

K–3 Student Voice Summary

Pride in Bilingualism (Strongest Theme)

Students clearly value being bilingual.

Common themes:

- Pride in speaking more than one language
- Recognition that bilingualism is “special”
- Connection to family (parents who speak French)
- Identity tied to being in French Immersion

There is strong early buy-in and identity formation around bilingualism. This is a major strength to nurture and build upon as students move into intermediate grades.

Positive Emotional Experience (With Normal Challenge)

Overall emotional tone is positive.

Students reported feeling:

- Happy
- Excited
- “Really fun”
- Proud

Some also shared:

- Tired
- Sometimes nervous
- “Fun but hard”

Students perceive challenge as part of the experience — but not overwhelmingly negative. This suggests healthy academic rigor at this level.

Clear Academic Patterns:

French Literacy = Confidence

Math in French = Challenge

Easy Subjects Identified:

- Reading (most frequent response)
- Vocabulary
- Learning stations
- Sciences

Challenging Areas Identified:

- Math (by far the most common difficulty)
- Spelling tests

Math in French is a consistent pressure point, even in early grades.

This may warrant:

- Vocabulary scaffolding review
- Math-language supports
- Monitoring confidence as students move into Grade 4+

Strong Help-Seeking Behaviours

Students reported:

- Asking the teacher
- Re-reading before asking
- Trying again independently
- Asking a friend

Students demonstrate resilience and appropriate help-seeking strategies.
This suggests classroom environments feel safe and supportive.

Developing Oral Confidence

When asked if they feel brave speaking French:

Responses show:

- Most say yes
- Some say “a bit”
- Several mention not knowing all the words

Students are willing to speak, but vocabulary insecurity is present.
This is developmentally appropriate but highlights the importance of:

- Oral language practice
 - Normalizing mistakes
 - Low-risk speaking opportunities
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Engagement Drivers

Students learn best through:

- Reading
- Reading games
- Singing
- Writing stories
- Learning stations
- Teacher modeling in front of class

Interactive and literacy-rich environments are highly effective.
Students respond well to structured yet engaging instructional strategies.

Strong School Belonging & Community Identity

Unexpectedly strong theme:

Students value:

- Small school environment
- Knowing everyone
- Growing up together
- Family connections
- Tradition (siblings, parents attended)

French Immersion identity is deeply connected to school community — not just language. Retention strategies should consider preserving this sense of belonging through transition years.

Favourite Experiences

Repeated highlights:

- Carnaval
- Field trips
- CCFO field trip

Cultural and experiential learning moments are memorable and meaningful. These experiences contribute significantly to positive program identity.

Strategic Considerations for the Committee

1. How do we intentionally nurture bilingual pride as students age?
2. What additional supports can we build around Math in French?

3. How do we continue strengthening oral confidence?
4. How do we preserve small-school belonging through transitions?

Grade 4–7 Student Voice Summary

What Students Say We Do Well

- True French immersion — lots of opportunities to actually use French
- Encouraged to speak French as much as possible
- Big kids helping younger students
- Speaking French outside the classroom (sports events, trips)
- Small classes where everyone knows each other
- Strong transition to MSS

That paints a strong, confident picture right away.

Pride & Identity

Students said they are proud because:

- “I can speak another language.”
 - “We speak our two official languages.”
 - “It opens more doors.”
 - “It’s like we have a secret language.”
 - Québec trips give real-world communication practice.
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Confidence & Risk-Taking

The majority reported:

- Confident or very confident speaking French

- Comfortable making mistakes (many said “it’s the only way to learn”)

That shows a healthy language-learning environment.

There is some nervousness — which is normal — but overall confidence is strong.

Academic Balance

Themes:

- Generally a good balance
- Can feel overwhelming when sick or away
- Vocabulary (especially subject-specific) makes certain subjects harder
- Math, Science, Grammar, Social Studies mentioned most

“Students recognize the challenge of learning in two languages — but most see it as positive and manageable.”

Culture & Representation

Strong cultural experiences:

- Carnaval
- Le FloFranco concert
- Québec trips
- CCFO in Kelowna
- Learning about Canada’s history
- Knowing O Canada in both languages

Some students would like more exposure to French cultures beyond Québec.

