

Provincial Profile

French Immersion Program

Fall 2017

French Language Education Review

2015-2016

MANITOBA EDUCATION
AND TRAINING
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Preamble

The French Language Education Review

In September 2014, the Bureau de l'éducation française (BEF) introduced the **French Language Education Review** (Review) to further support the full implementation of the French Immersion Program within Manitoba schools. For more details on the background and objectives of the Review please consult the following website, http://www.edu.gov.mb.ca/k12/finance/fr_grant/fr_lang_review.html.

The context of the French Language Education Review is based on the vision of the French Immersion Program in Manitoba which is **to ensure that students become proud, engaged, confident, plurilingual global citizens**. The Review provides a way of measuring the success of the Program by collecting data and tracking progress over time. Using this data schools can target initiatives where challenges have been identified in supporting students in the continual development of their French language proficiency, academic success and plurilingual identity.

The table entitled *Full Implementation of the French Immersion Program in Manitoba* found in the introduction, summarizes the underlying philosophy of the Review, outlines the expected outcomes for students and presents the four key areas that support the full implementation of the French Immersion Program.

To determine how successfully students have achieved the outcomes of the Program, schools were asked to consider the following:

- Does our Immersion program allow students, including students with special needs, to achieve a high level of linguistic competency in both French and English?
- Are students proud of their linguistic competencies and do they have confidence in their ability to speak French in various public settings: small and large group discussions/presentations inside and outside the classroom as well as outside of school?
- Are students aware of their own cultural identity and are they open to other languages and cultures?
- Do students have the confidence and the interest to participate in activities in the Francophone community, here and elsewhere?
- Do students value the learning of languages as a key to global citizenship? Do they see themselves as lifelong language learners?

Introduction

This document, the second Provincial Profile under the **French Language Education Review - French Immersion Program**, was prepared by the Bureau de l'éducation française (BEF). The profile provides a “snapshot” of the French Immersion Program in Manitoba for the 2015-2016 school year by presenting a compilation of the data collected from 106/107 French Immersion schools within the province.

What is included in the profile?

Data found in this profile represents the second round of data collection from an abridged version of the original questionnaire including various disaggregations. As per the structure of the Review (see Summary Table), the data is grouped into the four key areas that support the full implementation of the French Immersion Program and is followed by data on perceptions of student success based on the outcomes of the Program.

A provincial portrait of student enrolment data and trends has also been provided for the 2015-2016 school year as well as an overview of an 11 year period from 2005-2006 to 2015-2016.

The profile further includes a report on progress made on school initiatives developed in 2013-2014 as well as a summary of initiatives that were pursued in 2015-2016 to build on successes and/or address challenges of the French Immersion Program.

What to consider going forward?

Going forward, the BEF has developed an aspirational statement and goals based on the analysis of results of the 2013-2014 Provincial Report in order to realize the vision of the French Immersion Program in Manitoba. All French Immersion educators in the province should work toward achieving the following aspirational statement and goals.

Aspirational Statement

To support the development of the linguistic and cultural identity of students so that:

- **students** can communicate in French with confidence, accuracy and ease in various contexts (academic, cultural and social)
- **students** see the relevance of French in their lives, wish to continue in the French Immersion Program and choose to use French throughout their lives as plurilingual members of society

Goals

To ensure the realization of this aspiration, three specific goals have been developed:

- continually improve students' French language competency
- increase student retention from K to 12
- increase the number of students who graduate with a Province of Manitoba French Immersion diploma

To accomplish these goals, schools and school divisions should be focusing on initiatives based on the priorities from the conclusions of the first provincial report, outlined in the executive summary. These include:

- Creating a linguistically rich environment
- Focussing on language acquisition
- Consistently targeting student expected outcomes
- Recruiting and retaining personnel
- Retaining students

As we work towards the full implementation of the French Immersion Program, we must continually reflect on the question:

How do we sufficiently engage students in learning and using French so that they acquire the necessary language competency to communicate effectively, become confident in their linguistic abilities, and see the relevance of French in their lives as they live as plurilingual members of society?

Overall program success will be determined by how successfully key initiatives are targeted where challenges have been identified in supporting students in the continual development of their French language proficiency, academic success and plurilingual identity.

FULL IMPLEMENTATION OF THE FRENCH IMMERSION PROGRAM IN MANITOBA

A LINGUISTICALLY RICH EXPERIENCE

STUDENTS AS PROUD, ENGAGED, CONFIDENT, PLURILINGUAL GLOBAL CITIZENS

PROGRAM EXPECTED OUTCOMES - STUDENT PATHWAY

Develop language proficiency	Develop confidence and pride in French language skills	Engage in learning and using French	Participate in the francophone community	Develop self identity as a plurilingual and lifelong language learner	Discover and experience different aspects of la Francophonie	Develop intercultural awareness (theirs/others)
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Key Area

Key Area

Key Area

Key Area

CREATING A FRENCH IMMERSION SETTING	VALIDATION OF STUDENTS' LINGUISTIC AND EDUCATIONAL EXPERIENCE	EDUCATIONAL STAFF AND PROFESSIONAL LEARNING	STUDENT ENROLMENT TRENDS
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Exposure to the French Language	Educational Staff and Personnel	A Linguistically Rich Environment	Inclusion and Appropriate Support for All Students	Focus on Language Acquisition	Enriched School Environment	Impact on Student Learning	Valuing and Encouraging the Learning of Languages	Recruitment and Retention of Staff	Professional Learning	Visibility & Communication	Entry Points & Transition	Retention
Sufficient % of instruction time in French K-12	Bilingual teaching personnel	Signage & visibility of the FI Program	EAL students	Second language methodology (integrating language and content in all subject areas)	Classroom based activities to enrich academic learning in content areas	Incorporate program outcomes in the classroom	Develop student engagement & responsibility for language learning	Hiring practices verify appropriate qualifications of teachers	All staff have an understanding of French Immersion philosophy and methodology	Public visibility of School Board support of the FI Program	Policy with regards to entry points	Procedure in place when students wish to leave the program
Sufficient number of FI credits at the SY level	Bilingual administration	French spoken by students & staff during non instructional time	Special needs students	Encourage ongoing language development & intercultural competencies	Classroom, school & community based opportunities to authentically use French in the following areas o Cultural o Social o Citizenship o Transition	Incorporate program outcomes in school & extracurricular activities	Develop students' bilingual identity as lifelong learners and speakers	Support for new and experienced teachers	Professional learning opportunities are provided in French for all subject areas	Public access to FI Program information (websites, brochures, etc.)	School visits and information sessions for students and parents at transition points	Appropriate supports are in place when students struggle academically
Phys. Ed., music, arts, library offered in French	Bilingual support staff	Presence of French language in various activities and throughout the school	First nations, Métis and Inuit (FNMI) students	Provide opportunities for students to reflect on their language proficiency (metacognition)			Guide parents to support and validate their child's bilingual experience	Hiring practices verify appropriate qualifications of administrators	Professional learning opportunities relating to topics pertinent to the FI Program are offered to FI personnel	Communicate pertinent information related to FI Program and beyond to K-12 parents	Student reflection & conversations about their FI experience	Address parental concerns/myths relating to student success in French
		Discussion of the FI Program at meetings					Highlight student achievement and abilities in French	Support for new and experienced administrators in the FI Program		The FI Program is discussed at various divisional meetings	Interactions with FI students from feeder schools	SY timetable accommodates accessibility to a variety of courses
		Appropriate French resources for classrooms, libraries, etc.								Pre-school connections		Address student engagement and motivation to learn French
												FI diploma graduates

Provincial Profile

2015-2016

Section 1

Creating a French Immersion Setting

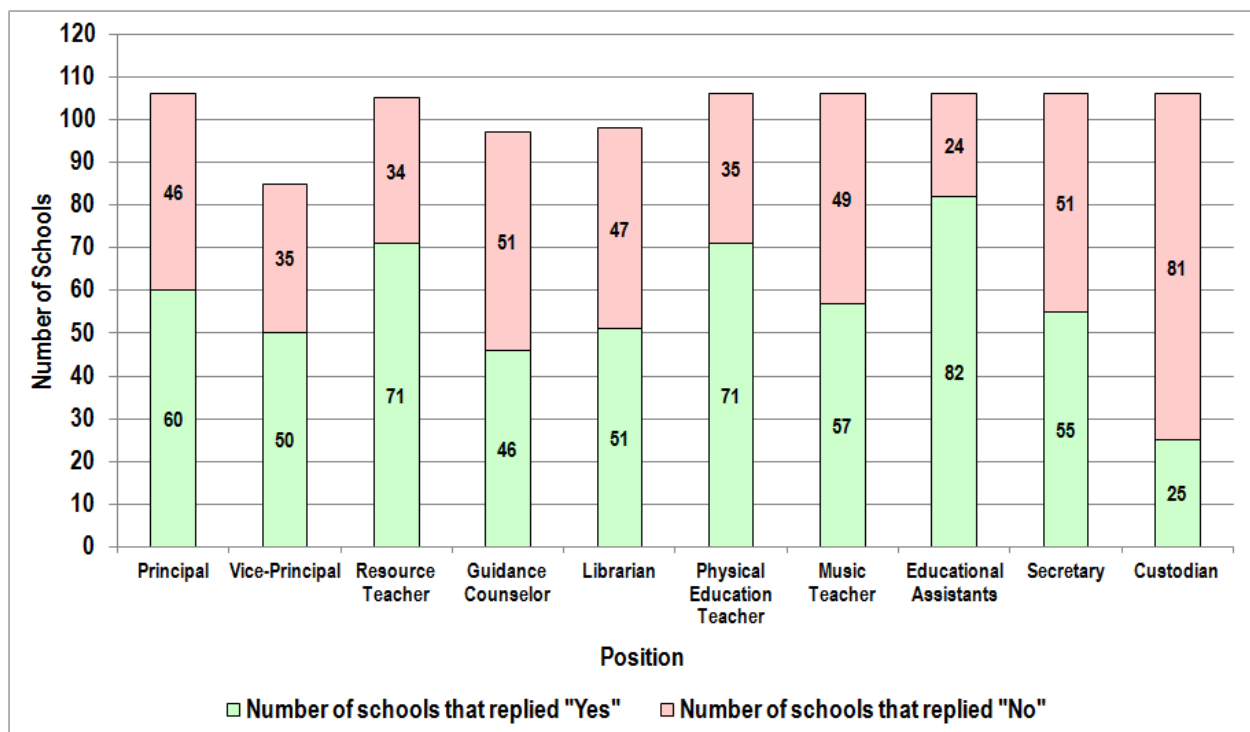
Section 1 of the 2015-2016 abridged questionnaire asked schools to provide data on the creation of a French Immersion setting regarding the following factors:

- qualified educational staff and personnel
- a linguistically rich and inclusive environment.

Qualified Educational Staff and Personnel

1. For 2015-2016, indicate the bilingual (English/French) staff in your school by position.

Chart 1: Bilingual (English/French) staff in your school by position, school year 2015-2016*



* Please note that Chart 1 assumes one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

Chart 1-A: Bilingual (English/French) staff in single track schools by position, school year 2015-2016*

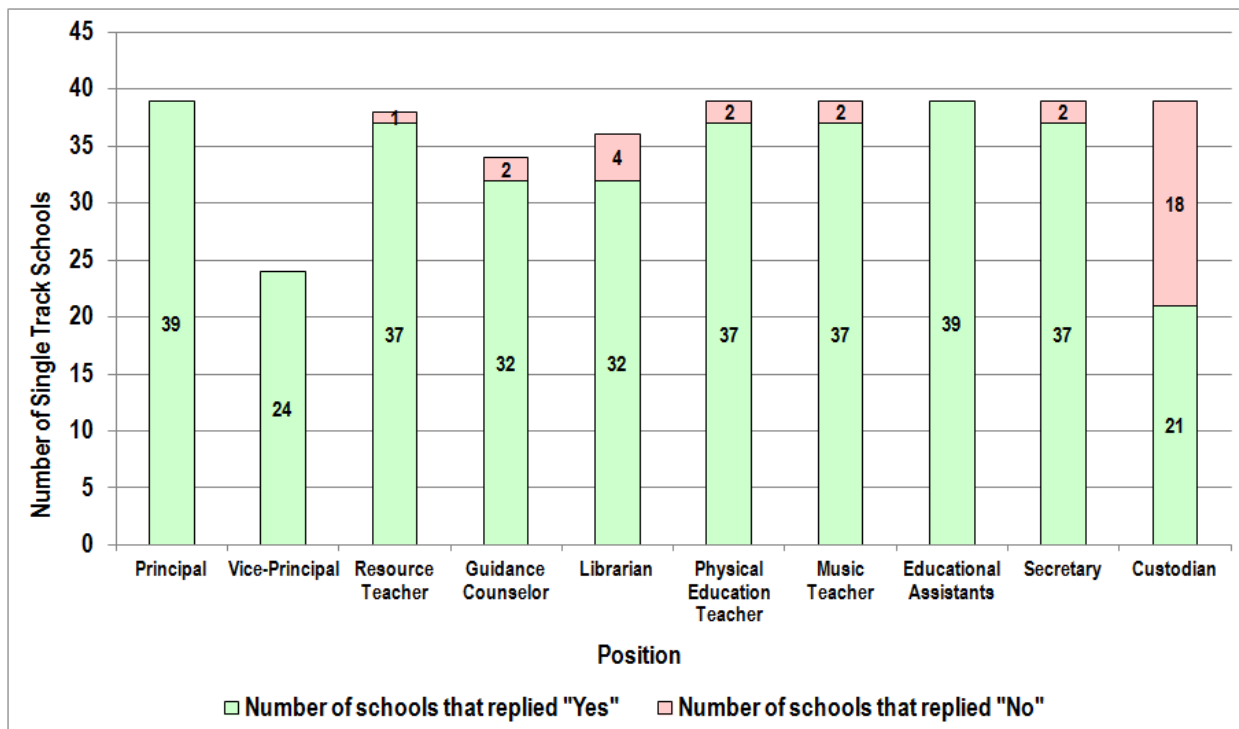
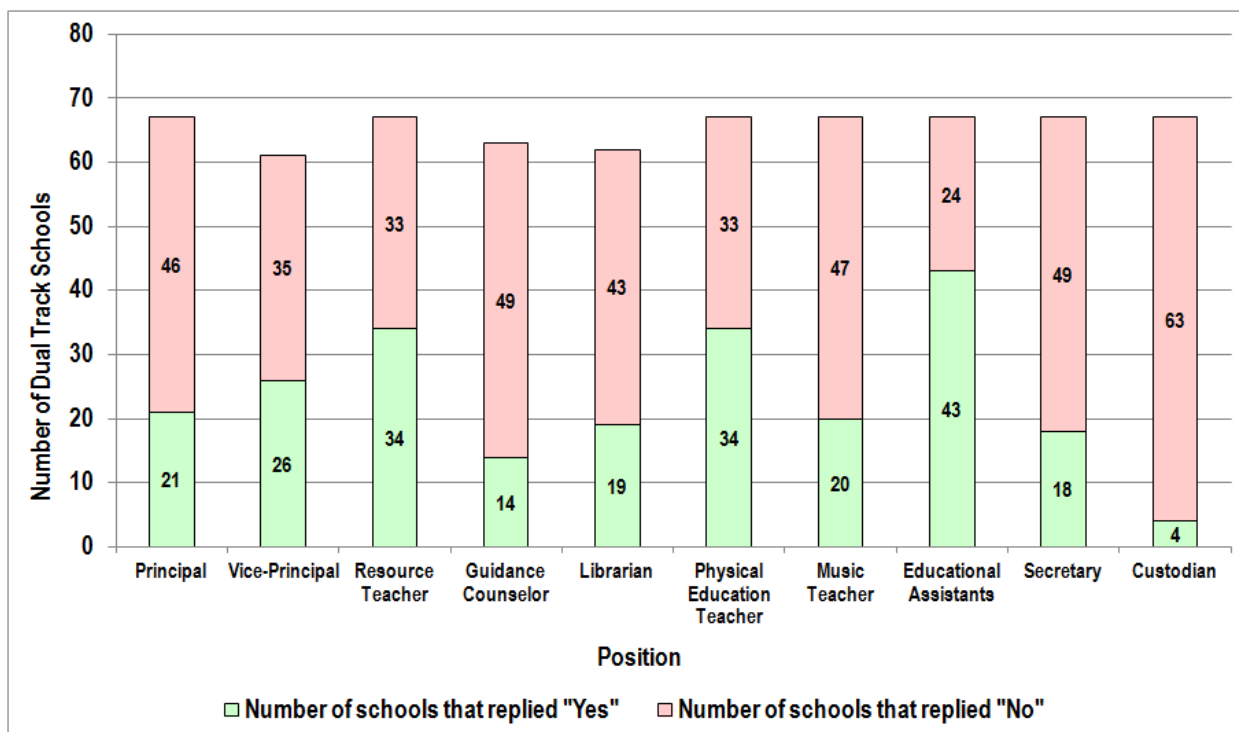


Chart 1-B: Bilingual (English/French) staff in dual track schools by position, school year 2015-2016*



* Please note that Charts 1-A and 1-B assume one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

2. How many students from your school graduated with a Province of Manitoba, High School Diploma (French Immersion Program) in June 2016?

Chart 2: French Immersion Graduates with a Province of Manitoba French Immersion Diploma as Compared to Grade 12 French Immersion Enrolments (as of September 30th, 2015) by Region and Track (as of June 2016)

Regional Grouping		Single Track	Dual Track	Total
Urban	Graduates	300	433	733
	Enrolled	314	46.4	778
	% of Graduates	95.5%	93.3%	94.2%
Rural	Graduates	13	77	90
	Enrolled	16	91	107
	% of Graduates	81.3%	84.6%	84.1%
North*	Graduates	0	19	19
	Enrolled	0	43	43
	% of Graduates	----	44.2%	44.2%
Total	Graduates	313	529	842
	Enrolled	330	598	928
	% of Graduates	94.8%	88.5%	90.7%

* North includes the following school divisions: Mountain View, Swan Valley, Kelsey, Flin Flon and Mystery Lake.

The data indicates that the overall graduation rate in the French Immersion Program is 90.7%. The majority of graduates come from urban high schools (733), followed by rural areas (90) and northern areas (19). These numbers reflect the same orders of magnitude as actual enrolments.

When comparing the number of French Immersion graduates to French Immersion Grade 12 enrolments in urban high schools, single track French Immersion high schools have a slightly higher graduation rate as compared to dual track high schools, 95.5% compared to 93.3%.

In northern areas, there are no single track French Immersion high schools and less than half (41.2%) of those enrolled in Grade 12 French Immersion graduate with a French Immersion Diploma. Even though the number of graduates with a French Immersion Diploma (19) may seem low, it should be noted that these students are the third group of French Immersion graduates from the North which is an increase of four graduates compared to the 2013-2014 school year. This recent success is due in great part to the *Collabaunord* project between northern school divisions and the BEF who worked together to increase the number of courses offered in French in these high schools.

Estimate of the number of French Immersion graduates (with graduation rates before attrition): Provincial

First-time Grade 9 cohorts		First-time Grade 9 French Immersion cohort size	Graduated on-time (i.e., within four years of Grade 9 entry) with any diploma	Received a <i>Français</i> course credit each year from G09 to G12	Had the correct distribution of 14 French credits from G09 to G12 to obtain a French Immersion diploma
<i>Grade 9 entry year</i>	<i>Set A</i>	<i>Set B = subset of A</i>	<i>Set C = subset of B</i>	<i>Set D = subset of C</i>	<i>Set E = subset of D</i>
September 2009	15,316	September 2009 MB: 1,177	June 2013 MB: 1,047 (89% of 1,177)	MB: 808 (69% of 1,177)	MB: 687 (58% of 1,177)
September 2010	15,022	September 2010 MB: 1,127	June 2014 MB: 998 (89% of 1,127)	MB: 756 (67% of 1,127)	MB: 642 (57% of 1,127)
September 2011	14,449	September 2011 MB: 1,169	June 2015 MB: 1,060 (91% of 1,169)	MB: 815 (70% of 1,169)	MB: 689 (59% of 1,169)
September 2012	14,514	September 2012 MB: 1,169	June 2016 MB: 1,047 (90% of 1,169)	MB: 754 (64% of 1,169)	MB: 636 (54% of 1,169)

To determine Manitoba's student-tracked high school graduation rate, Manitoba Education and Training follows individual students in public and funded independent schools from Grade 9 and calculates the percentage of students who graduate within four years of entering Grade 9 (i.e., on-time graduates). It does not include students from non-funded independent schools, First Nations schools (including those administered by Frontier School Division under educational agreements), or Adult Learning Centres.

To estimate the number of French Immersion graduates, the Department follows the same method of calculating for the overall provincial rate but applies additional filters based on the requirements for obtaining a French Immersion diploma. The two filters used are: receiving a *Français* credit each year from Grade 9 to Grade 12, and having the correct distribution of 14 credits in French from Grade 9 to Grade 12 to obtain a French Immersion diploma.

Note that the graduation rates in this table do not make adjustments for moving out of the province, deaths, the proportion of school age children not enrolled in public and funded independent schools and do not account for students who have transferred out of public and funded independent schools to enroll in First Nations schools, non-funded independent schools, and Adult Learning Centres, and students who have withdrawn from school.

