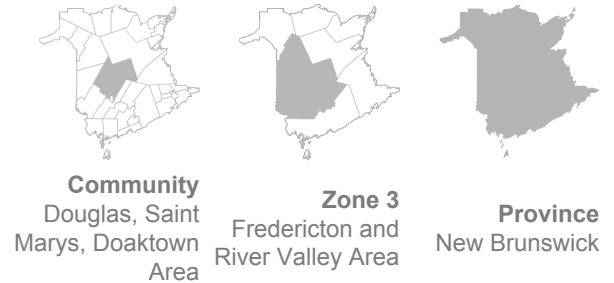


STUDENT WELLNESS AND EDUCATION SURVEY

Grades 4-5: Wellness



Demographics

Context

Percentage of eligible public schools that participated at the provincial level % 2022-2023	n/a	n/a	98
Number of students who participated Number 2024-2025	167	3,659	14,964
Percentage of students who participated % 2022-2023	94	89	86

Gender identity

Gender identity refers to the gender that a person feels internally and individually.

Identifies as a boy % 2024-2025	49.5	50.7	50.6
Identifies as a girl % 2024-2025	49.9	49.0	49.2

Indigenous identity

Self-identifies as Indigenous % 2024-2025	10.9	8.3	6.7
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Immigrant

Immigrant % 2022-2023	0.0	10.8	12.3
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Social and Emotional Development

Levels of mental fitness

Mental fitness encompasses the psychological needs for competence, autonomy, and relatedness

	Community Douglas, Saint Marys, Doaktown Area	Zone 3 Fredericton and River Valley Area	Province New Brunswick
High level of mental fitness % 2024-2025	17.1	20.5	21.2
Moderate level of mental fitness % 2024-2025	60.4	62.0	62.8
Low level of mental fitness % 2024-2025	22.5	17.5	15.9

Mental fitness needs

Need for autonomy highly satisfied % 2024-2025	48.2	51.6	51.5
Need for competence highly satisfied % 2024-2025	73.2	81.2	82.1
Need for relatedness highly satisfied % 2024-2025	87.5	90.7	91.5

Life domains of mental fitness

Below are students reporting "A lot like me" for the scale items.

Needs highly satisfied by family % 2024-2025	79.4	78.2	78.7
I have a choice about when and how to do my household chores % 2024-2025	31.0	32.7	32.4
I feel I do things well at home % 2024-2025	56.8	59.8	58.5
I like to spend time with my parents/guardians % 2024-2025	79.6	80.3	82.1
Needs highly satisfied by friends % 2024-2025	84.0	88.3	88.0
I feel I do things well when I am with my friends % 2024-2025	58.6	64.0	65.4
I have a choice about which activities to do with my friends % 2024-2025	47.4	50.4	46.3
I like to spend time with my friends % 2024-2025	88.1	89.6	89.3
Needs highly satisfied by school % 2024-2025	59.6	60.2	65.4
I have a choice about when and how to do my schoolwork % 2024-2025	30.3	30.3	31.6
I feel I do things well at school % 2024-2025	47.0	50.7	54.0
I like to spend time with my teachers % 2024-2025	40.1	41.6	48.0

Pro-social behaviours

Pro-social behaviours are actions intended to benefit others. Below are students reporting "A lot like me" for the scale items.

	Community Douglas, Saint Marys, Doaktown Area	Zone 3 Fredericton and River Valley Area	Province New Brunswick
High level of pro-social behaviour % 2024-2025	34.3	34.6	38.4
I do favours for people % 2024-2025	32.6	31.3	36.3
I lend things to people % 2024-2025	27.2	28.4	31.0
I help people % 2024-2025	47.3	50.2	53.0
I compliment people % 2024-2025	54.3	57.0	59.2
I share things with people % 2024-2025	41.6	39.8	42.0

Oppositional behaviours

Oppositional behaviours are disruptive actions that can be a nuisance to the individual or to others. Below are students reporting “A lot like me” for the scale items.

