12 through the New Brunswick Student Wellness and Education Survey (SWES). It contains self-reported information regarding the social and emotional development of New Brunswick students in grades 6 to 12. Topics include autonomy, engagement, learning environment, culture, and bullying.

The questionnaire previously comprised modules, which means that certain questions were asked every other cycle.

### Why it is important

The results from the Student Wellness and Education Survey allows the NBHC to inform citizens, schools, districts, and decision-makers about the wellness and education of students in our province. This information can be used to make future improvements to student's wellness and education in the province.

### Availability of the data

The information in this data table is available by school district, school sector. More information is available on our [Student Wellness and Education Survey](#) page.

### Note about 2021-2022 data

The methodology of the 2021-2022 edition of the SWES was significantly changed. This was the first cycle to adopt online data collection, and a shorter data collection period. Also, the survey questionnaire was thoroughly revised for this cycle. Many questions were removed or amended. As such, some indicators are no longer comparable to previous years. As such, caution always needs to be exercised when attempting to compare the results of the survey with results from prior survey cycles outside of what is displayed in this Data Table.

The 2021-2022 edition of the SWES was conducted during the COVID-19 pandemic. Some schools may have had lower participation from their students than previous years. Some students may have participated to the survey during periods of remote learning.

### Note about demographic groups

In 2023, the NBHC undertook a review of the demographic questions in its surveys to more accurately report on the experience of citizens who identify with particular groups. As such, starting in 2024, all demographic groups (characteristics) have been adjusted to reflect this change. Data tables and indicator pages were adjusted to allow for trending where applicable.

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### Caption

n/a = Not applicable / not available

S = Data suppressed due to confidentiality requirements and/or small sample size

 Above-average performance

 Below-average performance