Inclusion and Appropriate Support for All Students

3. Do you have EAL (English as an Additional Language) students in the French Immersion Program?

Chart 3: Number of English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level

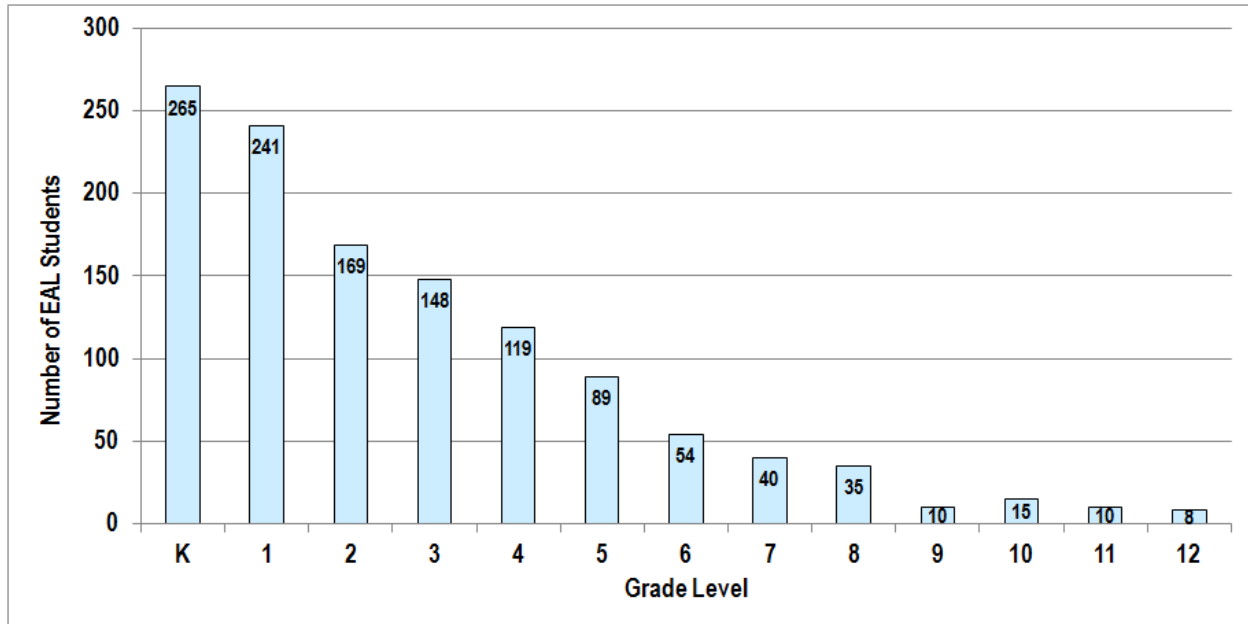


Chart 3-A: Number of English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level and by Region

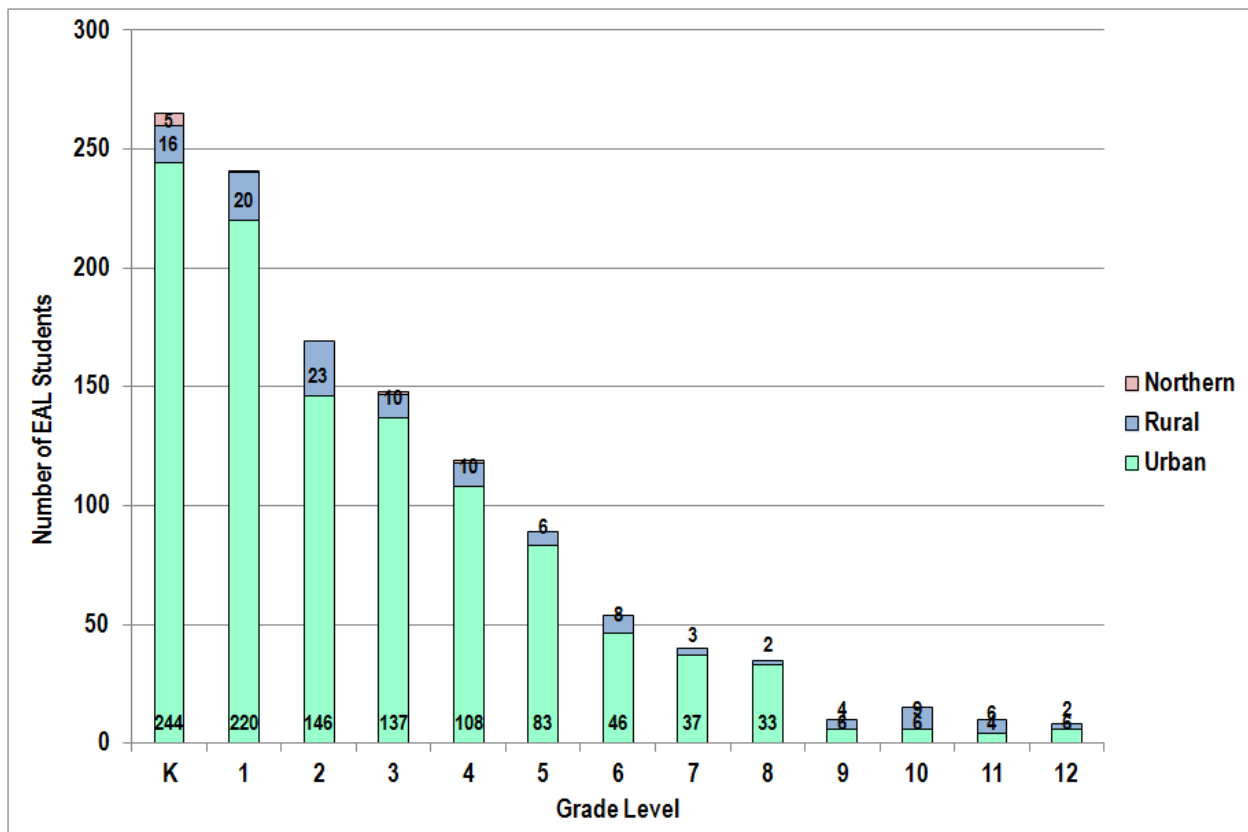


Chart 3-B: Number of Schools with English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level

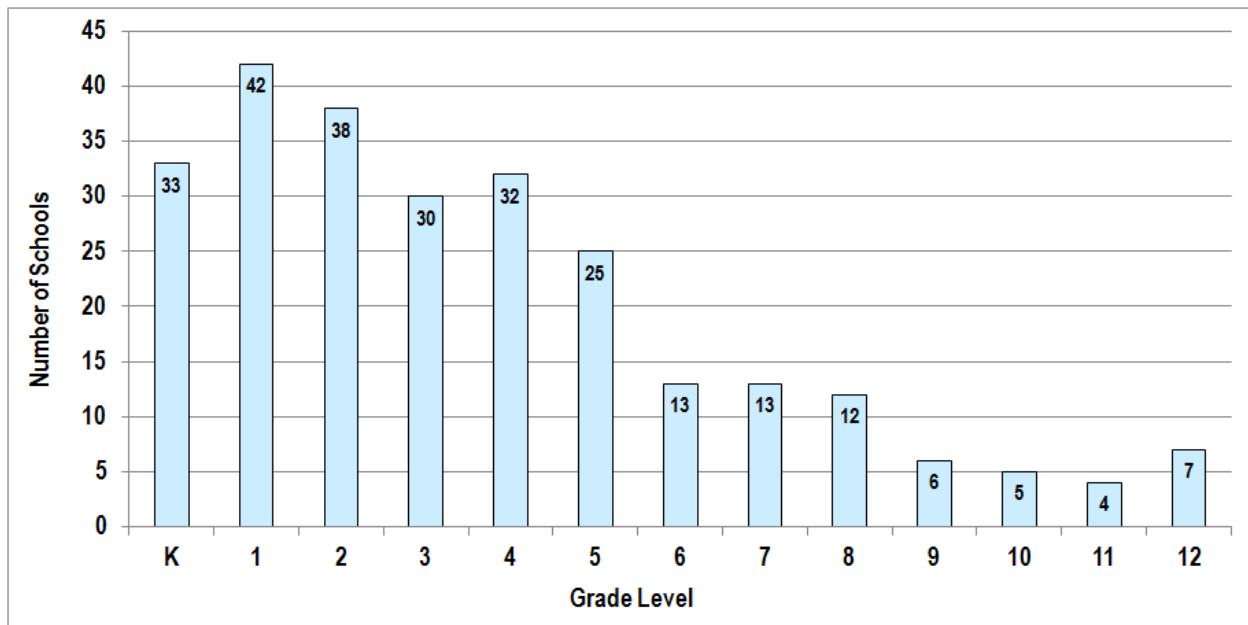
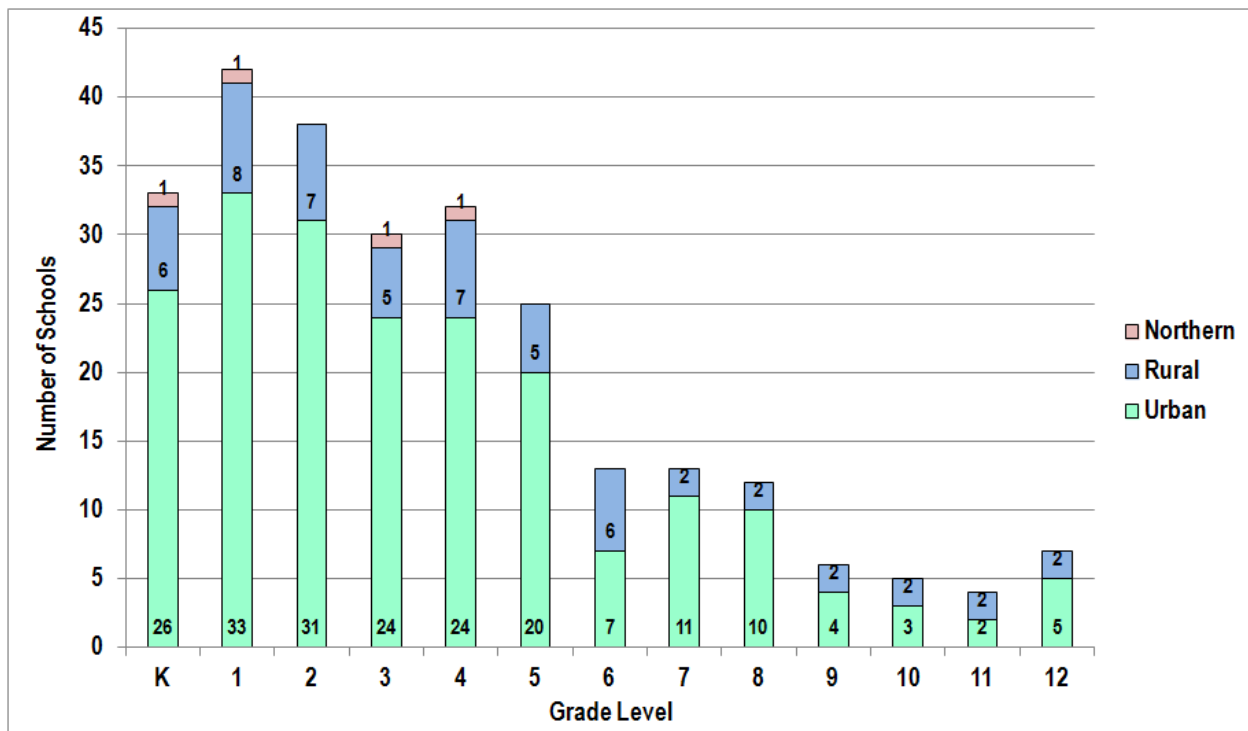


Chart 3-C: Number of Schools with English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level and by Region



4. Do you have students with Special Needs (funded or non-funded but diagnosed) in the French Immersion Program?

Chart 4: Number of Special Needs **Students** (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level

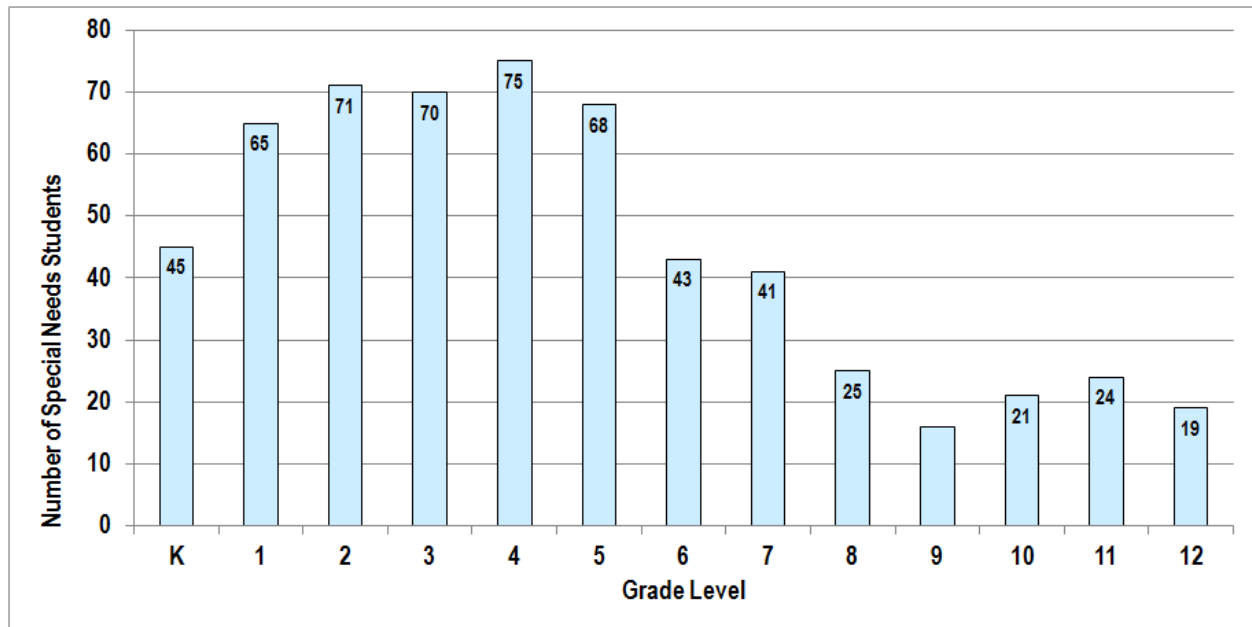


Chart 4-A: Number of Special Needs **Students** (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level and by Region

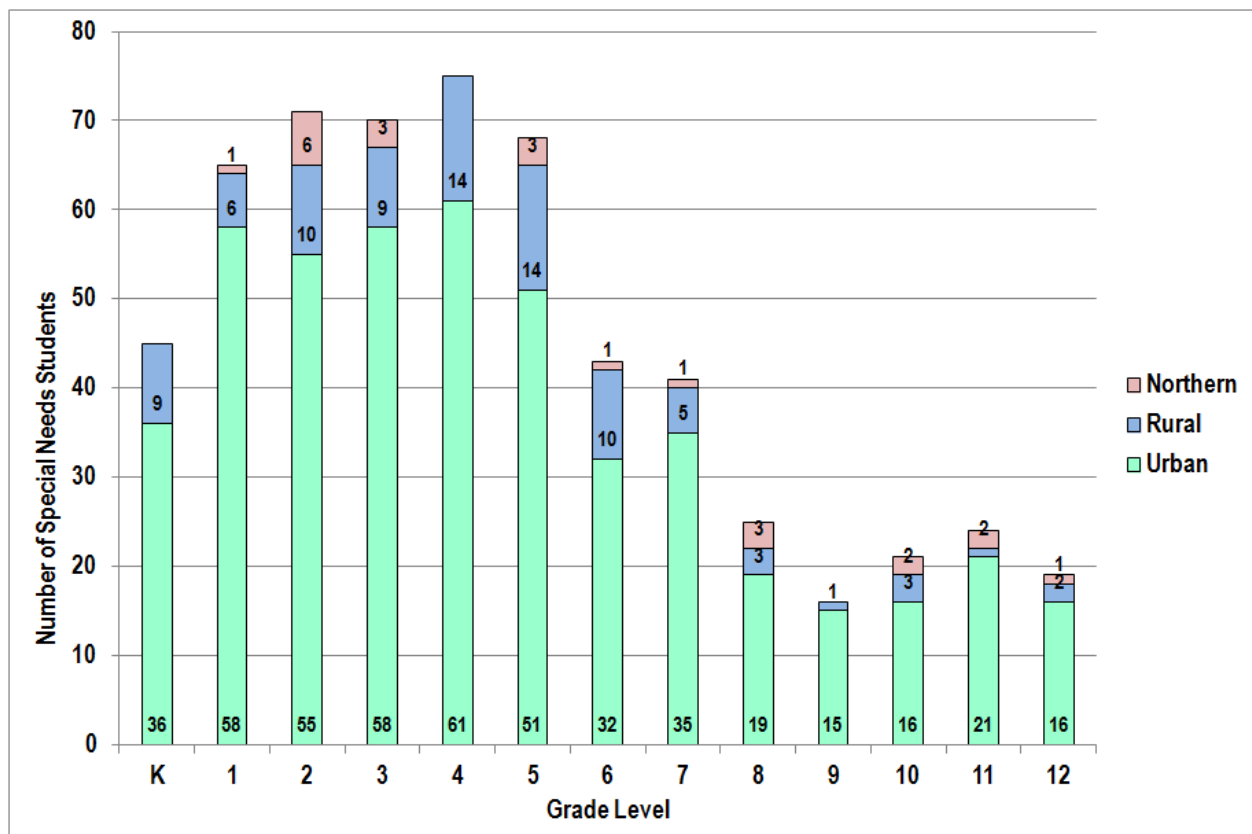


Chart 4-B: Number of **Schools** with Special Needs Students (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level

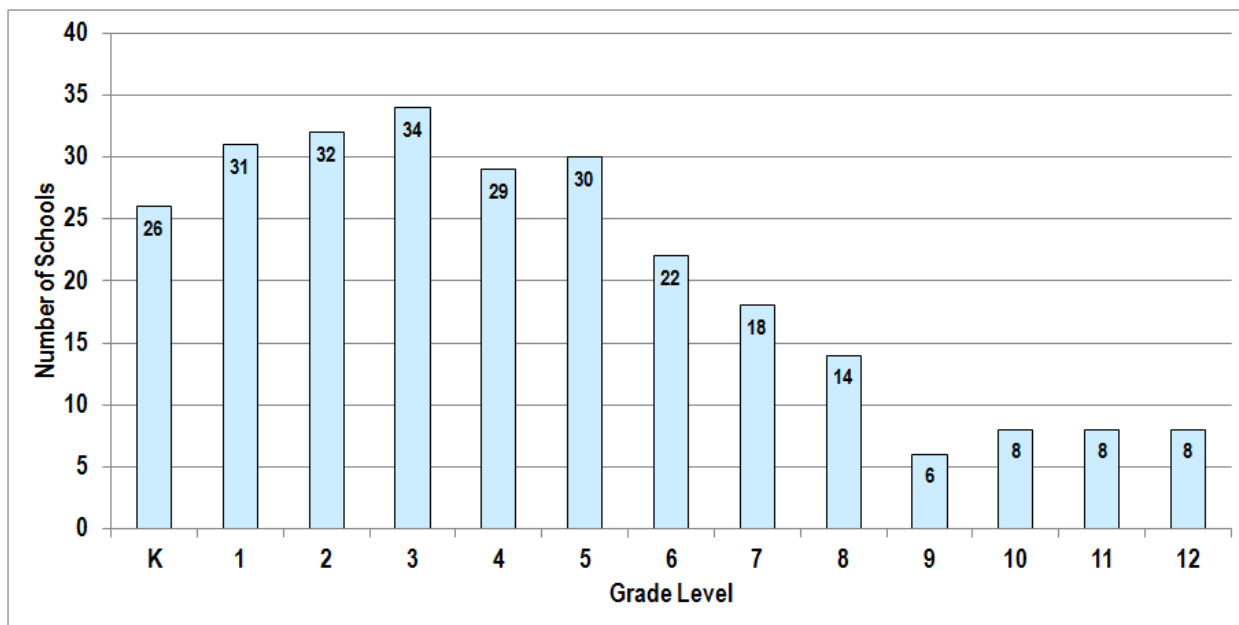
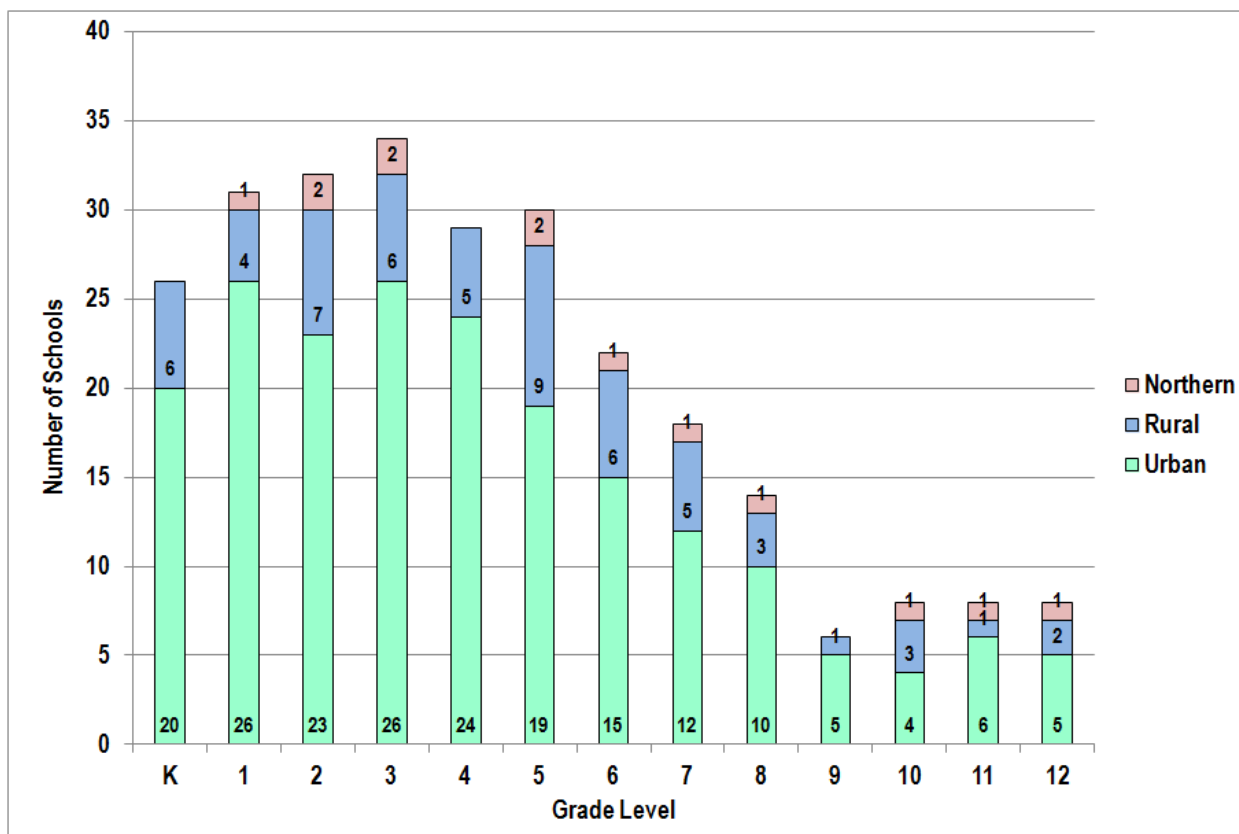


Chart 4-C: Number of **Schools** with Special Needs Students (funded or non-funded, but diagnosed) in the French Immersion Program, **by Grade Level and by Region**



5. Do you have First nation, Métis and Inuit (FNMI) students in the French Immersion Program?

Chart 5: Number of First nation, Métis and Inuit (FNMI) **Students** in the French Immersion Program, by Grade Level

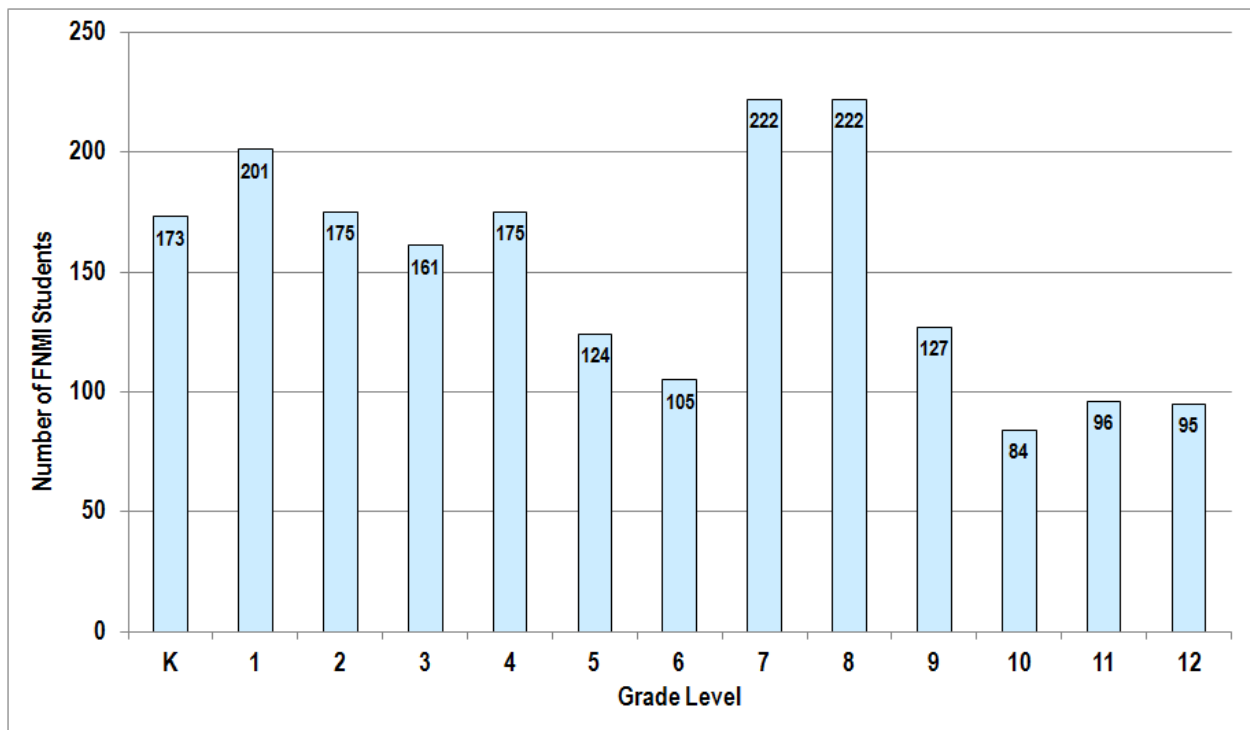


Chart 5-A: Number of First nation, Métis and Inuit (FNMI) **Students** in the French Immersion Program, by Grade Level and by Region

