

## STUDENT WELLNESS AND EDUCATION SURVEY

### Grades 4-5: Education



Province  
New Brunswick

#### School

##### Autonomy

I can work at my own pace %	n/a
The teachers/adults listen to my ideas and opinions %	n/a
I feel free to express myself at school %	n/a
I can succeed in my schoolwork %	n/a
I have a choice about when and how to do my schoolwork %   2024-2025	31.6
I can be myself at school %	n/a

##### Relatedness

My teachers like me and care about me %	n/a
I have at least one adult in school to go to for help %	n/a
I like to spend time with my teachers %   2024-2025	48.0

##### Resilience

I feel I belong at my school %	n/a
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##### Relevance

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

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## Competence

Schoolwork is too hard %	n/a
Schoolwork is just right %	n/a
Schoolwork is too easy %	n/a
I feel I do things well at school %   2024-2025	<b>54.0</b>

## Teaching and learning, past two weeks

The teacher checked to make sure I understood %	n/a
I worked with a partner or in a small group %	n/a
I could have learned just as well by reading or looking it up %	n/a
I found it hard to pay attention because of class disruptions %	n/a
I was expected to work hard %	n/a
Teacher let me show what I learned in different ways %	n/a
I understood what was taught %	n/a

## Learning environment, past two weeks

Teacher gave me a chance to explain my thinking %	n/a
Got feedback from the teacher that helped improve my work %	n/a

## Language and culture

English program %	n/a
French Immersion Program %	n/a

## Bullying

### Experienced bullying at school in the last two months

Physical attacks %	n/a
Verbal attacks %	n/a

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Online bullying %	n/a
Exclusion %	n/a
Someone stole from them or damaged their things %	n/a
Someone made mean comments about their race, religion or personal features %	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

**Safety**

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 4 to 5 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 4 to 5. It contains self-reported information about their perceptions of themselves, and their experiences with school. Topics include autonomy, engagement, learning environment, culture, and bullying.

The questionnaire comprises modules, which means that certain questions are 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, overall New Brunswick, the seven (7) New Brunswick health zones and 33 communities created by the NBHC, as well as by demographic groups. 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 SWS 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 SWS 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.

**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