High level of oppositional behaviour % 2024-2025	20.7	19.8	20.2
I make other people do what I want % 2024-2025	0.0	3.3	3.9
I disobey my parents/guardians % 2024-2025	3.8	3.1	3.8
I talk back to my teachers % 2022-2023	4.6	3.3	3.9
I get into fights % 2024-2025	9.6	8.2	7.2
I often say mean things to people to get what I want % 2019-2020	2.5	n/a	n/a
I take things that are not mine % 2022-2023	3.5	1.5	1.8

Bullying

It is BULLYING when a person or group of people say or do unfriendly things to hurt others. It is done on purpose, and more than once. It is different from an argument, conflict or fight because the person being bullied has difficulty defending herself or himself.

Victim of bullying this year % 2024-2025	41.2	36.8	33.5
I feel I can tell adults at the school about bullying problems % 2024-2025	82.3	80.9	80.1

Physical activity and leisure screen time

Physical activity

	Community Douglas, Saint Marys, Doaktown Area	Zone 3 Fredericton and River Valley Area	Province New Brunswick
Daily physical activity, 1 hour % 2023-2024	22.4	23.8	21.9
Commutes actively % 2023-2024	10.3	11.1	12.5
Physically active at school most days, 1 hour or more % 2024-2025	57.4	65.0	66.5
Plays outside 1 hour or more, most days % 2024-2025	64.3	68.0	67.3

Leisure screen time

Has 2 hours or less of leisure screen time, most days % 2024-2025	28.5	24.5	23.6
Spends 3 hours or more playing video games, most days % 2024-2025	20.7	23.3	22.7

Healthy eating

Canada's Food Guide recommends eating a variety of healthy foods each day, including plenty of vegetables and fruits.

Eats vegetables or fruits 5 or more times per day % 2023-2024	53.4	58.9	56.5
Drinks sugary drinks % 2023-2024	72.0	70.2	67.2
Eats non-nutritious foods % 2023-2024	84.8	88.6	86.0
Eats breakfast, daily % 2024-2025	26.2	47.3	50.0
Eats breakfast, most days % 2024-2025	41.9	63.3	64.9
Eats at a breakfast or snack program at school % 2024-2025	79.9	61.3	52.9

Second-hand smoke

Smoking allowed inside home % 2023-2024	10.6	10.4	10.8
Smoking allowed inside family vehicle % 2023-2024	20.3	12.5	12.2

Parents'/Guardians' healthy lifestyles

Lives with someone who smokes % 2023-2024	47.3	32.7	31.6
Parent or guardian is physically active % 2023-2024	85.1	87.6	86.3

	Community Douglas, Saint Marys, Doaktown Area	Zone 3 Fredericton and River Valley Area	Province New Brunswick
Parent or guardian eats healthy food % 2023-2024	96.1	97.3	96.9

School

School connectedness

A sense of school connectedness can support students in making healthy choices. Below are students reporting “A lot like me” or “A little like me” for the scale items.

High level of school connectedness % 2024-2025	57.3	59.6	60.7
I feel close to people at my school % 2024-2025	40.9	45.3	48.1
I feel I am part of my school % 2024-2025	57.1	58.5	60.3
I am happy to be at my school % 2024-2025	51.4	59.3	61.6
I feel the teachers at my school treat me fairly % 2024-2025	64.4	66.5	66.6
I feel safe in my school % 2024-2025	65.7	69.6	69.6

Learning

Engages in leisure reading % 2024-2025	75.9	80.9	79.4
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About this Table

Content and description

This table presents data collected from students in grades 4 and 5 through the New Brunswick Student Wellness and Education Survey (SWES). It contains self-reported information regarding demographic characteristics, social and emotional development, healthy lifestyles, and school.

The questionnaire comprises modules, which means that certain questions are asked every other cycle.

Why it is important

Only when we understand who our students are and what their needs are can we better plan for services and allocate resources to meet their health and educational needs.

Availability of the data

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

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