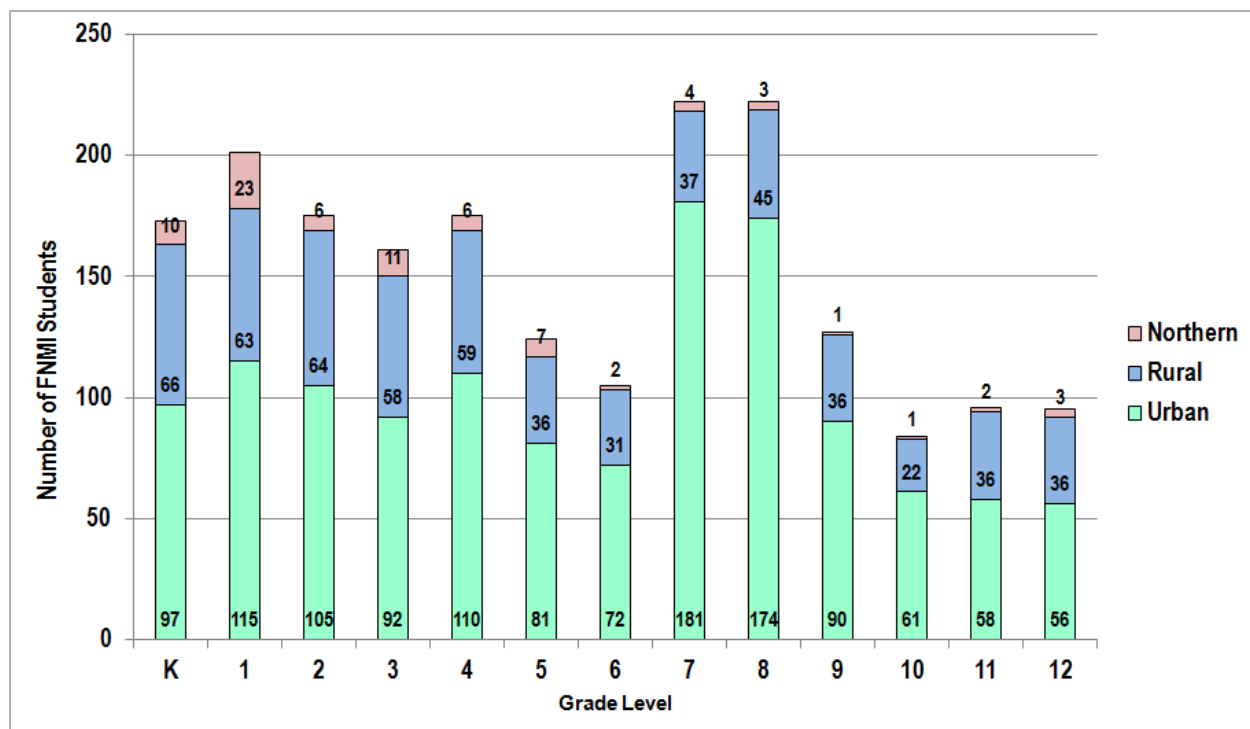


Chart 5-B: Number of **Schools** with First nation, Métis and Inuit (FNMI) Students in the French Immersion Program, by Grade Level

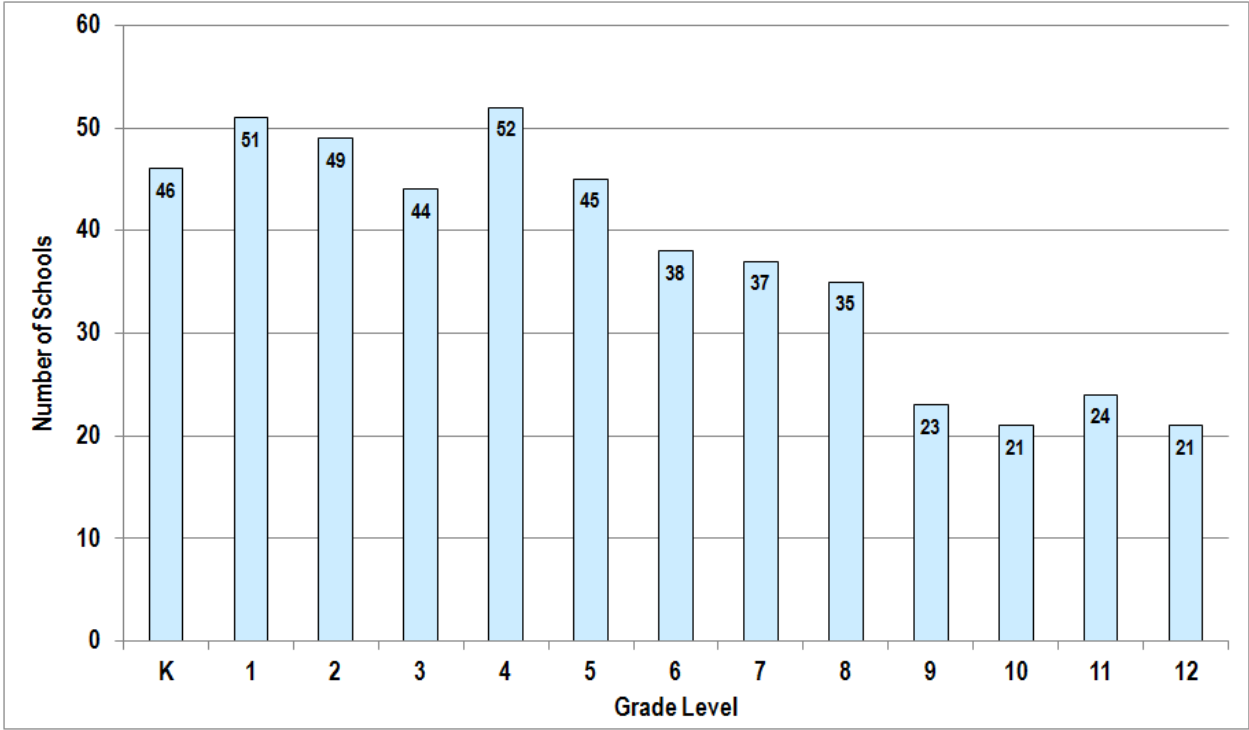
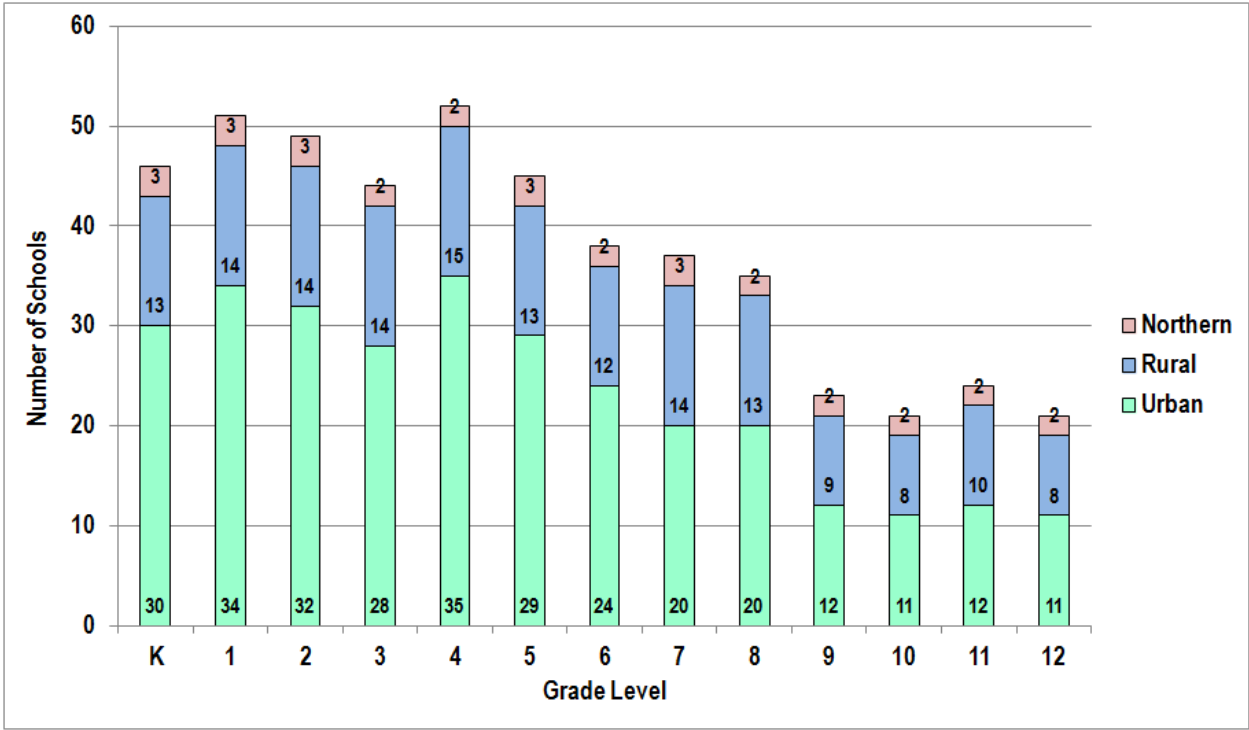


Chart 5-C: Number of **Schools** with First nation, Métis and Inuit (FNMI) Students in the French Immersion Program, **by Grade Level and by Region**



A Linguistically Rich Environment

6. How often do students speak French in the following areas during non instructional time?

Chart 6: The Amount of French Usage by Students During Non-Instructional Time Showing the Percentage of Schools in Each Category of French Usage, by School Area

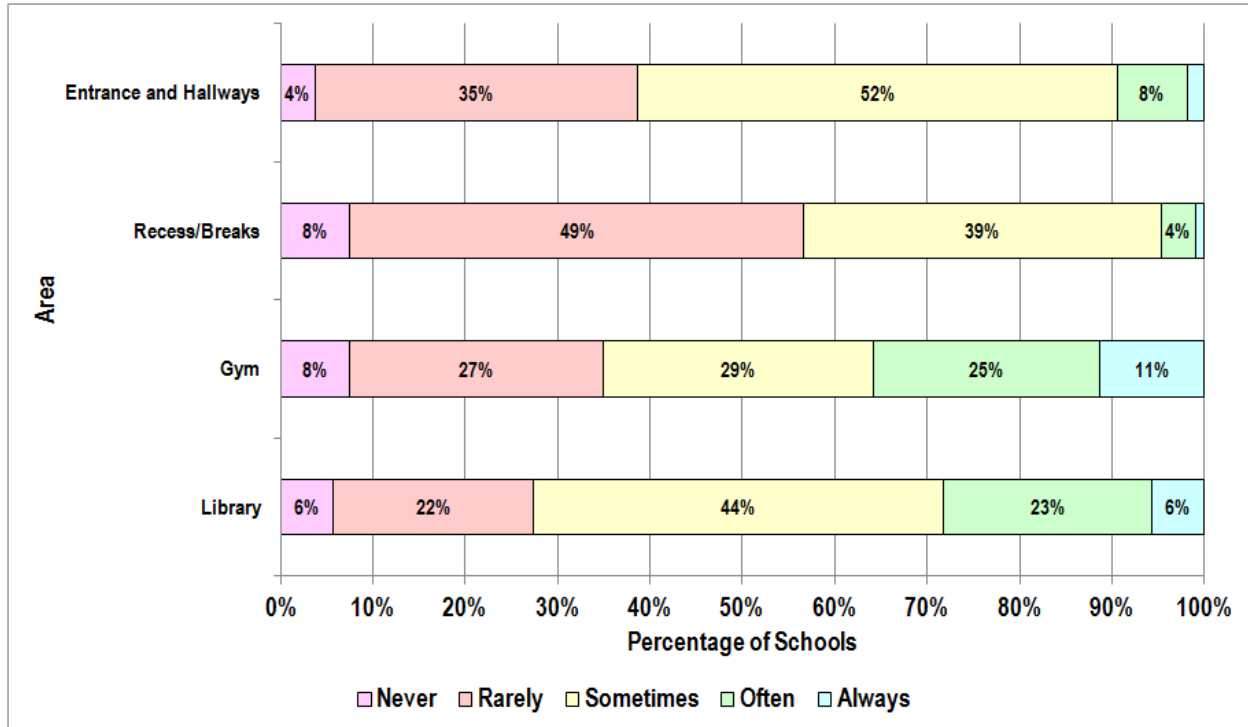


Chart 6-A: The Amount of French Usage by Students in **Single Track Schools** During Non-Instructional Time Showing the Percentage of Schools in Each Category of French Usage, by School Area

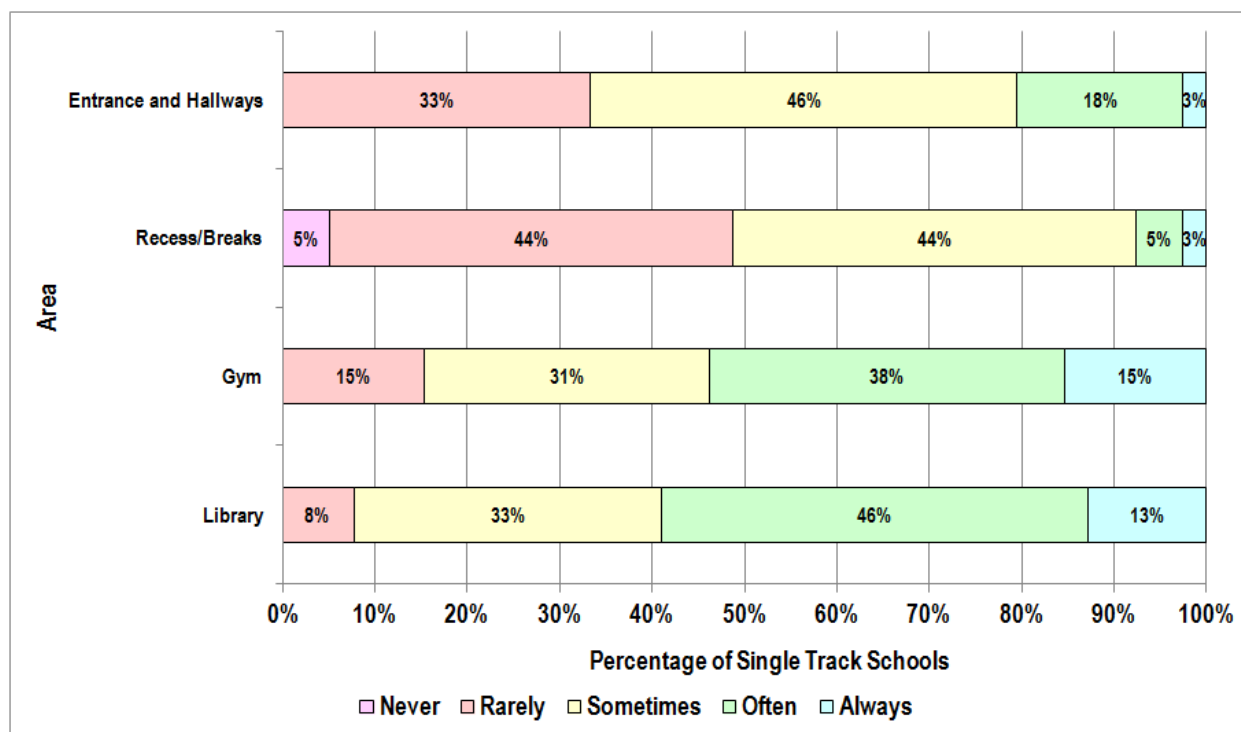
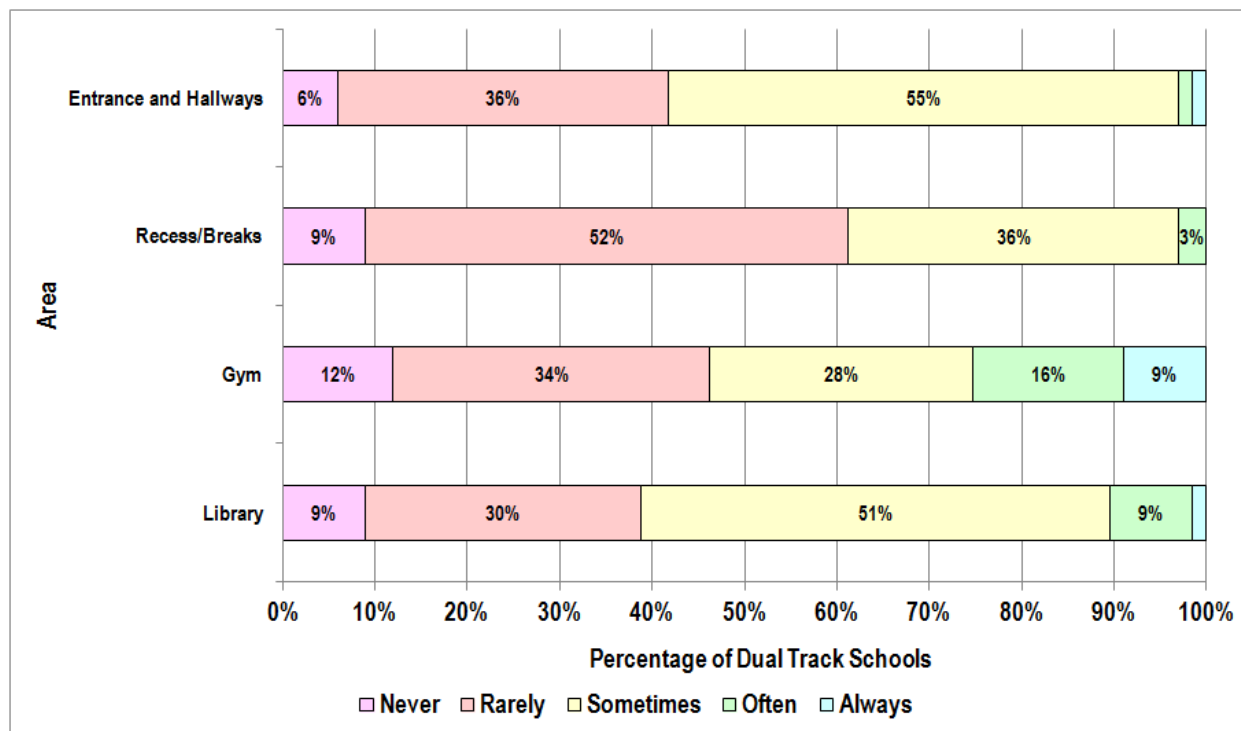


Chart 6-B: The Amount of French Usage by Students in **Dual Track Schools** During Non-Instructional Time Showing the Percentage of Schools in Each Category of French Usage, by School Area



7. How often is the French language present in the following activities?

Chart 7: The Presence of French in Certain School Areas or Situations, Showing the Percentage of Schools in Each Category Related to the Degree of French Presence, by School Area / Situation

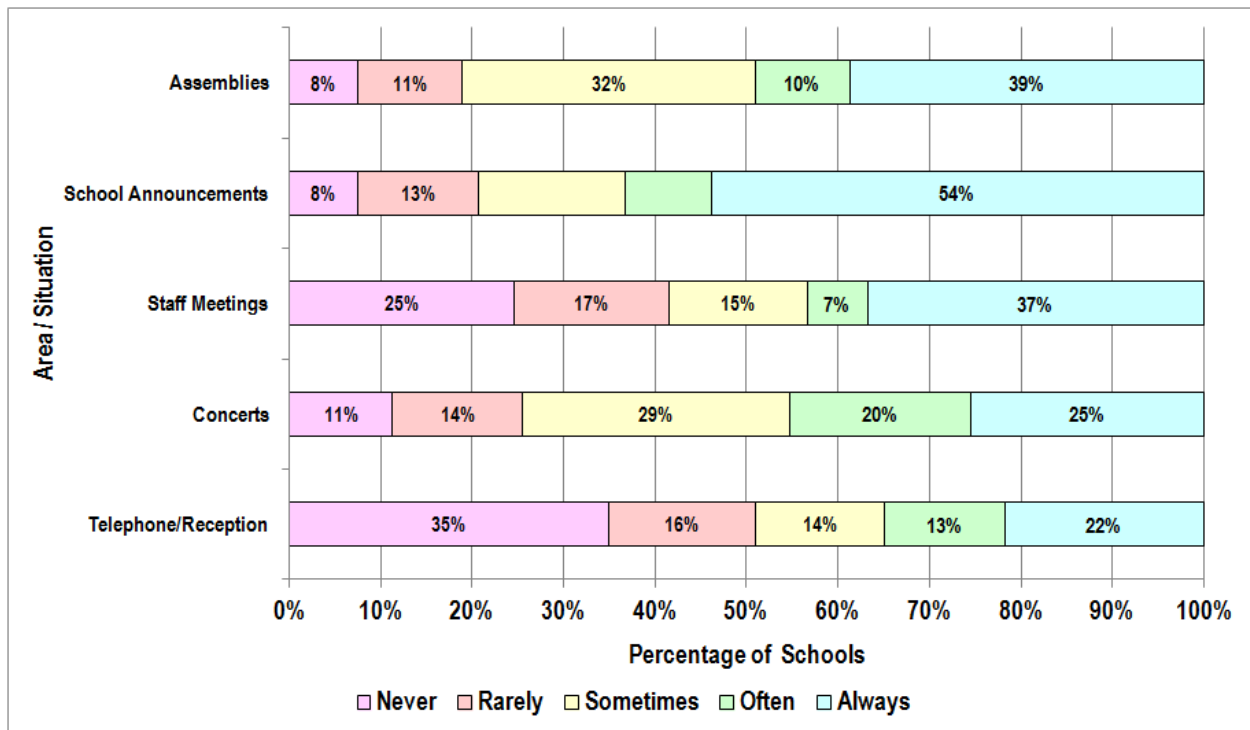


Chart 7-A: In Single Track Schools – The Presence of French in Certain School Areas or Situations, Showing the Percentage of Schools in Each Category Related to the Degree of French Presence, by School Area / Situation

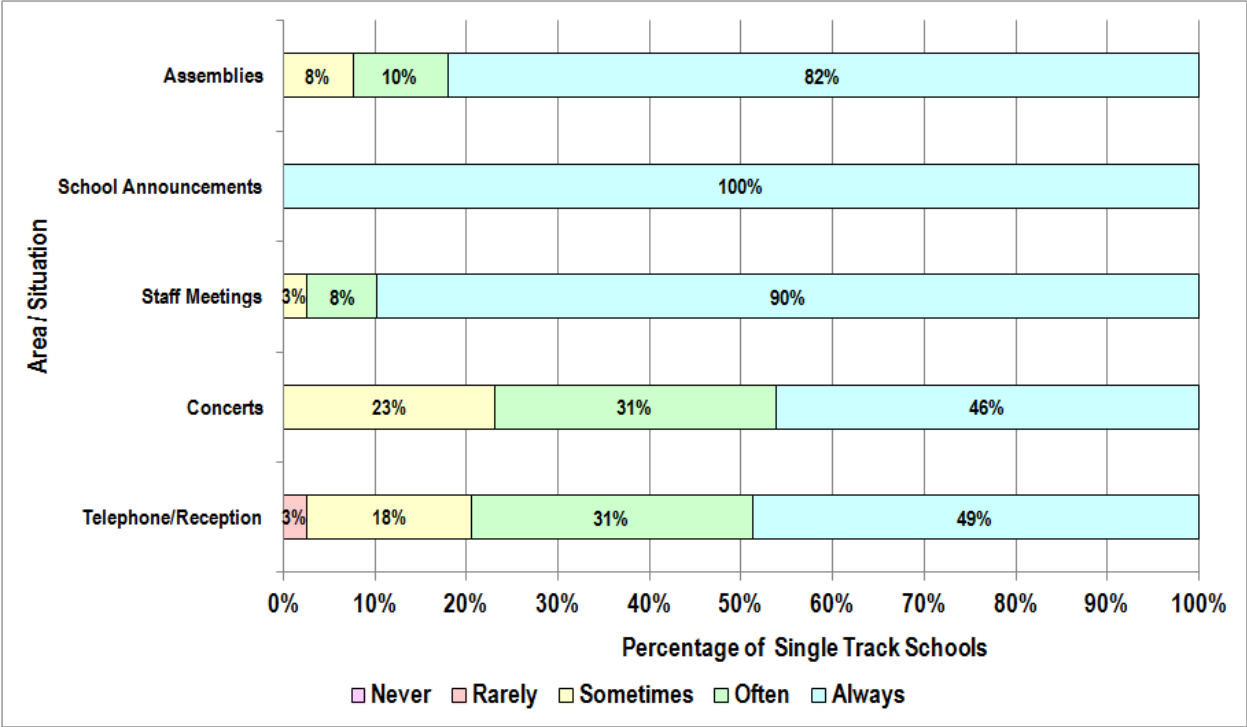
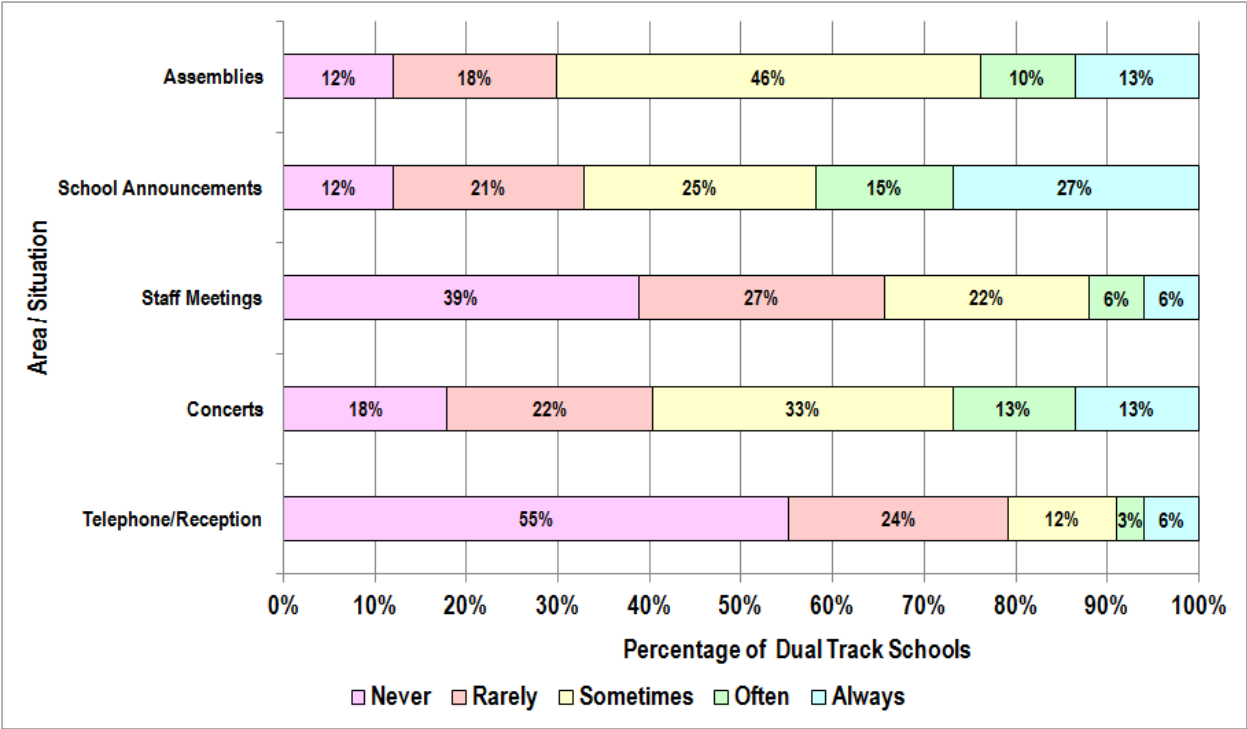


Chart 7-B: In Dual Track Schools – The Presence of French in Certain School Areas or Situations, Showing the Percentage of Schools in Each Category Related to the Degree of French Presence, by School Area / Situation



Section 2

Validation of Students' Linguistic and Educational Experience

Section 2 of the 2015-2016 abridged questionnaire asked schools to provide data on the seven outcomes that validate students' linguistic and educational experience:

- improve language proficiency
- develop confidence in French language skills
- engage in learning and using French
- motivate participation in the francophone community
- identify themselves as bilingual learners and speakers
- discover and experience different aspects of la Francophonie
- develop intercultural awareness.

Focus on Language Acquisition

8. Indicate how often French Immersion teachers in your school specifically teach aspects of language while teaching content.

Chart 8: Percentage of French Immersion Schools Where Aspects of Language are Specifically Taught by Teachers While Teaching Course Content

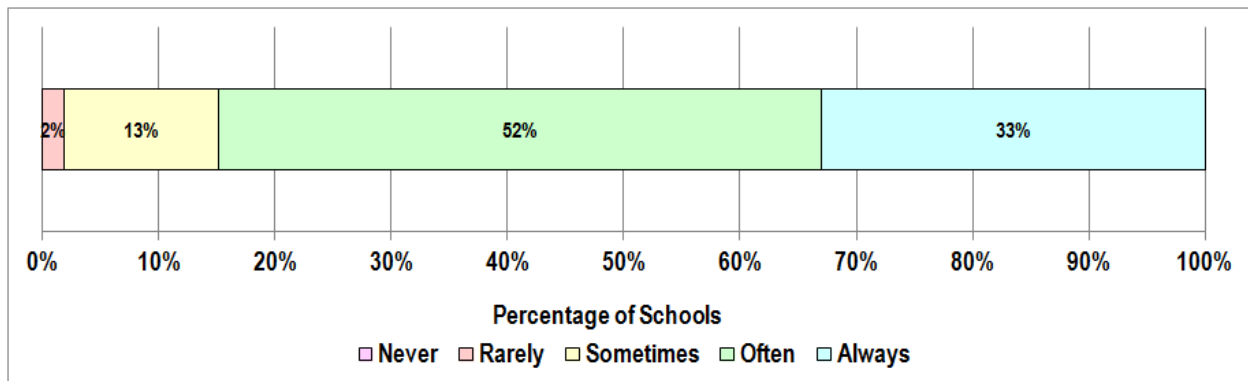


Chart 8-A: Percentage of **Single Track** French Immersion Schools Where Aspects of Language are Specifically Taught by Teachers While Teaching Course Content

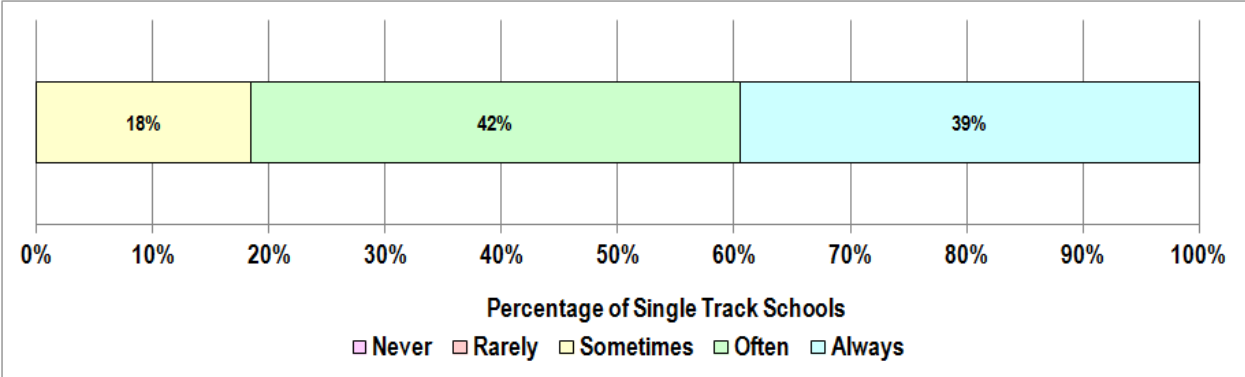
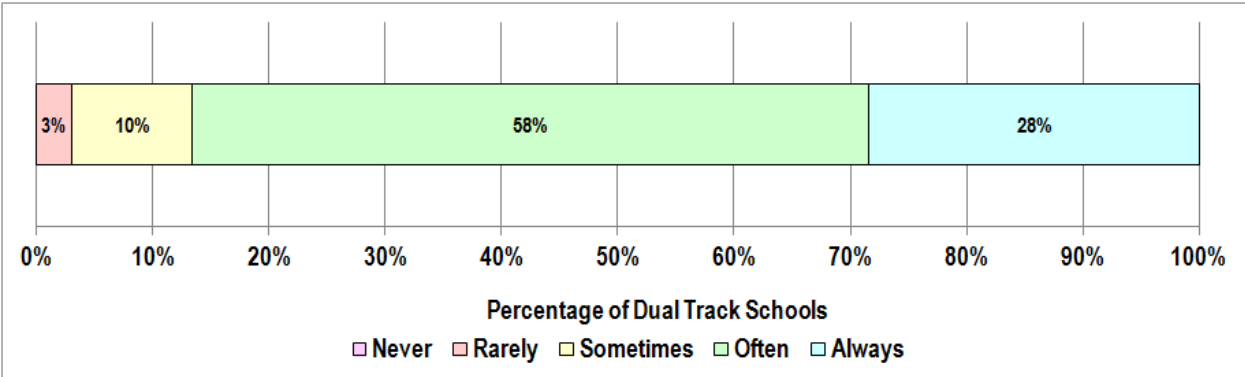


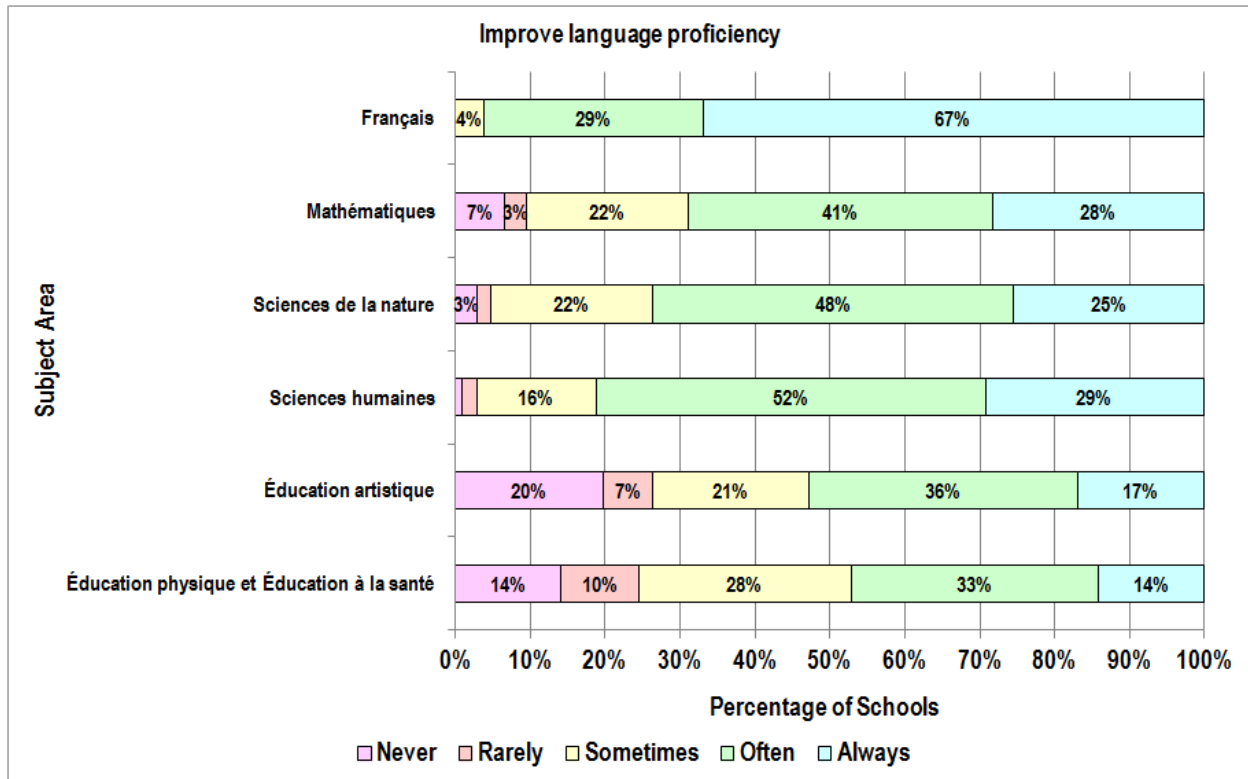
Chart 8-B: Percentage of **Dual Track** French Immersion Schools Where Aspects of Language are Specifically Taught by Teachers While Teaching Course Content

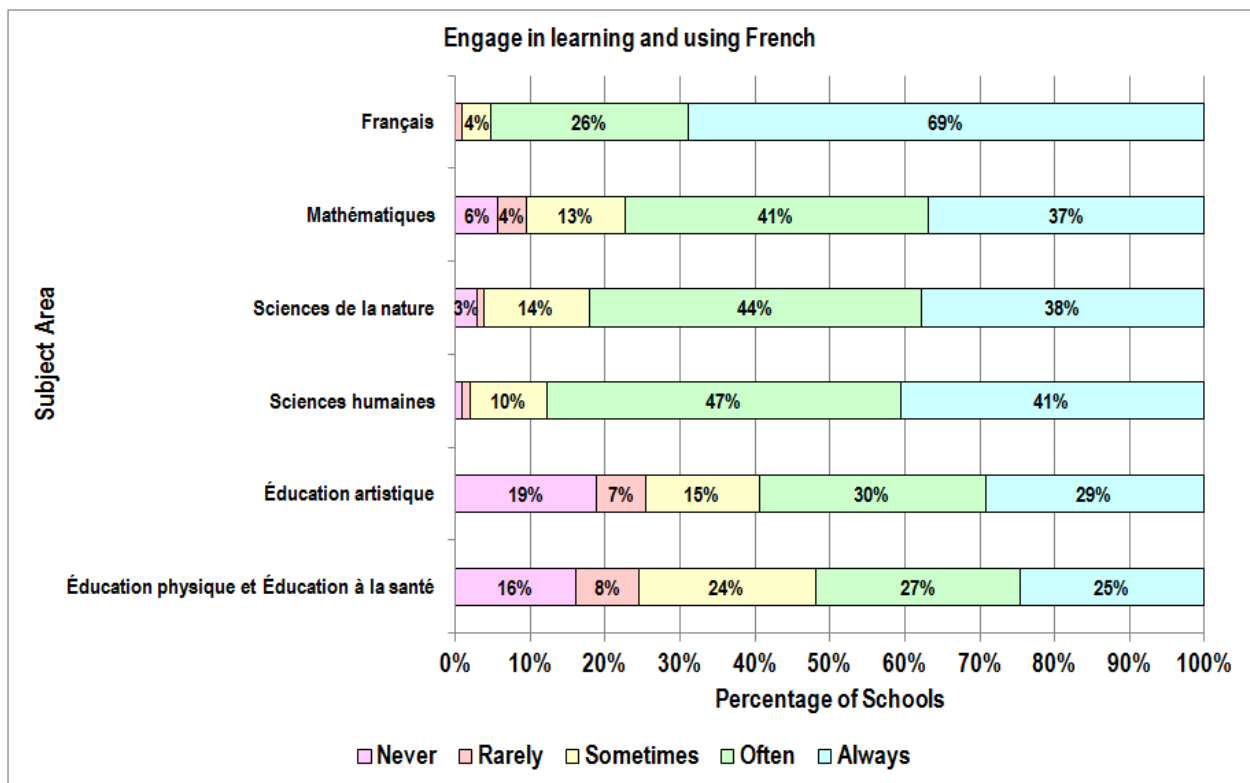
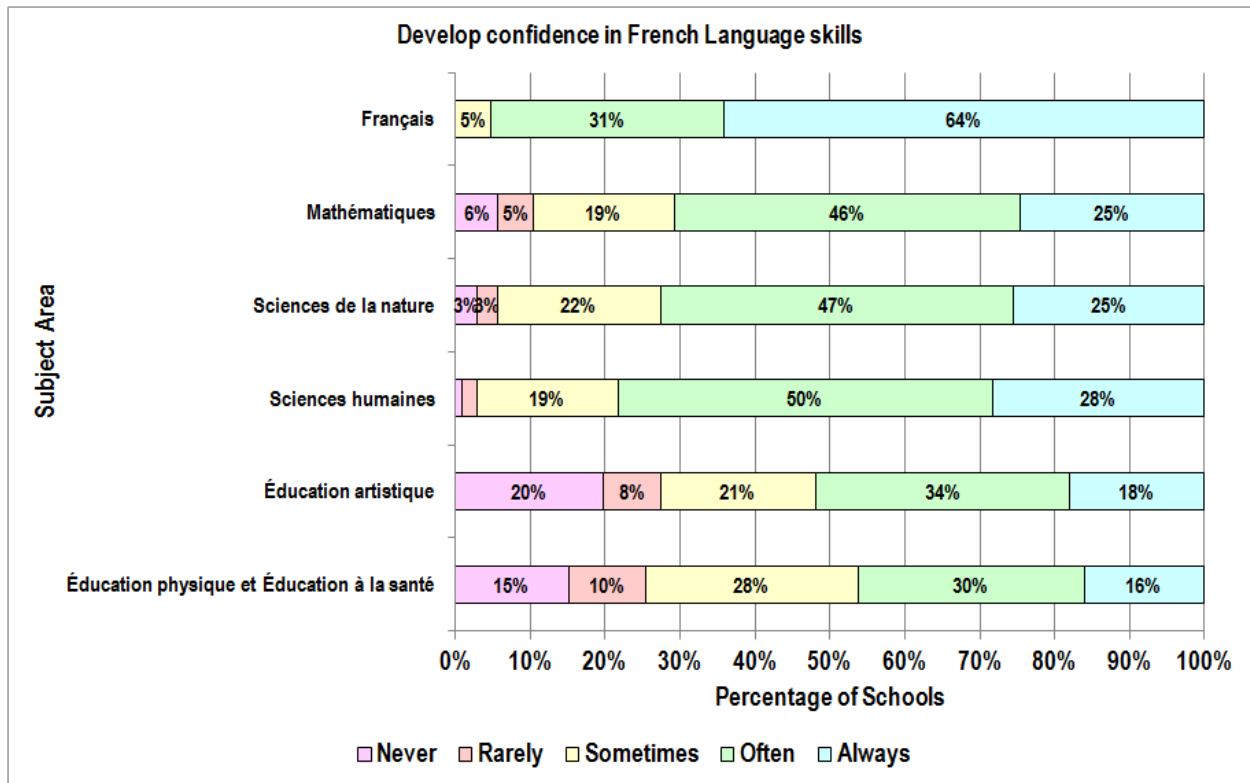


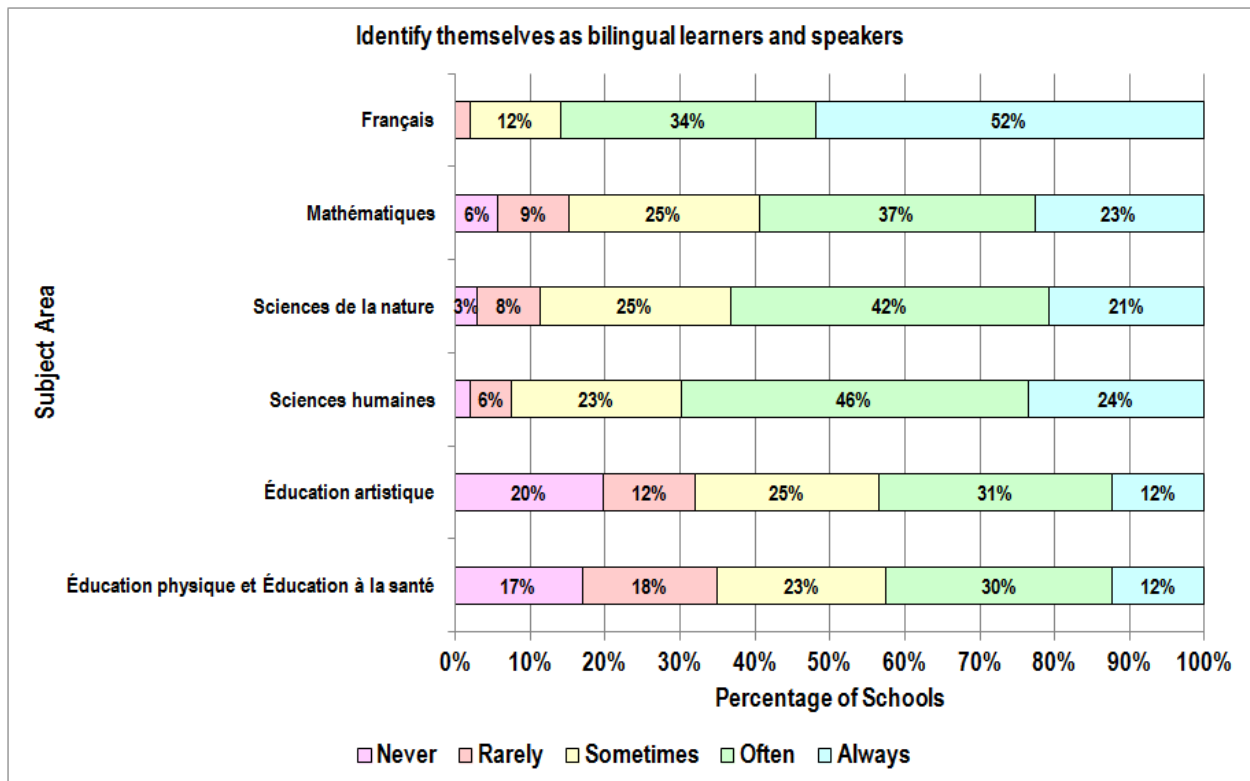
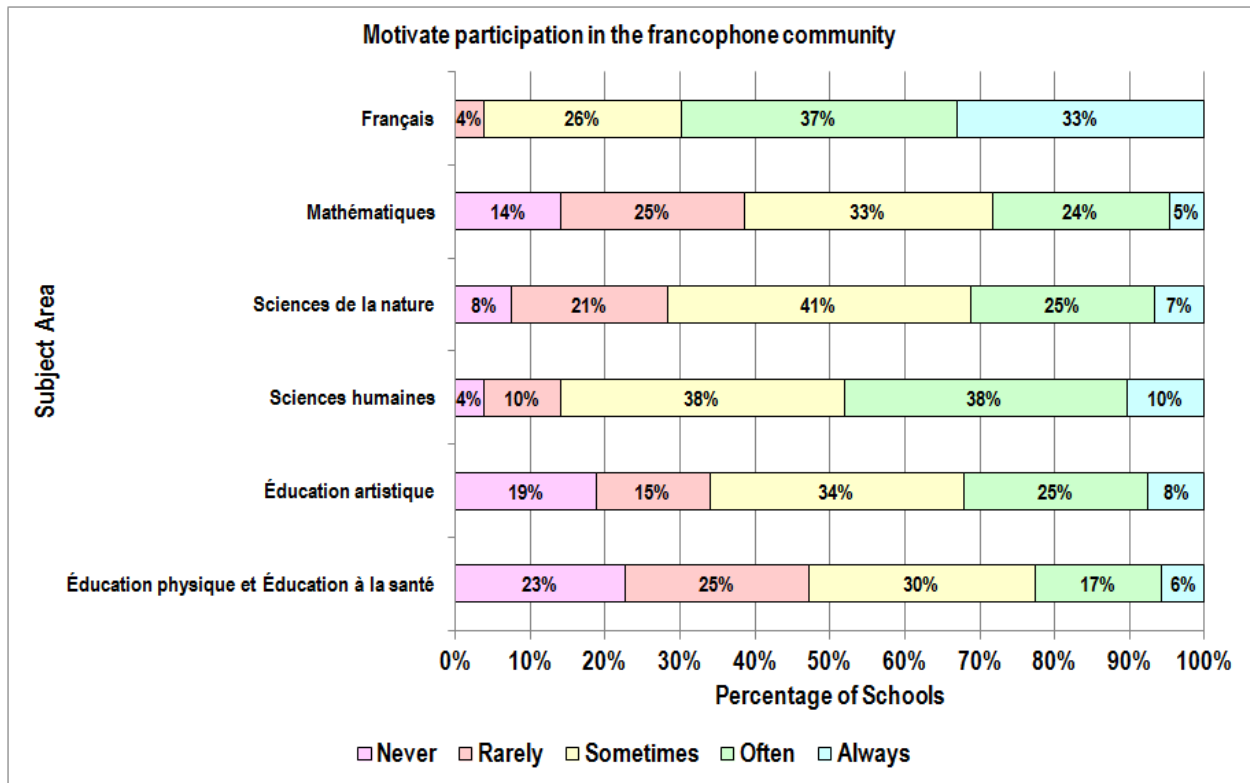
Impact on Student Learning

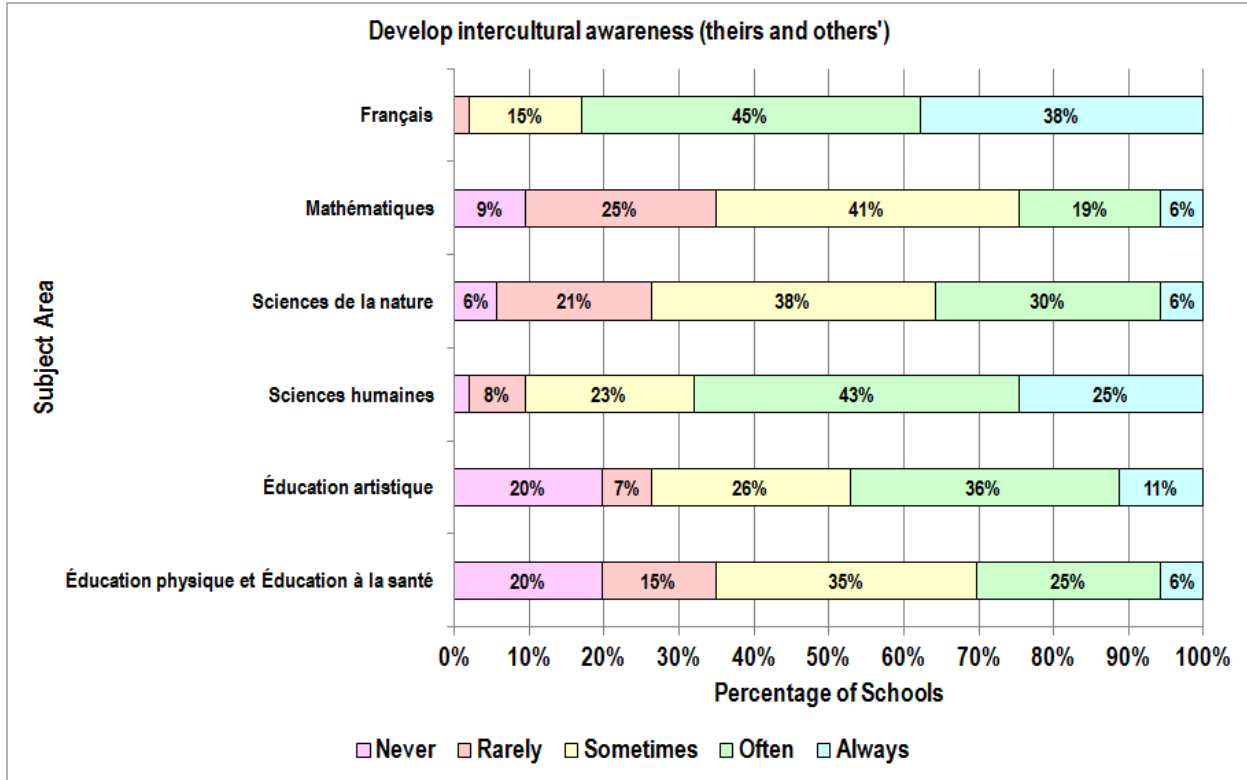
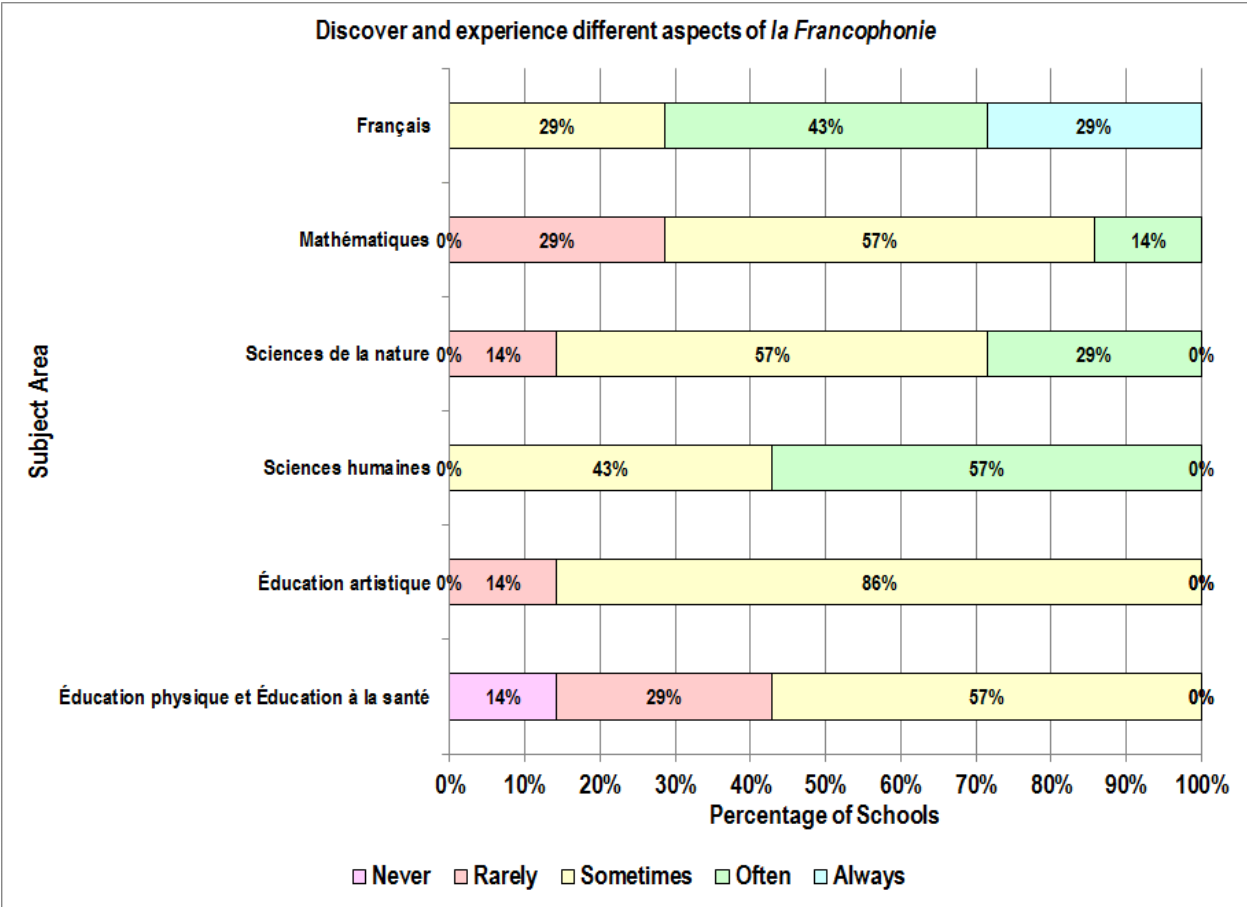
9. Please indicate the extent that the following outcomes have been addressed in each subject area.

Chart 9: Percentage of French Immersion Schools where Teachers, Through the Development of Students' Linguistic Competencies, Focus on Attaining Specific Outcomes to Validate Students' French Immersion Experience, by Outcome (Improve language proficiency, develop confidence in French language skills, engage in learning and using French, motivate participation in the francophone community, identify themselves as bilingual learners and speakers, discover and experience different aspects of la Francophonie, develop intercultural awareness.)









Section 3

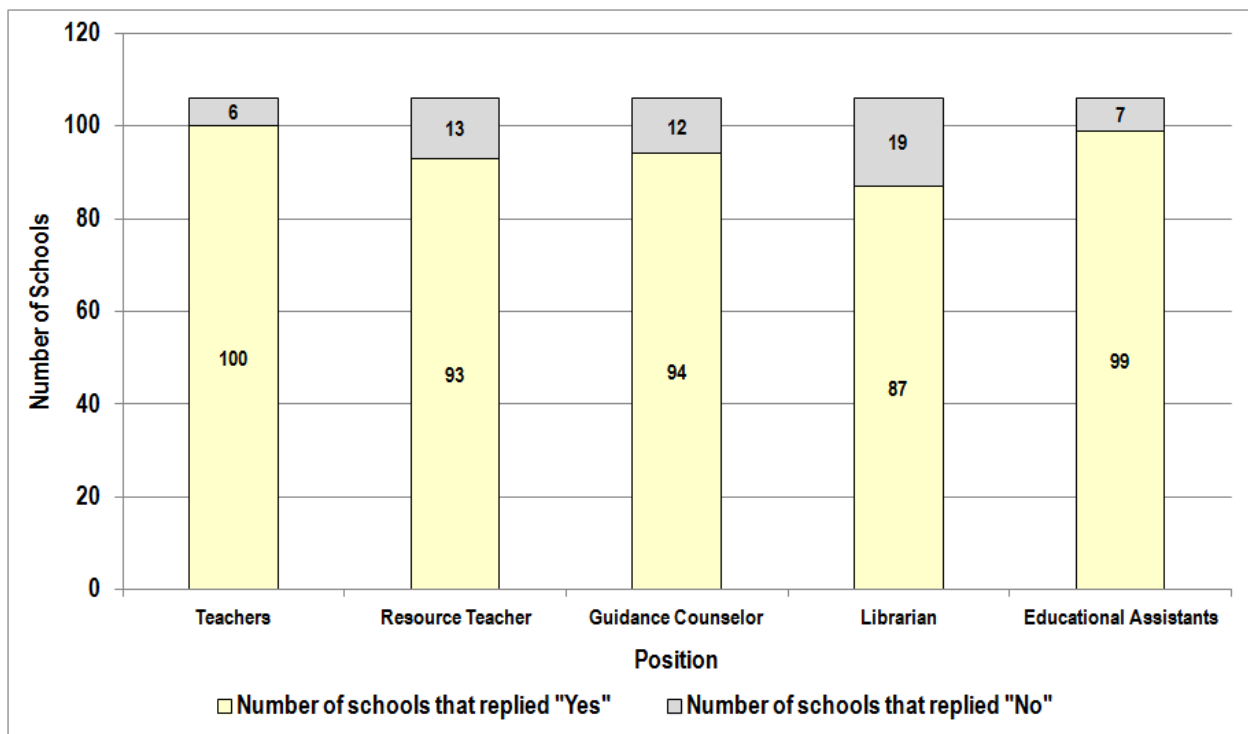
Educational Staff and Professional Learning

Section 3 of the 2015-2016 abridged questionnaire asked schools to provide data on the hiring and professional learning of educational staff.

Recruitment of Staff

10. Does the hiring of qualified French Immersion personnel pose a challenge in your **school** for the following positions?

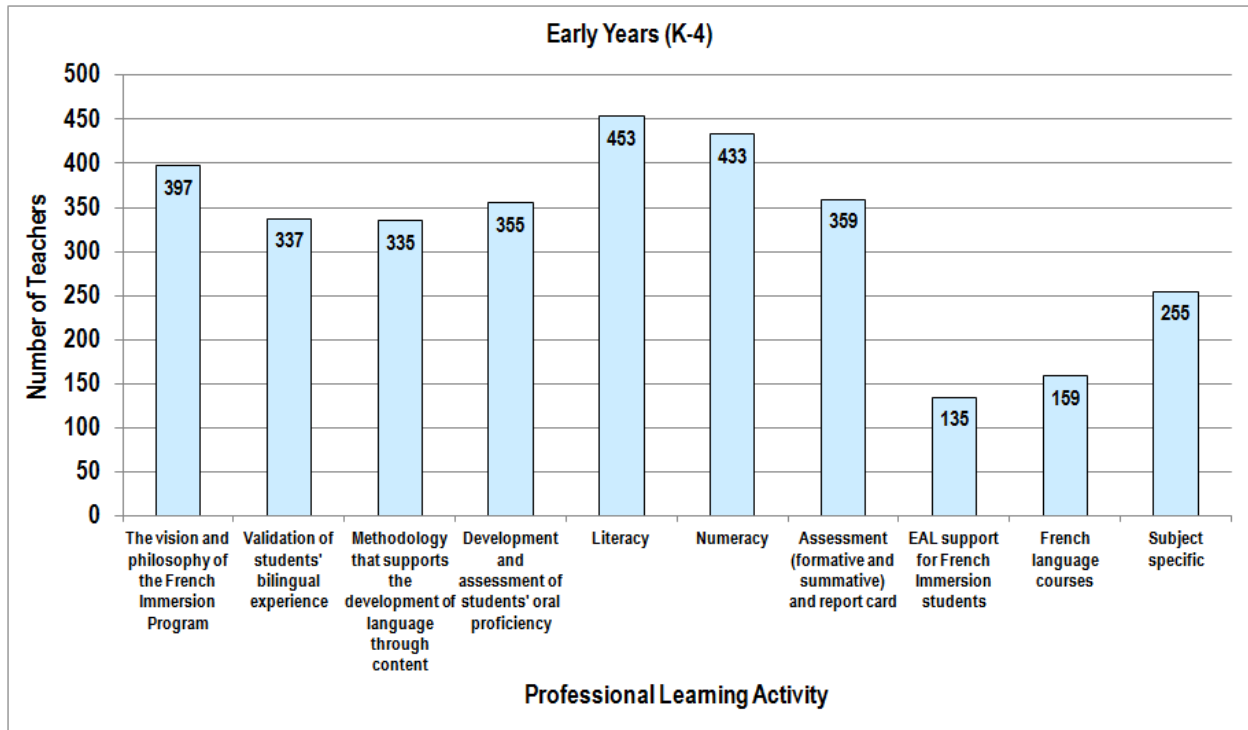
Chart 10: Frequency of French Immersion Schools Indicating That the Hiring of Qualified French Immersion Personnel Posed a Challenge, by Type of Position

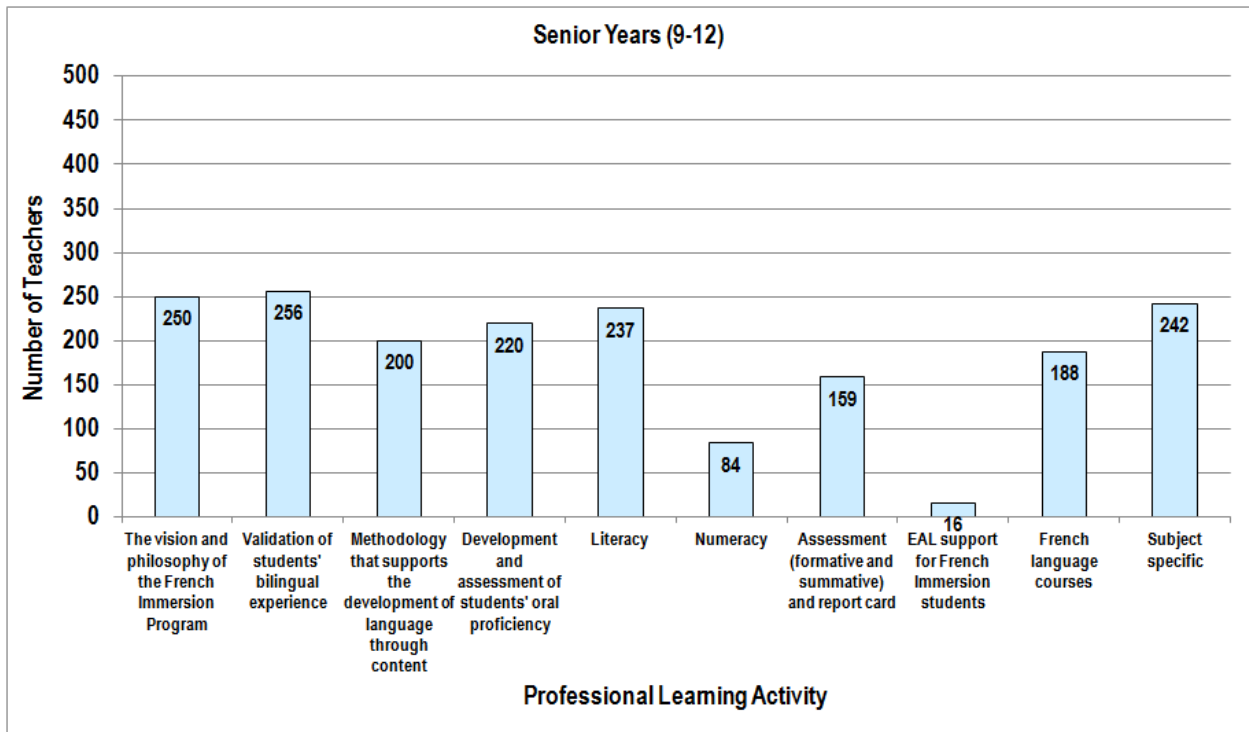
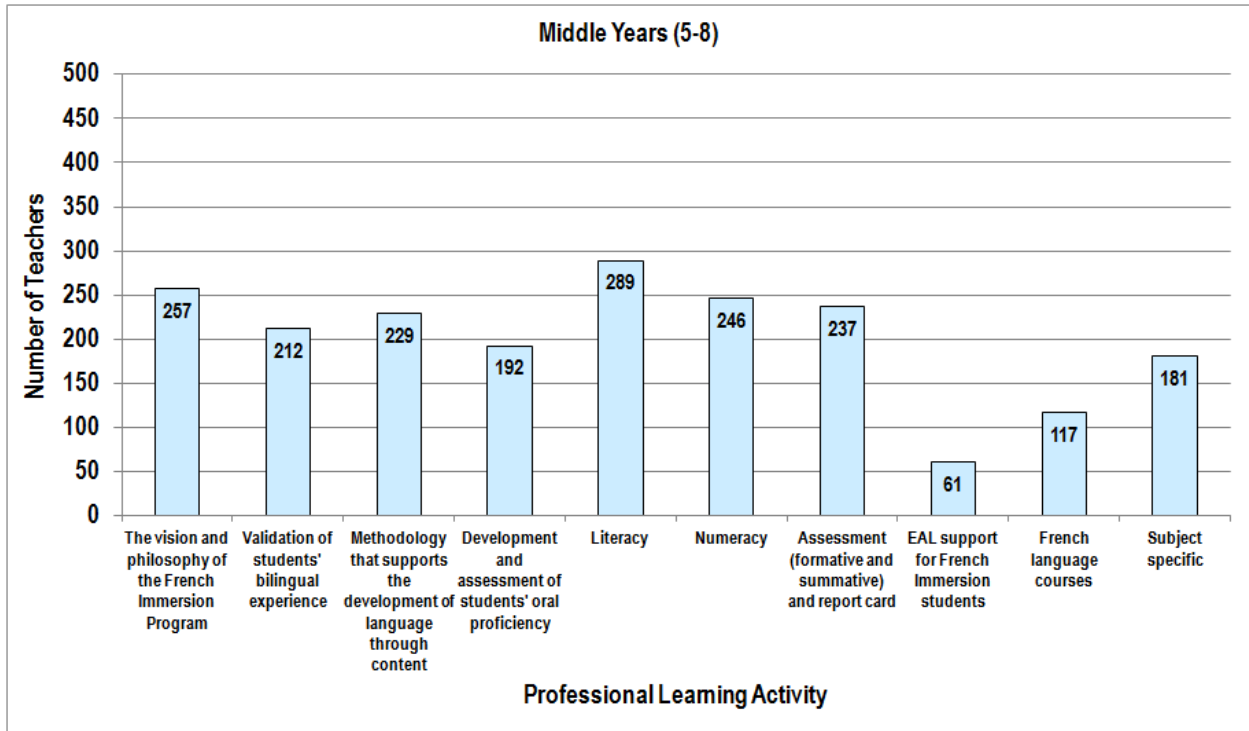


Professional Learning

11. French Immersion teachers have specific professional learning needs. Please indicate the number of teachers who have participated in the following activities (offered in French) in the 2013-2014 school year.

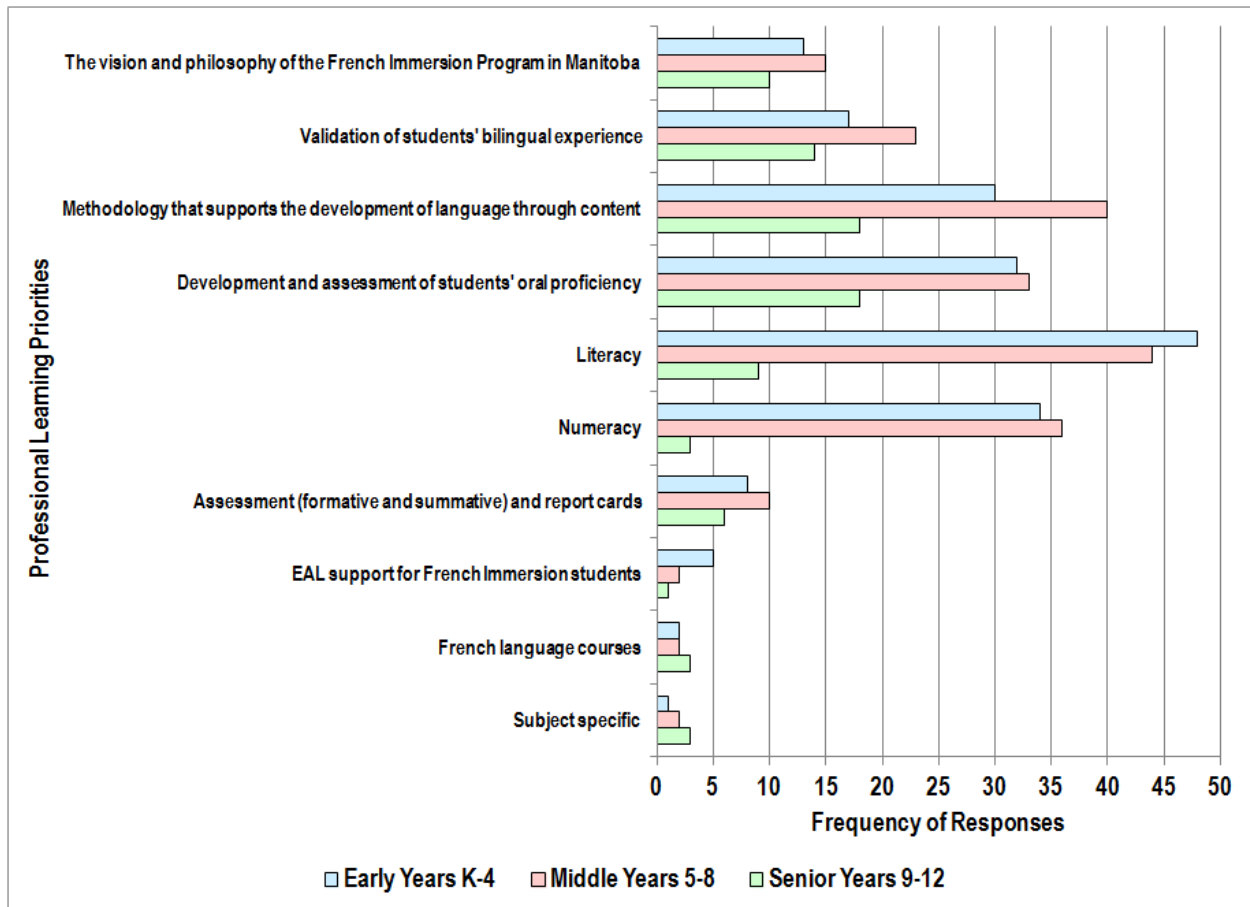
Chart 11: Number of French Immersion Teachers Having Participated in Professional Learning Activities Offered in French in the 2015-2016 School Year as Reported by Schools, by Type of Professional Learning Activity and by Grade Groupings (Early Years, Middle Years, Senior Years)





12. What are the French Immersion professional learning priorities in your school?

Chart 12: French Immersion Professional Learning Priorities of Schools, by Frequency of Responses and Grade Groupings



Section 4

Student Enrolment Trends

Section 4 of the 2015-2016 abridged questionnaire asked schools to provide data on:

- attrition
- activities to promote the French Immersion Program

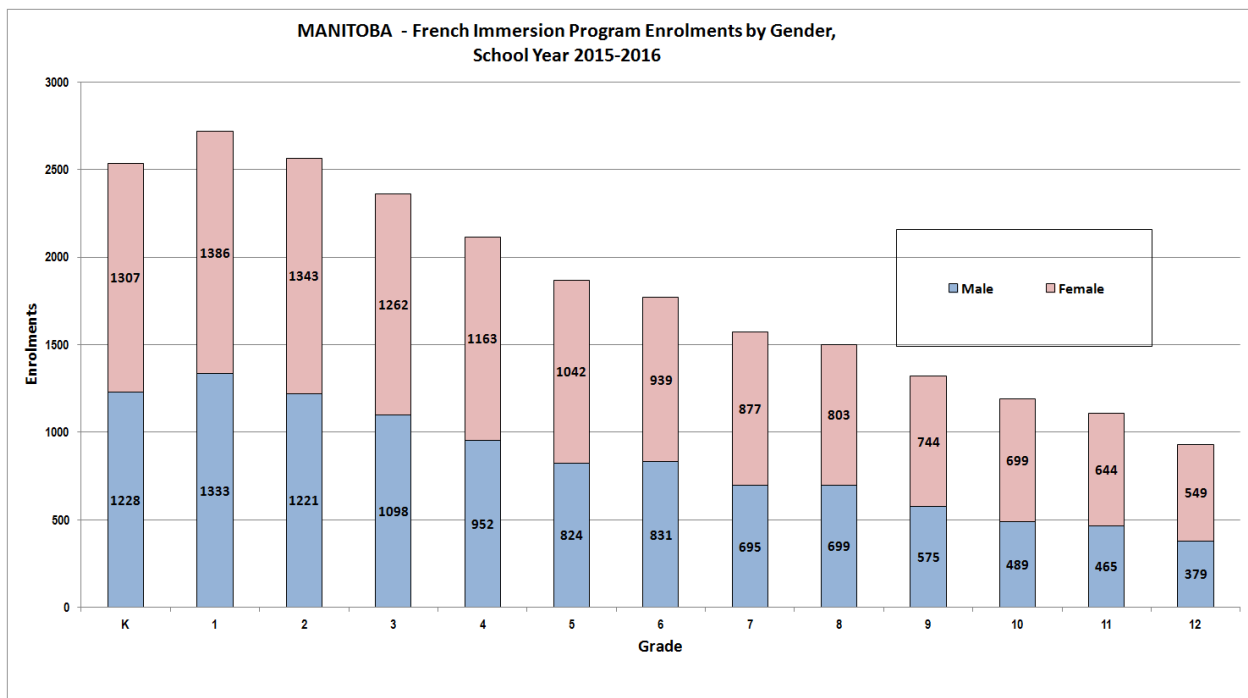
To provide a more comprehensive profile of the implementation of the French Immersion Program across Manitoba, previously collected enrolment statistics for the 2015-2016 school year as well as enrolment trends over an 11 year period are first presented in this section.

Provincial Enrolment Statistics

The following provincial statistics provide a portrait of enrolment and enrolment trends for the French Immersion Program for the 2015-2016 school year as well as an overview of an 11 year period from 2005-2006 to 2015-2016. Total French Immersion enrolments in 2015-2016 came in at 23,547 in 107 schools; up from 22,106 students in 105 schools in 2013-2014

Current Year Observations:

Chart A



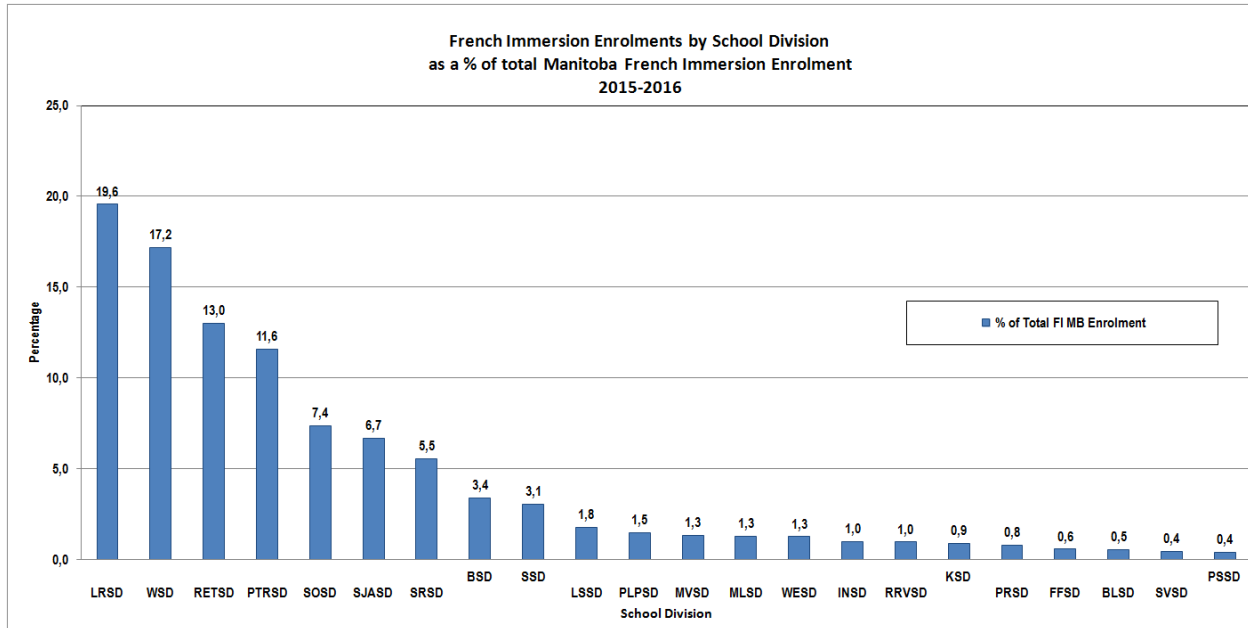
- Apart from the step from Kindergarten to Grade 1, Chart A shows that the number of students enrolled per grade diminishes as the grade level increases. This is very different from the distribution of Manitoba's total public school enrolments by grade where there is a relatively equal number of students at each grade level.
- Furthermore, Chart A demonstrates that the distribution of French Immersion enrolments by grade and gender shows the predominance of females over males at each grade level. This is very different

from the distribution of Manitoba's total public school enrolments by grade and gender where there are more males than females at each grade level.

Other Key Current Year Observations:

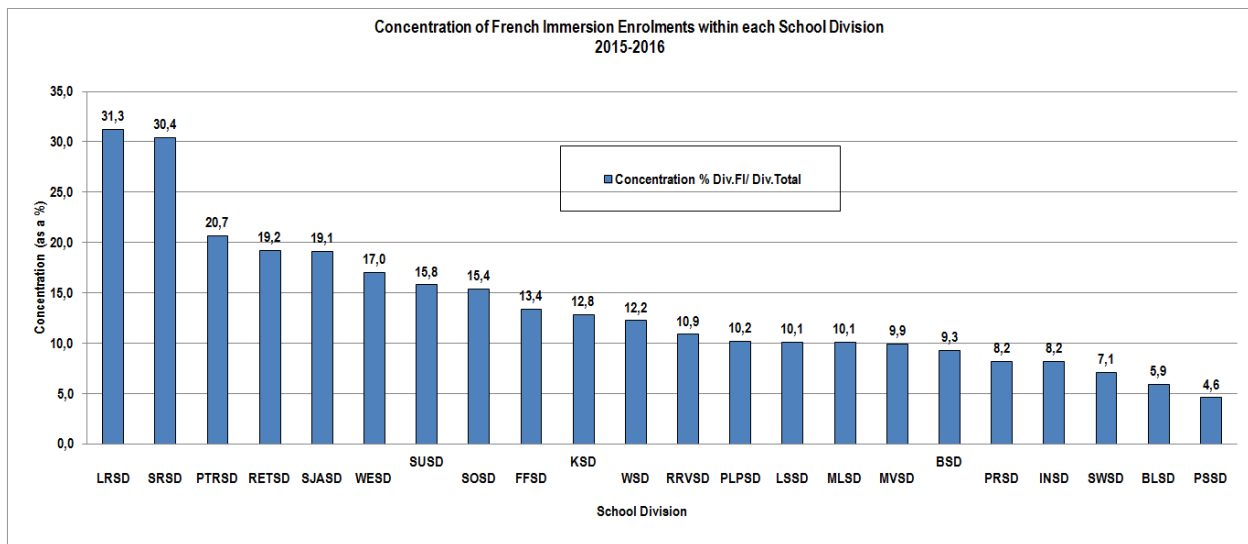
- Excluding Pre-Kindergarten and Special Education enrolments, Manitoba's 2015-2016 total public school enrolment was 180,083 students. Thus, the French Immersion Program represented 13.1% of Manitoba's total public school enrolment; up from 12.4% in 2013-2014.
- In 2015-2016, of the 23,547 students in 107 schools, 11,822 students (or 50.2%) were enrolled in 38 single track French Immersion schools, while 11,725 students (or 49.8%) were enrolled in 69 dual track French Immersion schools. Although there are fewer single track French Immersion schools, these schools have a greater number of enrolments than the dual track schools.
- With respect to the above 23,547 French Immersion students, the vast majority of them, 23,122 or 98.2% entered the Program in Kindergarten or Grade 1, while 145 students (or 0.6%) started in Grade 4 and 280 students (or 1.2%) entered in Grade 7. Although most students start in Kindergarten or Grade 1, these numbers illustrate that there is an interest for students to start at other entry points, however few opportunities to enter the Program midstream exist. (one school offers Grade 4 entry and three schools offer Grade 7 entry)
- It is noted that, 18,099 (76.9%) of the 23,547 French Immersion students were from the metropolitan Winnipeg region, 4,387 students (18.6%) were from rural school divisions, and 1,061 students (4.5%) were from northern school divisions. Comparatively, the overall public school population had 97,685 students (54.3%) from metropolitan Winnipeg, 65,741 students (36.5%) from rural divisions and 16,649 students (9.2%) from northern school divisions. This data clearly shows that the French Immersion Program in Manitoba is largely an urban phenomenon.

Chart B



- To provide more details on the regional breakdown of French Immersion enrolments, Chart B shows the distribution of French Immersion enrolments by school division in school year 2015-2016. The six (6) urban school divisions have the largest groupings of French Immersion students from 19.6% in the Louis Riel School Division to 6.7% in the St. James-Assiniboia School Division. The next four (4) school divisions: Seine River (5.5%), Brandon (3.4%), Sunrise (3.1%), and Lord Selkirk (1.8%) are either school divisions close to Winnipeg, or urban centres outside of Winnipeg. The remaining school divisions are either “rural” or “northern”.

Chart C



- Another interesting statistic is the concentration of French Immersion enrolments within each school division; that is, the proportion of French Immersion enrolments as a percentage of each school division’s total public school Kindergarten to Grade 12 enrolment (i.e. excluding Nursery and Pre-Kindergarten as well as Special Education enrolments). Chart C presents the “concentration” data for

each school division offering the French Immersion Program. Louis Riel School division (31.3%) and Seine River School Division (30.4%) have the largest concentrations of French Immersion students within their school division boundaries. It is interesting to note that the Winnipeg School Division which had the second largest grouping of French Immersion students provincially (4,042 students or 17.2% of total French Immersion enrolments) had the eleventh (11th) largest concentration of French Immersion students within its boundaries at 12.2%.

Historical Data – Observations over Time

Chart D presents French Immersion enrolment by grade, as well as the number of French Immersion schools, for the school years 2005-2006 to 2015-2016. Over this period, Manitoba's total French Immersion enrolment increased from 17,604 to 23,547, a difference of 5,943 students representing a percentage increase of 33.8%.

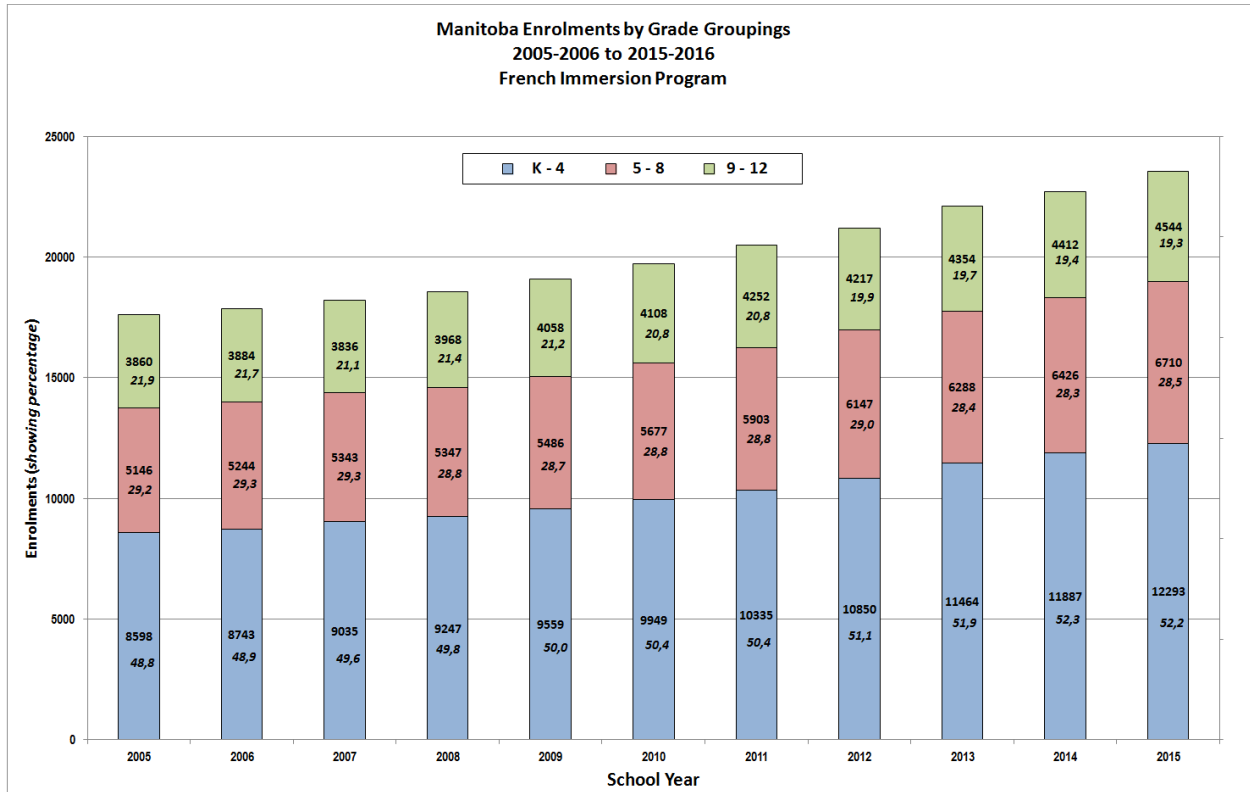
**Number of students in the French Immersion Program
by school year and grade (excluding Special Education)
MANITOBA (public schools only)
School Years 2005-2006 to 2015-2016**

School Years	No. of Schools	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-2006	97	1903	1939	1686	1552	1518	1455	1320	1228	1143	1124	956	921	859	17 604
2006-2007	97	1956	1924	1803	1594	1466	1414	1376	1301	1153	1070	1037	914	863	17 871
2007-2008	98	1963	2008	1835	1715	1514	1413	1337	1356	1237	1057	1012	931	836	18 214
2008-2009	99	1969	2011	1890	1742	1635	1436	1339	1301	1271	1149	952	935	932	18 562
2009-2010	101	2094	2054	1935	1793	1683	1548	1366	1309	1263	1178	1068	865	947	19 103
2010-2011	102	2192	2186	1972	1854	1745	1612	1476	1320	1269	1133	1103	999	873	19 734
2011-2012	103	2297	2249	2129	1887	1773	1637	1524	1449	1293	1174	1049	1043	986	20 490
2012-2013	104	2466	2419	2142	2020	1803	1696	1579	1476	1396	1174	1074	980	989	21 214
2013-2014	105	2552	2588	2332	2035	1957	1719	1636	1510	1423	1276	1132	1009	937	22 106
2014-2015	107	2632	2648	2470	2184	1953	1849	1621	1511	1445	1227	1221	989	975	22 725
2015-2016	107	2535	2719	2564	2360	2115	1866	1770	1572	1502	1319	1188	1109	928	23 547

School Year 2015-2016 detailed analysis comparing French Immersion enrolments total English program (excluding Français Program enrolments):

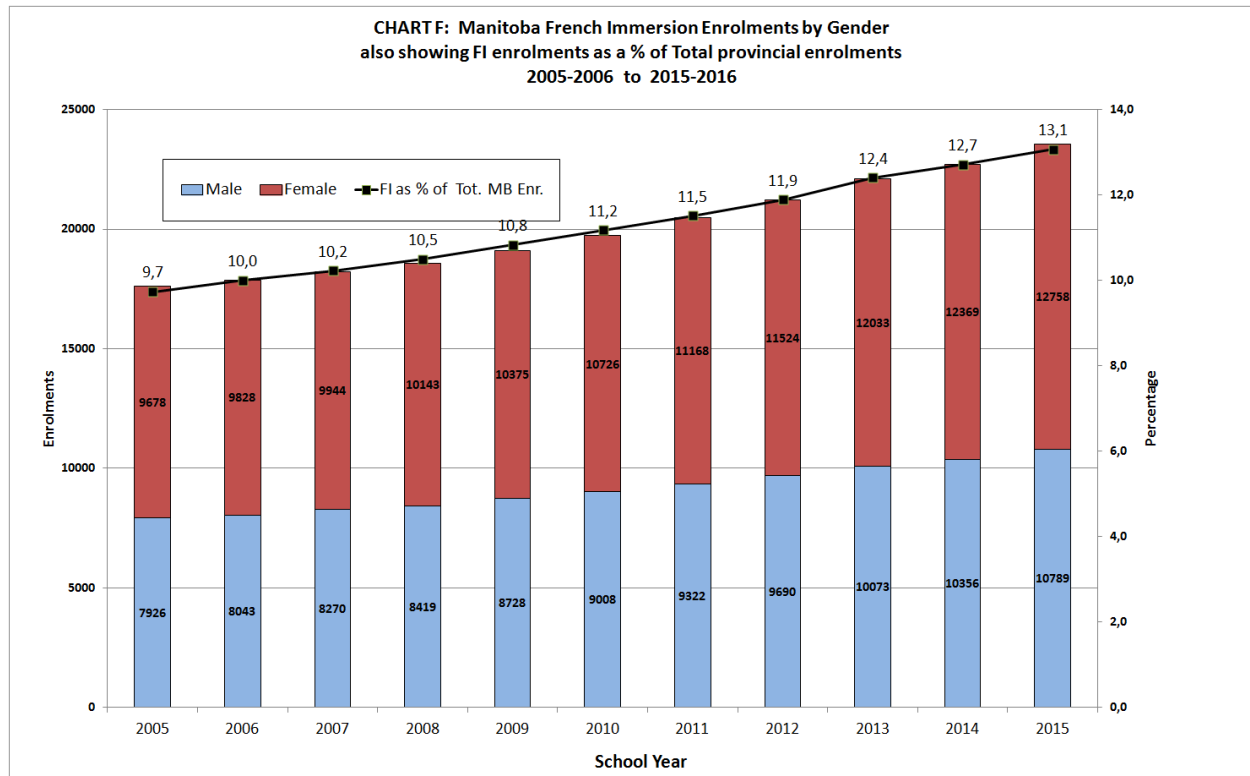
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
MB - Total enrolment	13354	13954	13810	13833	13415	13028	13032	13090	13160	13893	14353	14316	16845	180 083
minus: MB - Fran. + Imm. Pgms.	551	499	510	523	496	413	403	424	385	392	364	322	344	5 626
equals: MB - English Pgm. enrol.	12803	13455	13300	13310	12919	12615	12629	12666	12775	13501	13989	13994	16501	174 457
K-4	FI	FI	FI	FI	5-8	FI	FI	9-12	FI	FI	FI	K-12	FI	23 547
(2013-14)	% FI Total :	52,2	52,2	52,2	(2013-14)	% FI Total :	28,5	(2013-14)	% FI Total :	19,3	(2013-14)	% FI Total :	100,0	100,0
	MB Total :	68366	68366	68366	52310	52310	52310	52310	52310	52310	52310	52310	52310	180 083
	% MB Total :	18,0	18,0	18,0	12,8	12,8	12,8	12,8	12,8	12,8	12,8	12,8	12,8	13,1

Chart E



- Chart E presents the distribution of French Immersion enrolments by grade groupings (Early Years K-4, Middle Years 5-8, and Senior Years 9-12) by school year for the 2005-2006 to 2015-2016 school year period. The chart clearly shows that as French Immersion enrolments increased over time, the distribution in percentage terms for the three grade groupings have remained relatively the same.

Chart F



- Chart F presents essentially the same data, except the French Immersion enrolment by school year is broken down by gender instead of grade groupings. It also shows the progression over time of in the numbers and proportion of female students within the French Immersion program.
- Chart F further demonstrates also shows the progression over time of the percentage or proportion of French Immersion students as compared to the total provincial public school K-12 population. We clearly see that this proportion showed an important increase from 9.7% to 13.1% during this period.
- Female enrolments have also been greater than that of their male counterparts for each school year over the period and represent approximately 54% of total French Immersion enrolments in 2015-2016.

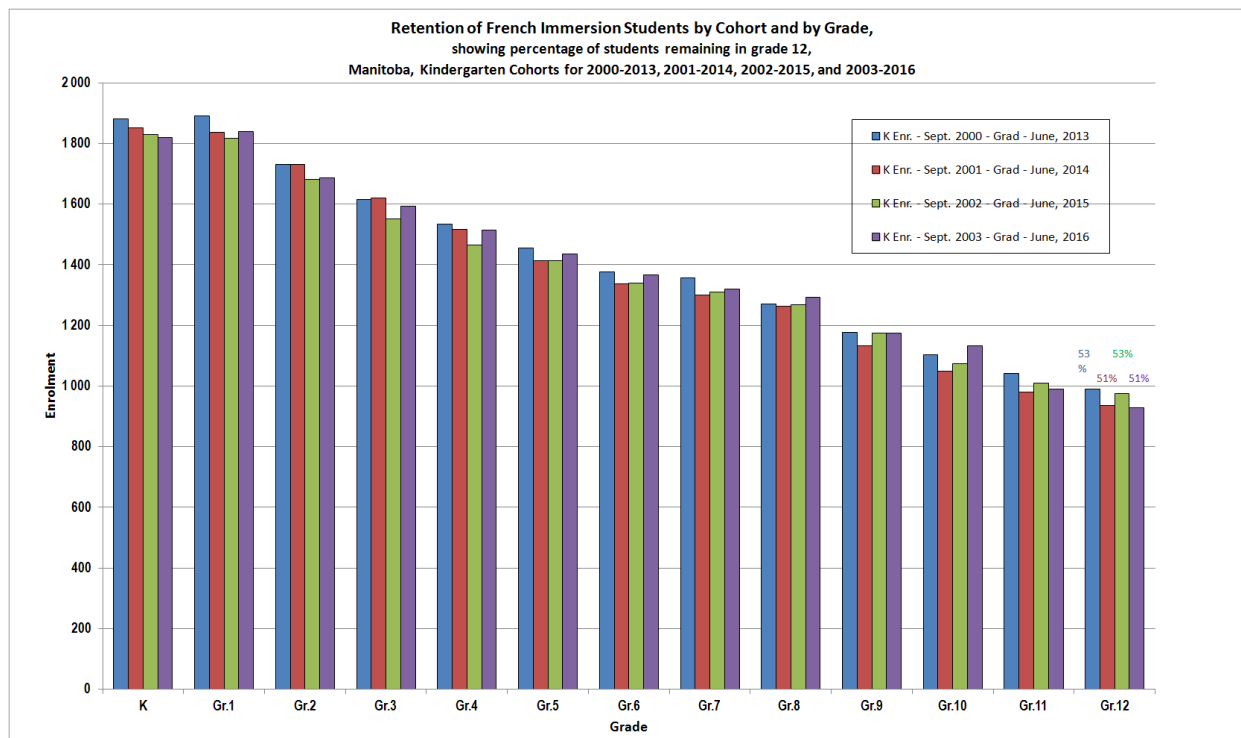
Chart G

**French Immersion Enrolment as a Percentage of Manitoba Total Public School Population by Grade
School years 2005-2006 versus 2015-2016**

Grade	Enrolment		Difference
	2005-2006 (%)	2015-2016 (%)	
K	15.6	19.0	3.4
1	15.3	19.5	4.0
2	13.3	18.6	5.3
3	11.6	17.1	5.5
4	10.9	15.8	4.9
5	10.2	14.3	4.1
6	9.3	13.6	4.3
7	8.7	12.0	3.3
8	7.8	11.4	3.6
9	7.3	9.5	2.2
10	6.4	8.3	1.9
11	6.5	7.8	1.3
12	5.3	5.5	0.2

- The summary table above presents French Immersion Program enrolments by grade as a percentage of Manitoba's total public school population (excluding pre-kindergarten and special education), for the 2005-2006 school year as compared to the 2015-2016 school year. The data shows that at all grade levels French Immersion enrolments as a proportion of total public school enrolments are increasing. However, starting in the middle years the increase in the proportion diminishes. The data also shows that at all grade levels, French Immersion enrolments have been growing at a rate greater than that of public school enrolments overall.

Chart H

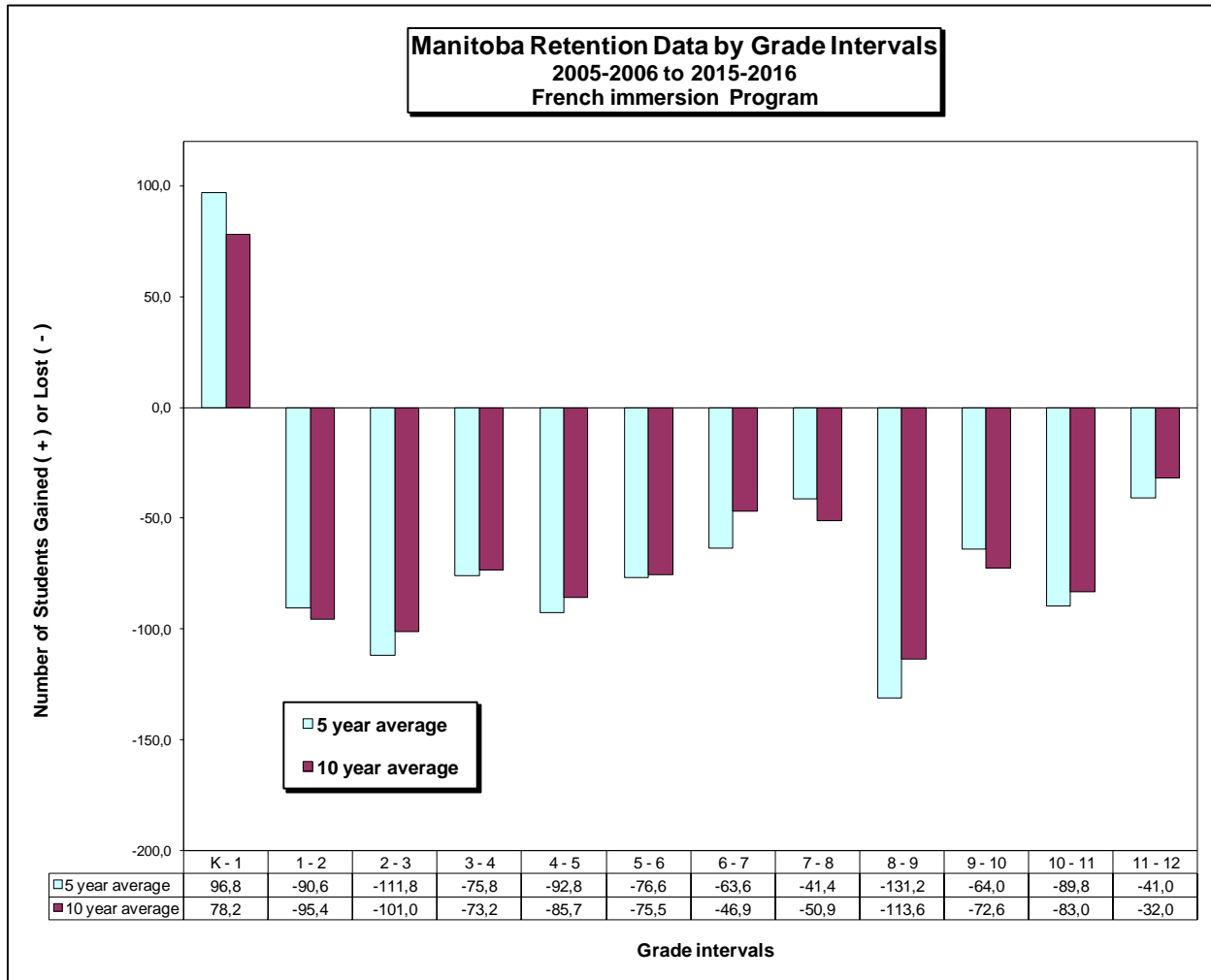


- Chart H shows four (4) French immersion Kindergarten cohorts:
 - 1) the first starting in school year 2000-2001 and finishing (or graduating) in school year 2012-013;
 - 2) the second, starting in school year 2001-2002 and finishing (or graduating) in school year 2013-2014;
 - 3) the third, starting in school year 2002-2003 and finishing (or graduating) in school year 2014-2015; and,
 - 4) the fourth, starting in school year 2003-2004 and finishing (or graduating) in school year 2015-2016.

The chart further demonstrates the enrolment level of the cohort in each grade over each school year as the students advanced through the French Immersion Program.

- Chart H reveals that there were 1,882 French Immersion students who started in Kindergarten in 2000-2001, but only 989 (or 53%) were enrolled in Grade 12, thirteen years later in 2012-2013 despite new enrolments in Grades 4 and 7. Similarly, there were 1,851 French Immersion students enrolled in Kindergarten in 2001-2002, but only 937 (or 51%) were enrolled in grade 12, thirteen years later in 2013-2014. Also, 1,829 French Immersion students started in Kindergarten in 2002-2003, but only 975 (or 53%) were enrolled in Grade 12, thirteen years later in 2014-2015. Finally, 1,820 French Immersion students started in Kindergarten in 2003-2004, but only 928 (or 51%) were enrolled in Grade 12, thirteen years later in 2015-2016. Again, this is occurring despite new enrolments in Grades 4 and 7 in each school year.
- The data reveals that the French Immersion Program loses approximately half of its students as they move through the school system until completion in Grade 12, and this, despite new students entering the French Immersion Program in Grade 4 and in Grade 7.

Chart I



- Despite increases in French Immersion enrolments, the data from Charts A (enrolment) and I (retention) show decreasing French Immersion enrolments by grade in absolute numbers and decreasing percentages of French Immersion enrolments as a percentage of the total public school population by grade, suggest a retention problem with French Immersion enrolments which requires further analysis.

Conclusions

- French Immersion Program enrolments are growing at a rate greater than that of the overall K to 12 public school population. However, the French Immersion Program is losing nearly half of its Kindergarten students by the time they reach Grade 12. This phenomenon requires further investigation in the field.
- The predominance of female enrolments over male enrolments at all grade levels, especially after Grade 8, in the French Immersion Program may also be interesting to study in greater detail.
- The predominance of dual track French Immersion schools representing nearly half of total French Immersion enrolments given the issues related to the full implementation of the French Immersion Program may also be the subject of continued conversations.

Attrition

13 & 14. Please indicate the number of students per grade level that left the French Immersion Program in your school last year. Under each main reason provided below, please indicate the number of students per grade level that left the French Immersion Program in your school last year.

Chart 13: Attrition by Grade and Reason - Number of Students by Grade Level that left the French Immersion Program in the 2015-2016 School Year, also Indicating the main Reason for Leaving

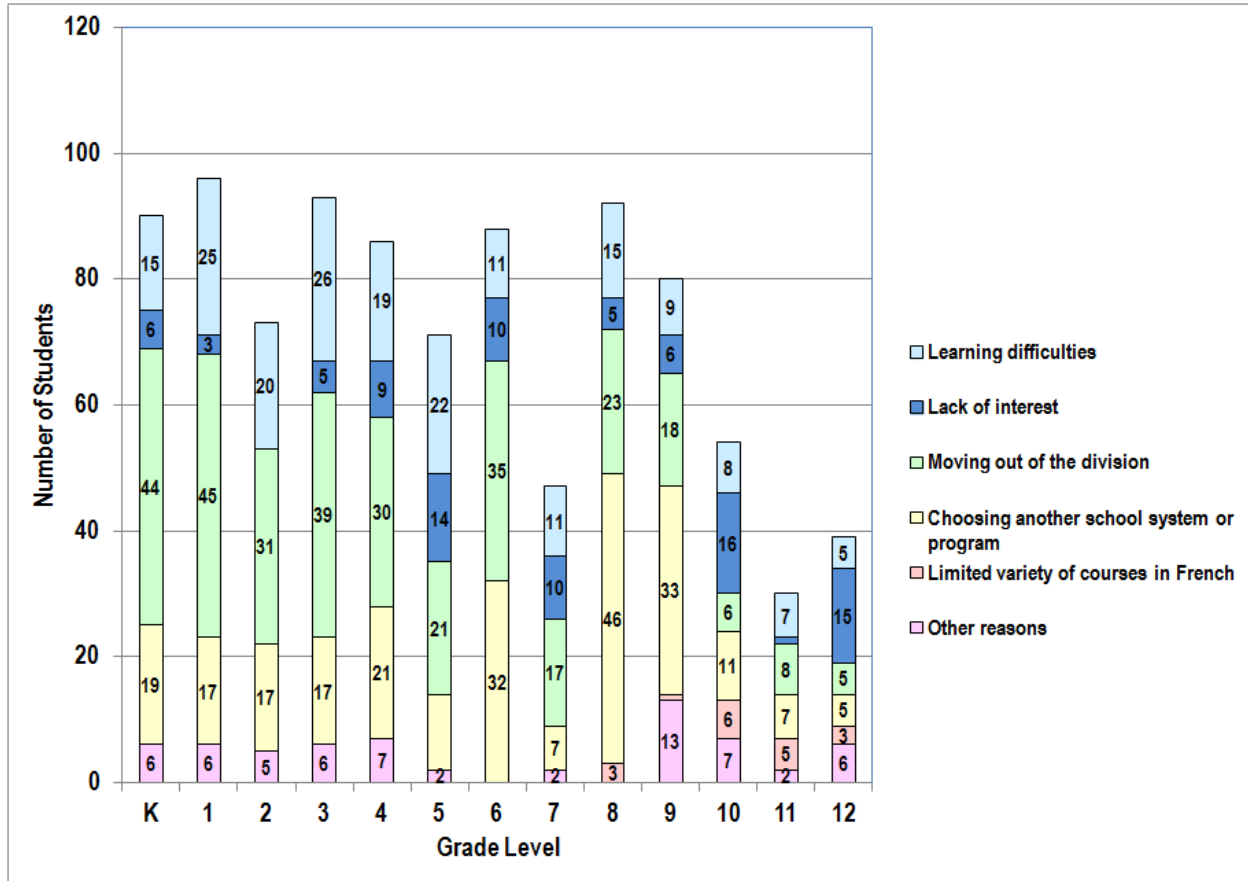


Chart 13-A: In single track schools – Attrition by Grade and Reason - Number of Students by Grade Level that Left the French Immersion Program in the 2015-2016 School Year, also Indicating the Main Reason for Leaving

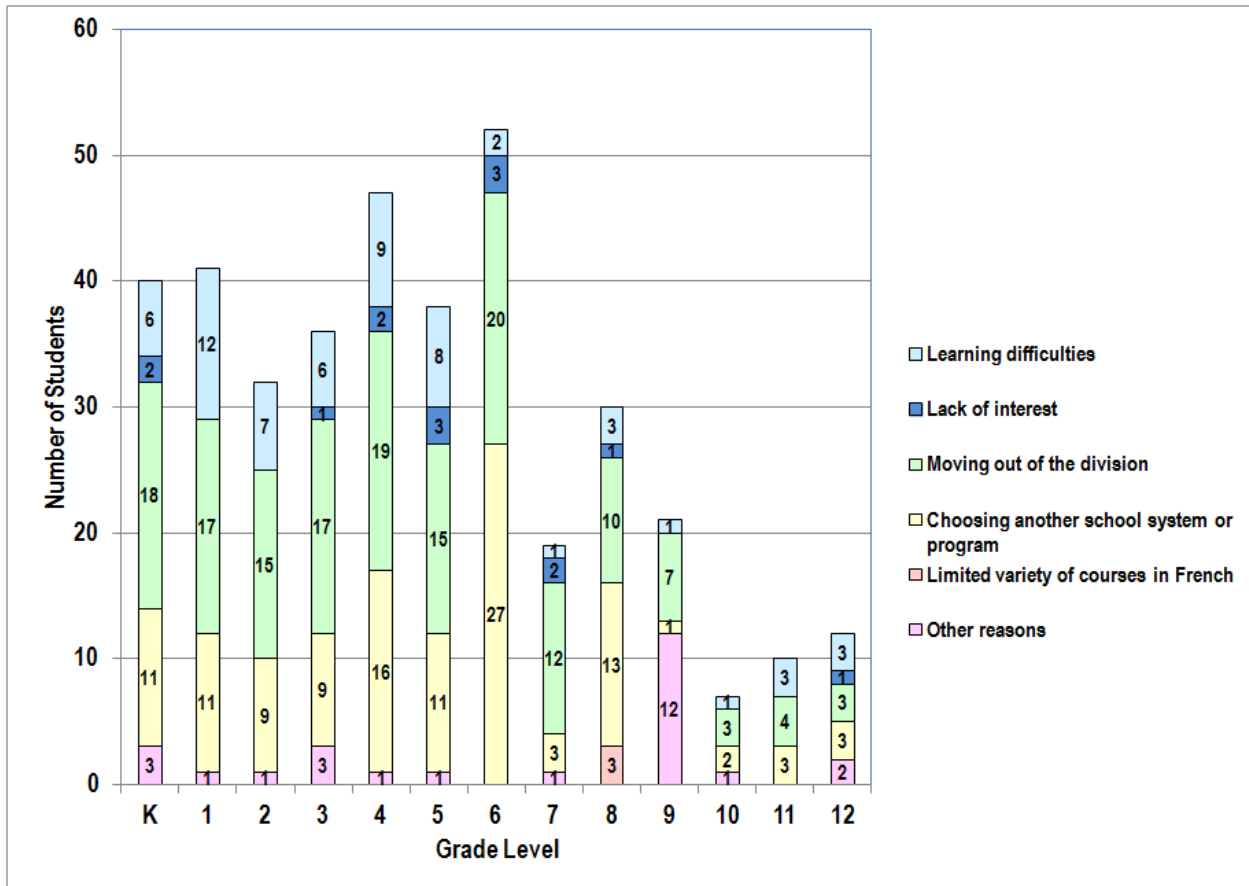
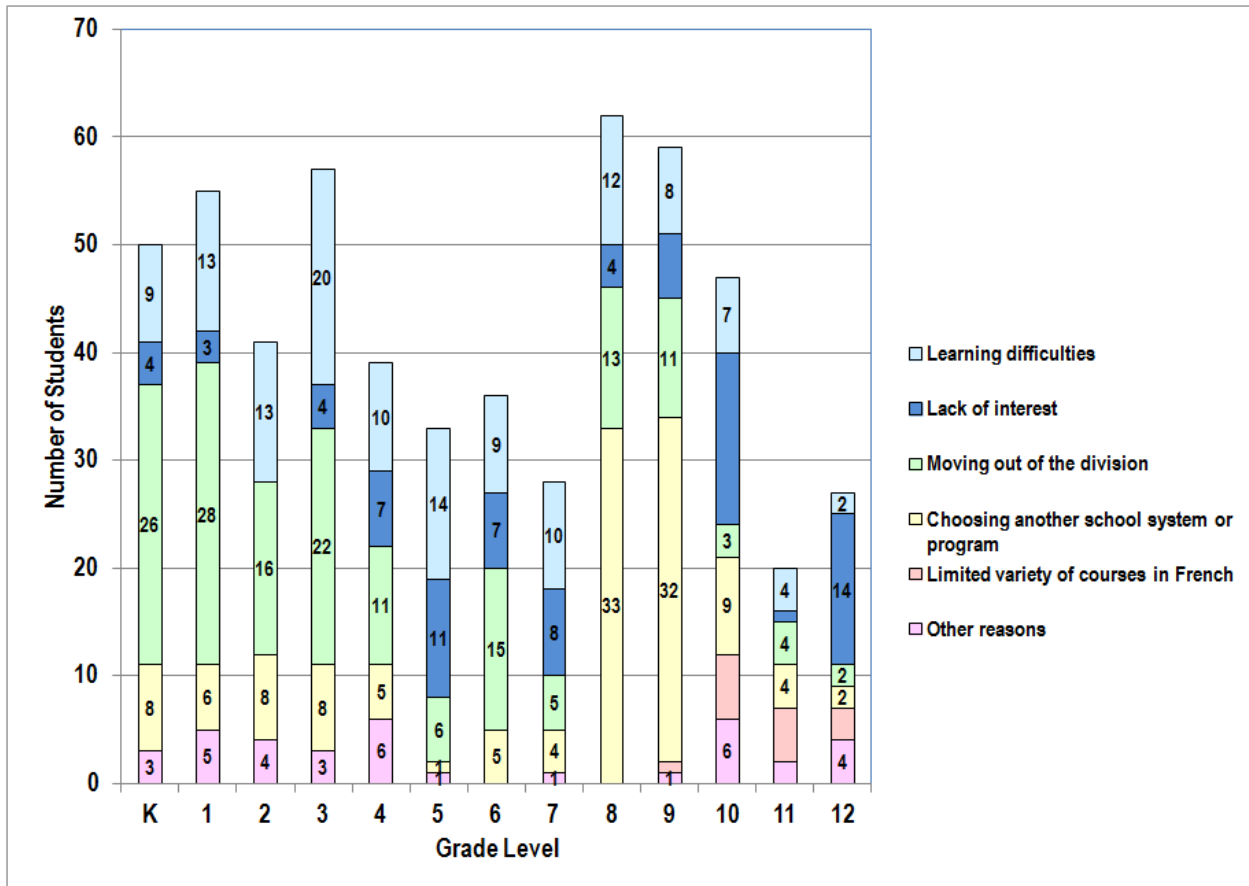


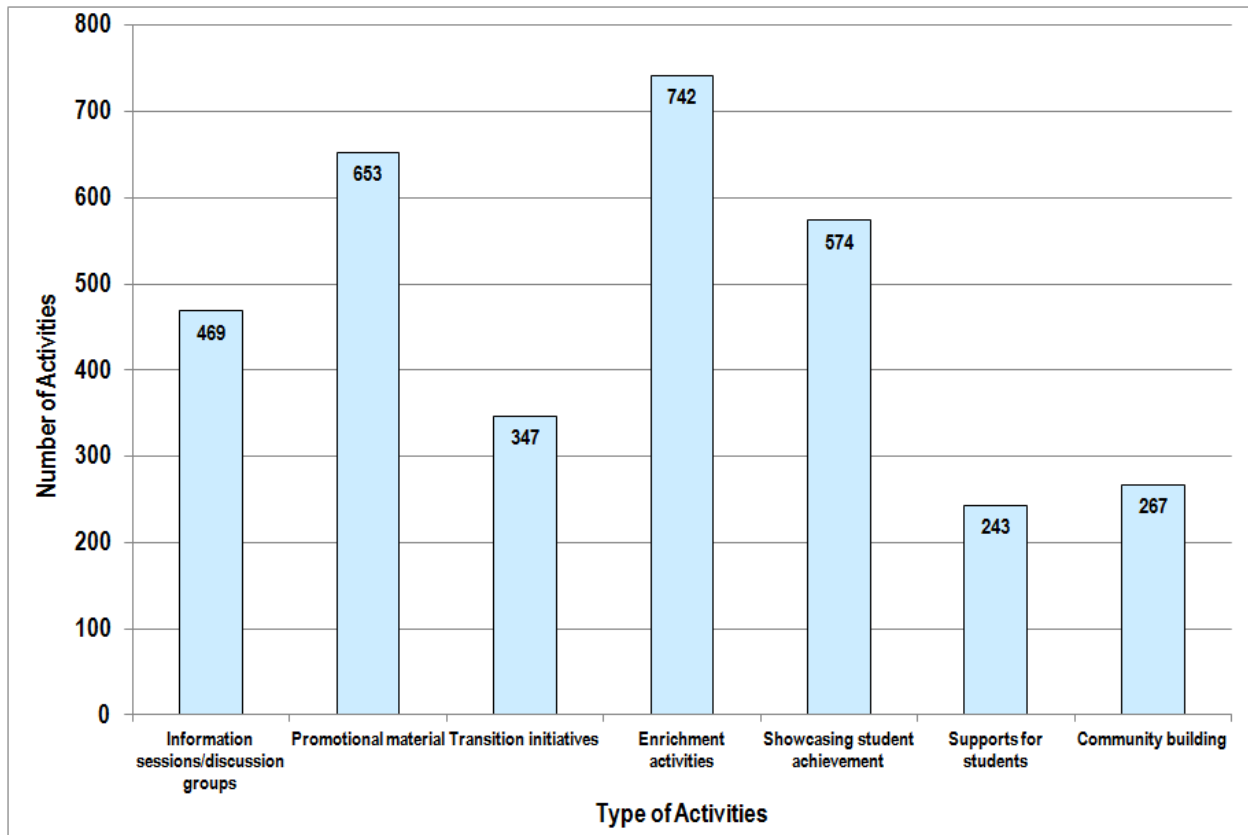
Chart 13-B: In dual track schools – Attrition by Grade and Reason - Number of Students by Grade Level that Left the French Immersion Program in the 2013-2014 School Year, also Indicating the Main Reason for Leaving



Promotion

15. How many activities were specifically organized in your school to value, thus promote, the French Immersion Program in the 2015-2016 school year in the following categories?

Chart 14: Number of Activities Organized by **Schools** to Promote the French Immersion Program in the 2015-2016 School Year



16. Based on your answer to the previous question, please indicate which audiences were targeted.

Chart 14-A: Number of Schools that Offered Activities to Promote the French Immersion Program in the 2015-2016 School Year, by Type of Activity and Target Audience

Type of Activities	Target audience														
	Students			Parents of new students			Parents of existing students			Community			Newcomers to Canada		
	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY	EY	MY	SY
Information sessions/discussion groups: Information evenings, open house, welcome day, Parent advisory council, café français, etc.	28	41	24	55	33	19	42	39	17	21	19	12	16	10	3
Promotional material: Posters, newspaper articles, brochure, divisional and school newsletters, video, website, local media, Canadian Parents for French MB, etc.	23	37	19	51	30	15	43	43	14	28	20	12	16	7	3
Transition initiatives: School visit, presentations, incoming student activities, pathway planning, tour of USB, CPF activities (French for life), etc.	42	48	27	26	20	19	31	36	10	8	10	3	11	8	2
Enrichment activities: French cultural day, festivals, culturama, Olympics, arts, guest speakers, performers, divisional rally, divisional debate, cultural trips, student exchange, semaine de la francophonie, radio, etc.	59	58	24	11	13	6	28	29	5	17	13	6	4	5	1
Showcasing student achievement: Celebration of learning days, student-led assemblies/announcements, performing arts, school band, portfolio, art display, etc.	56	54	20	19	18	9	57	52	13	27	22	11	8	6	1
Supports for students: Kinderstart/3 year old clinic, French Immersion support lead teacher, new courses, better course selection, homework club, summer camp, etc.	46	47	21	12	8	7	21	26	8	5	5	1	7	7	1
Community building: Community BBQ, family night, movie night, weekend outing, literacy evenings, Halloween night, etc.	51	45	19	30	24	9	49	43	11	43	40	11	15	11	3
Average number of schools	44	47	22	29	21	12	39	38	11	21	18	8	11	8	2

Perceptions of the Student Experience

Charts 15 and 16 provide data from the five questions used to establish the degree of student success in the French Immersion Program. The scale used for this reflection included the following choices: *None, Some, Many, Most, All* or *Unsure* (Chart 16 only).

Chart 15: School Perception of Student Success in the French Immersion Program, by Percentage of Schools and by Outcome

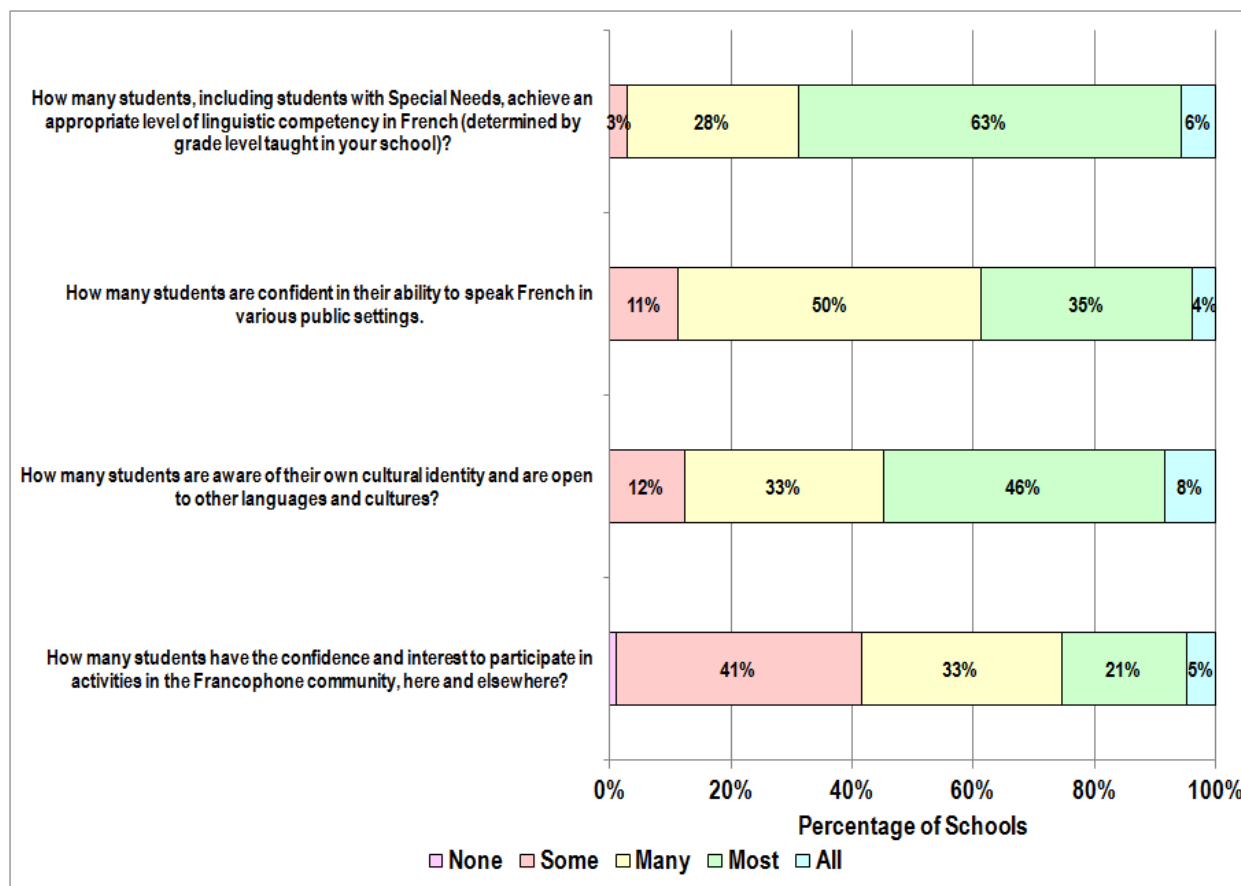


Chart 16: School Perception of Students who Value the Learning of Languages as a Key to Global Citizenship and who See Themselves as Lifelong Language Learners Overall, by Percentage of Schools

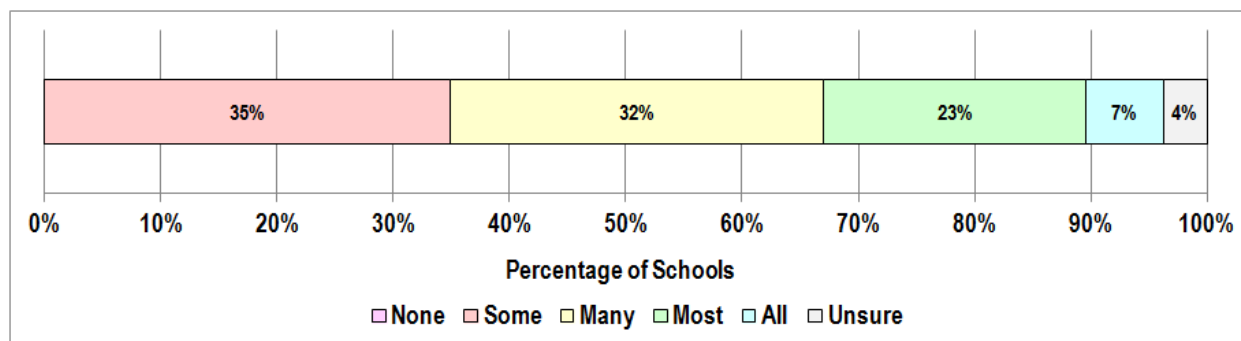


Chart 15-A : In Single Track Schools — School Perception of Student Success in the French Immersion Program, by Percentage of Schools and by Outcome

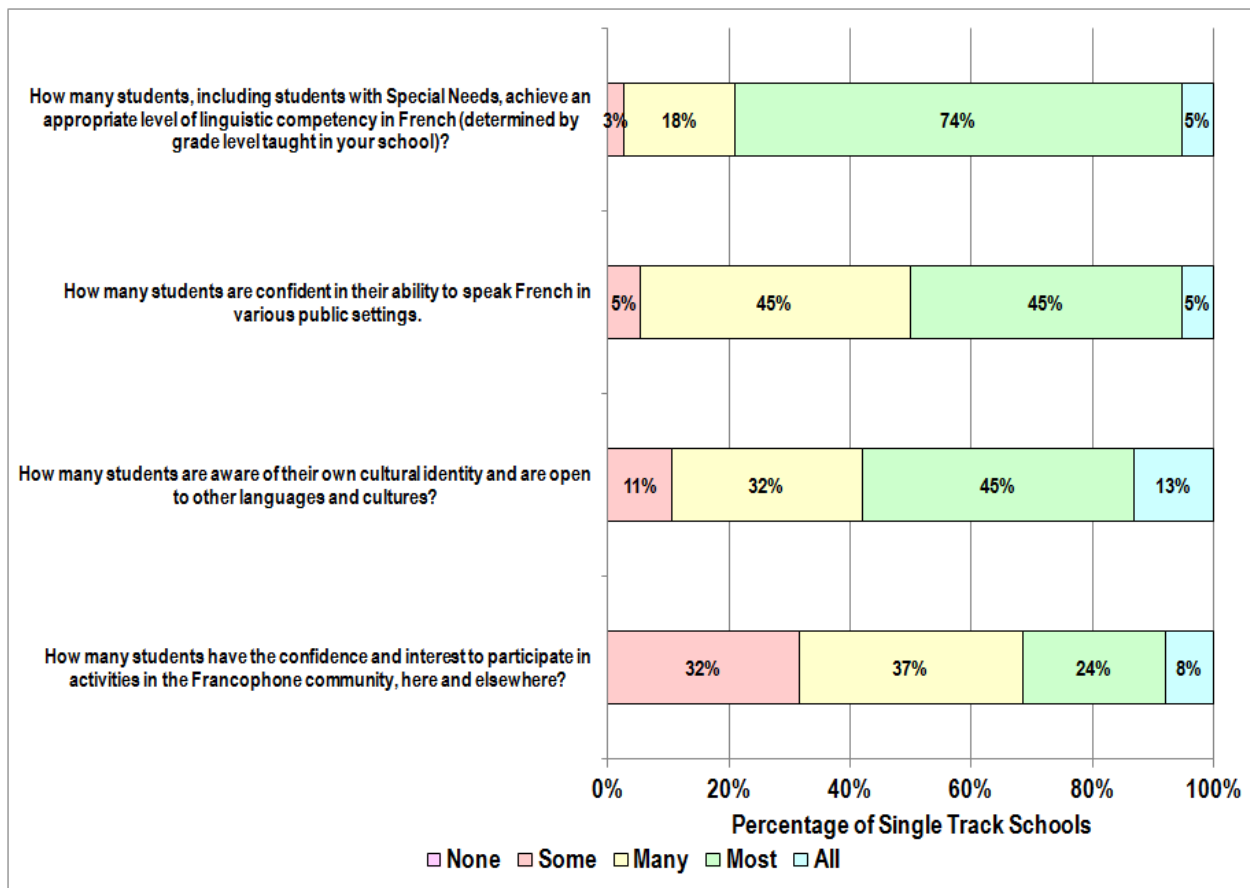


Chart 16-A: In Single Track Schools — School Perception of Students who Value the Learning of Languages as a Key to Global Citizenship and who See Themselves as Lifelong Language Learners Overall, by Percentage of Schools

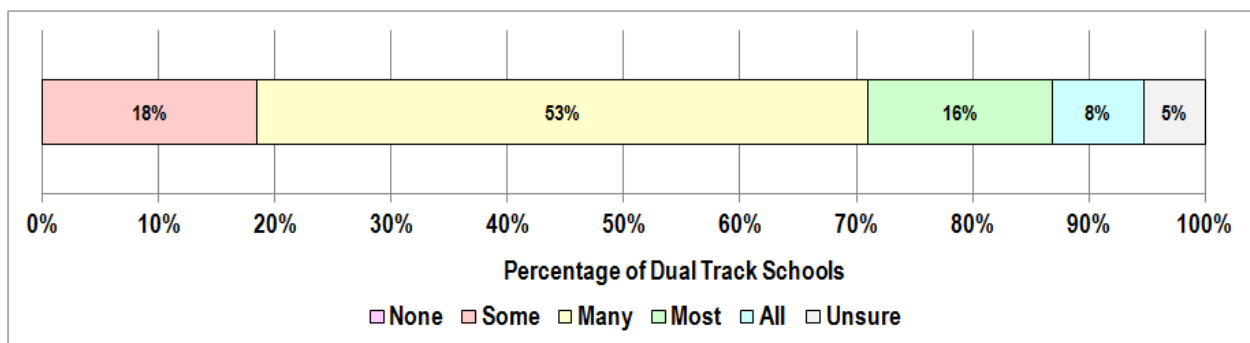


Chart 15-B : In Dual Track Schools — School Perception of Student Success in the French Immersion Program, by Percentage of Schools and by Outcome

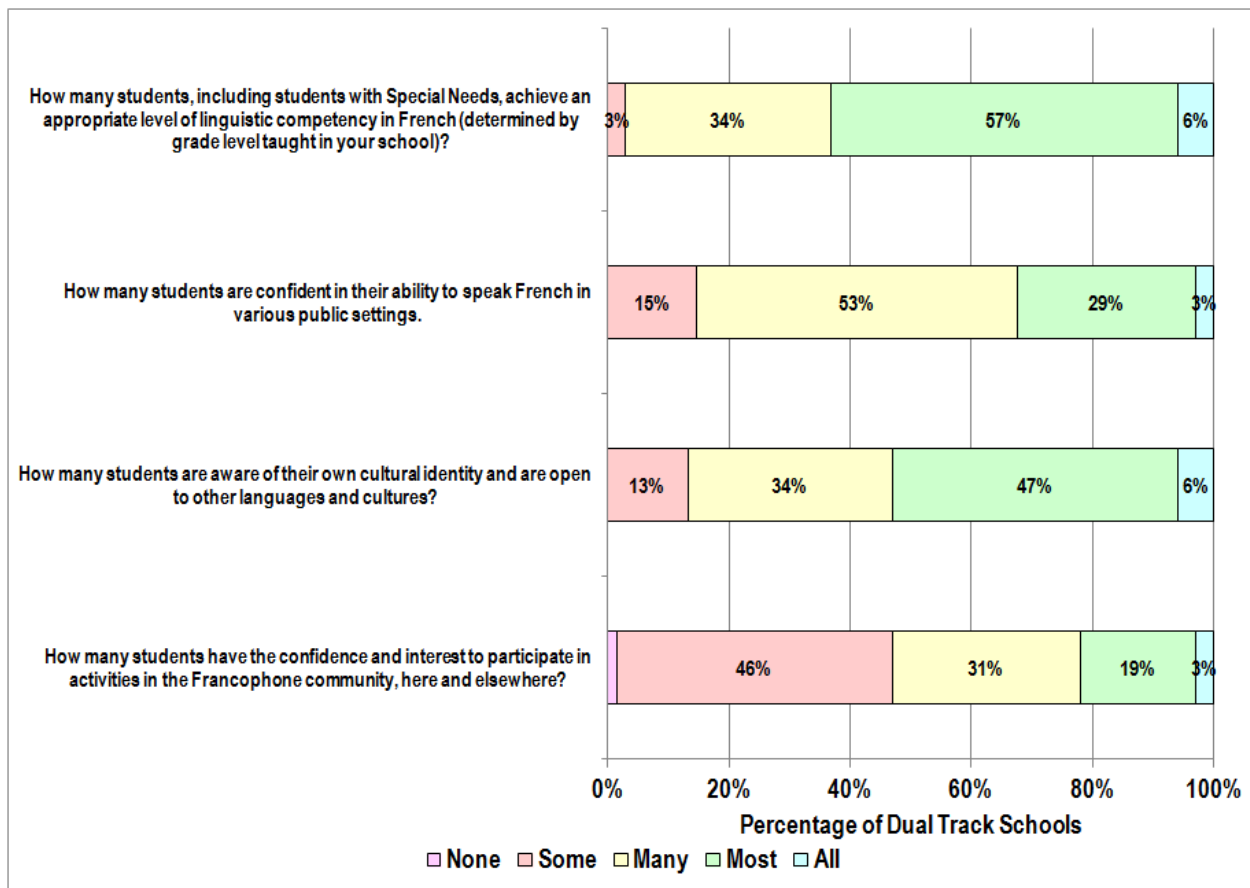
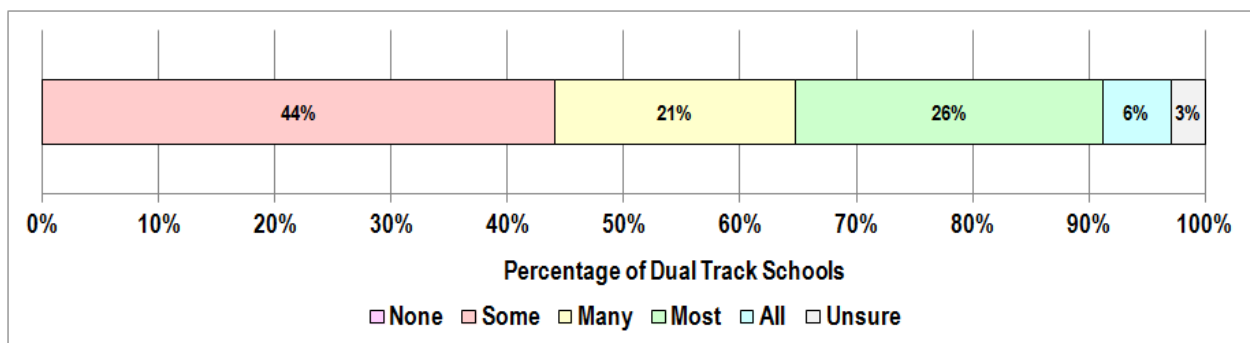


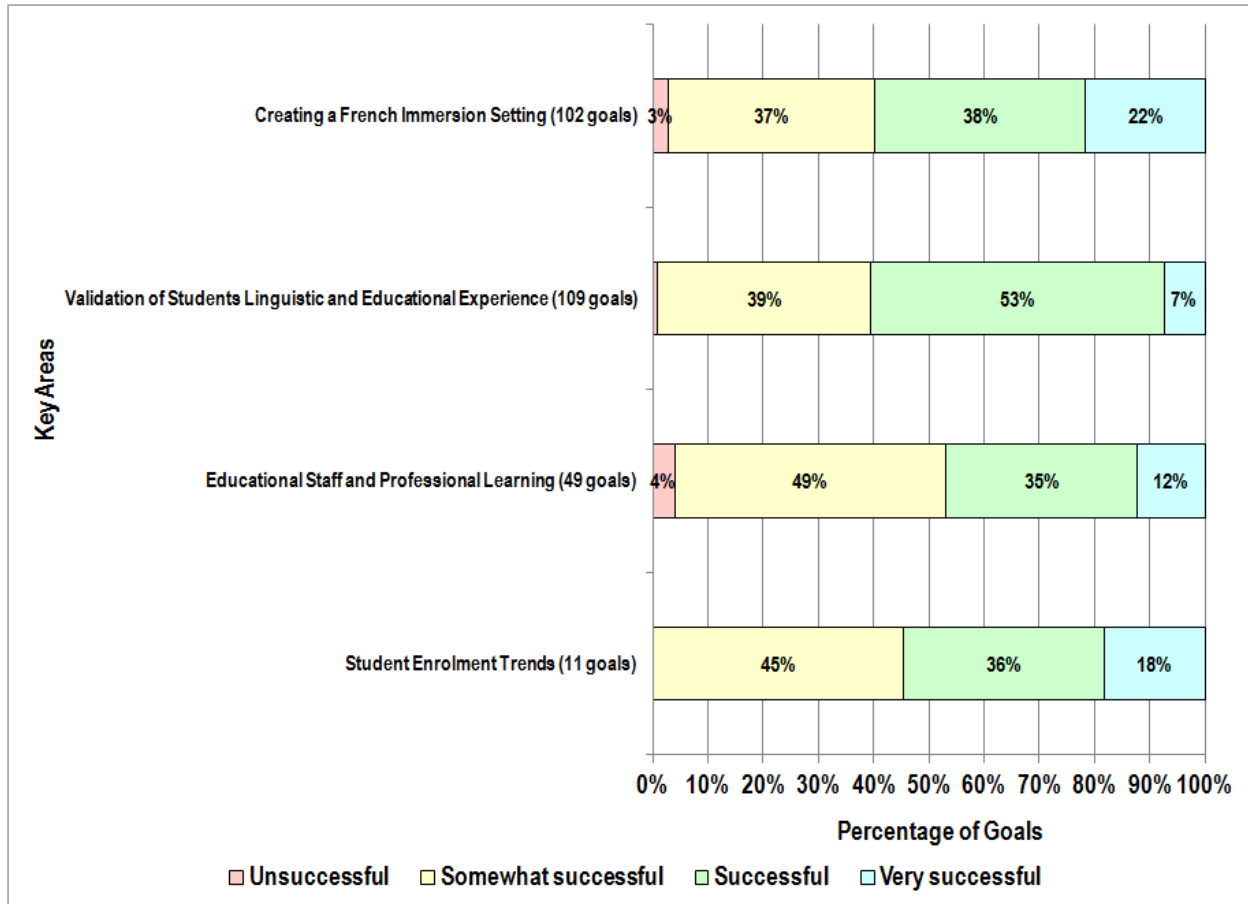
Chart 16-B: In Dual Track Schools — School Perception of Students who Value the Learning of Languages as a Key to Global Citizenship and who See Themselves as Lifelong Language Learners Overall, by Percentage of Schools



Schools Self-Assessment on 2013-2014 Goals

The following chart illustrates the perceived level of success of schools' initiatives for the 2013-2014 school year per key area.

Chart 17: Level of Success of the 2013-2014 School Initiatives per Key Area



School Initiatives to Further Develop the French Immersion Program in 2015-2016

The table below summarizes the key initiatives implemented by schools in 2015-2016. The initiatives are organized according to the 4 key areas of the questionnaire.

Section 1 – Creating a French Immersion Setting (98)
Exposure to the French Language (25) <ul style="list-style-type: none">• Increase the % of French Language instruction time (13)• Increase the number of French Immersion credits offered at SY levels (4)• Survey students' interest to determine optional courses to be offered (1)• Increase cultural exposure (6)• Full time kindergarten (1)
Educational Staff (4) <ul style="list-style-type: none">• Increase bilingual staff in all positions (4)
Linguistically Rich Environment (61) <ul style="list-style-type: none">• Increase visibility of French language in schools (assemblies in French, school newspaper having articles in French, make all announcements bilingual, display student work, bilingual bulletin boards etc.) (14)• Increase French signage around schools (6)• Encourage staff members to speak French at all times (4)• Encourage students to speak French during non instructional time (28)• Create a French Immersion area within a dual track school (9)
Inclusion and Appropriate Support for all (8) <ul style="list-style-type: none">• Create inclusive classrooms for all learners (8)

Section 2 - Validation of Students Linguistic and Educational Experience (120)
Focus on French Language Acquisition (37) <ul style="list-style-type: none">• Improve students' French oral language in all subject areas (24)<ul style="list-style-type: none">○ Create significant, relevant learning situations in which students can practice, develop and improve their French language skills through interactions with subject area content.○ Increase usage of French during instructional time• Develop and incorporate second language methodology in classrooms (The integrated Approach-integrating language and content) (3)<ul style="list-style-type: none">○ Provide ongoing corrective feedback that enables students to develop their language repertoire, better understand subject matter content and express themselves correctly○ Create a climate of risk-taking in which making mistakes is viewed positively as a learning tool• Use assessment tools that authentically and specifically assess language competencies (3)• Engage students in discussion around French language acquisition (metacognition) to improve proficiency (4)
Enriched School Environment (21) <ul style="list-style-type: none">• Enrich academic learning through innovative and meaningful activities (12)<ul style="list-style-type: none">○ invited guests, workshops, presentation, field trips, projects, media○ Expose students to a variety of French language models and accents• Provide a variety of cultural and social and citizenship experiences to complement students' language learning and extent their intercultural knowledge through classroom, school and community based activities (7)

- Expose students to French language opportunities available (Explore Program, Post-secondary education, exchanges, etc.)

Impact on Student Learning (41)

- **Support the development of student confidence and engagement in learning and speaking French (10)**
 - Creating various school and extracurricular activities that support language development and nurture their intrinsic motivation to speak French
 - Provide opportunities to interact with the French speakers (students, seniors, members of the Francophone community, members of virtual spaces etc.)
 - Enable student participation in a variety of activities in the Francophone community
 - Guide students to use French outside of school for academic and personal use
 - Introduce students to the various aspects of the Francophone world they can integrate into their lives
- **Improve students' numeracy skills and their ability to communicate in French their understanding of math concepts (5)**
 - Use a variety of tools to assess students' mathematical skills
 - Encourage the use of different strategies and tools to engage students
 - Encourage students to communicate their mathematical thinking
 - Use data to drive teaching and set goals in developing number sense skills for students
- **Improve students' reading and writing skills en français (22)**
 - Ensure accessibility to a wide variety of French texts at each level
 - Use a wide variety of tools to assess student reading and writing
 - Use a variety of strategies to support students in their reading and writing abilities (Reading Apprenticeship, Daily 5, *Club de lecture*, Cross-grade buddy reading, Journal writing, Writing corrector)
 - Implement a cross-curricular reading and writing continuum
 - Offer Parent literacy sessions to provide strategies and supports for families to support their learners

Valuing and Encouraging the Learning of Languages (21)

- Encourage students to take responsibility for their language learning and the development of their proficiency in French (9)
 - Develop students' intrinsic motivation to speak French
 - Have students set personal goals for language use (student self-assessment, goal setting, reflective portfolio)
- Develop students' plurilingual identity as lifelong learners and speakers (11)
 - Students identity is constructed by exploring through curriculum different perspectives and ways to view the world
 - Provide opportunities for students to reflect on their experience in French Immersion
 - Discuss the relevance of French in their lives today and in the future
 - Discuss how your identity has been shaped and has evolved as a result of being in French Immersion
- Guide parents to play an active role in supporting and validating their child's French Immersion Experience (1)

Section 3 – Educational Staff and Professional Learning (51)

Recruitment of Staff (8)

- Hiring practices ensure teachers have the appropriate qualifications (3)
- Hiring practices ensure administrators have the appropriate qualifications to lead a French Immersion school
- Employ a range of strategies to recruit qualified personnel through recruitment fairs, Universities and various advertisement tools (5)

Retention of Staff (0)

- Support for new teachers (mentorship, new teacher workshops, observations, French language courses)
- Support for new and experienced administrators (French Immersion administrator meetings, mentorship)

Professional Learning - Building Teacher Capacity (43)

- Educators meet regularly to discuss topics and research specific to French Immersion (7)
 - vision, *French Immersion in Manitoba: A Handbook for School Leaders*, pd opportunities, availability of cultural experiences, etc.
- Establish networking and planning opportunities for teachers to enhance their professional practice (15)
- Provide opportunities for teachers to attend professional learning sessions pertaining to French Immersion and to various subject areas (15)
 - literacy, numeracy, methodology, assessment practices, language acquisition
- Encourage and support ongoing development of language skills (3)

Section 4 – Student Enrolment Trends (11)

Visibility and Communication (3)

- Promote the French Immersion Program through: open house, parent information sessions, divisional and school websites, newsletters, partnership with CPF-MB, etc. (3)
- Ongoing communication with parents from K to 12 on various topics to support student success and retention
 - Discuss with students and parents the value of developing one's linguistic and intercultural competencies and that being plurilingual is a viable option in today's society
- Invite parents to participate in organized French cultural school events

Entry Points and Transition (1)

- Offer parents school visits and information sessions at transition points
- Offer students school visits and information sessions at transition points
- Offer students opportunities to reflect and discuss with others the importance of learning French and remaining in the French Immersion Program
- Expand the French Immersion Program by adding middle or late immersion in the school

Retention of students (7)

- Monitor students' enrolment and attrition in French Immersion Program (3)
- Monitor the number of French Immersion graduates
- Ensure appropriate supports are in place when students struggle academically (1)
- Review timetabling at the high school to provide more flexibility for French Immersion Program students (2)
- Establish a procedure for students considering leaving the Program (1)