Suggested Improvements

- More PE (multiple responses — no surprise 😊)
- More time for assignments

- Calm/mental health space
 - More cross-grade collaboration
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Why They Love Being Here

Students said:

- Everyone is kind and respectful
- It's accepting
- My friends are here
- It's fun learning in a second language
- I know everyone here
- I like the opportunities it gives me for the future

That is a very healthy school culture.

Grade 8–9 Student Voice Summary

Academic Preparation & Rigor

Overall Strengths

- Students feel they are learning a lot.
- Social Studies and French Language Arts are strong.
- Homework load is manageable (only if work isn't completed in class).
- Significant praise for **Mme Warren**:
 - Organized
 - Clear explanations
 - Makes learning engaging
 - Strong French-speaking system
 - Supporting Science well

That level of teacher-specific praise is powerful and rare. It signals trust and program stability.

Emerging Concern: Math Confidence

Recurring theme:

- Grade 8/9 Math in French feels difficult.
- Worry about not covering the same material as English-track peers.
- Concern about preparedness when joining English-stream students.

This mirrors earlier grades identifying Math as harder due to vocabulary.

This is now a **vertical theme K–9**:

- Math feels harder in French.
 - Vocabulary load contributes to difficulty.
 - Older students begin worrying about academic parity.
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Clarity Around Graduation & Credits

Students want:

- Clearer understanding of required credits
 - Better clarity on expectations across subjects
 - Confidence that scheduling will allow required courses
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Language Development (Very Strong Section)

This is a major success story.

Students report:

- Real conversational ability
- Confidence during Quebec experiences
- Ability to translate media and real-life materials

- Conversations with siblings and French speakers
- Constant growth and preparation

That is authentic bilingual development.

Retention & Why Students Stay

Why They Stay:

- 8 years invested — why stop now?
- It's useful.
- Travel opportunities.
- Parental encouragement.
- Accepting the challenge.
- Not worried about social separation.
- Want to continue improving.

Some stayed because of parental pressure — but interestingly:

“I was forced to stay but I like it.”

Why Students Leave

Students believe peers leave because:

- Scheduling conflicts
 - Elective limitations
 - Feeling separated from English peers
 - Wanting “full high school experience”
 - Perception that French is too hard
 - Concern about required credits
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Important Insight:

“Grade 7 experience needs to be positive to encourage students to continue.”

This is strategic intelligence.

Grade 7 = retention hinge year.

That aligns developmentally:

- Transition year
 - Identity forming
 - Peer influence strong
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Culture & Real-World Relevance

Students value:

- Quebec trip (Grade 7)
- Concerts (Le FloFranco previously, now Eloiz)
- CPF experiences (Malicounda drumming)

They also notice:

- Missing some earlier traditions (Maple Man, Carnaval)

This matches younger grades — cultural events are identity anchors.

Cross-Grade Patterns Emerging (K–9)

Strong Pride in Bilingual Identity

- “Secret language”
- Opens doors
- Two official languages
- Real-world confidence

Math Is the Most Consistent Academic Challenge

- K–3: Math harder
- 4–7: Math harder due to vocabulary

- 8–9: Math difficulty + concern about parity
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Culture & Trips Matter Deeply

- Carnaval
 - Quebec
 - Concerts
 - CCFO
 - Cultural experiences = identity reinforcement
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Retention Is Structural, Not Cultural

Students leave due to:

- Scheduling
- Electives
- Perceived high school experience limitations
- Workload perception

They are NOT leaving because:

- They dislike French
 - They dislike teachers
 - They feel incapable
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- ✓ The program produces confident speakers
- ✓ Students feel academically stretched but capable
- ✓ Cultural programming matters
- ✓ Retention hinges on scheduling flexibility & Grade 7 experience
- ✓ Teacher stability and quality are critical
- ✓ Math support is a vertical growth area

Grade 10–11 Student Voice Summary

Academic Preparation & Structural Concerns

This group shifts the conversation from “learning experience” to **system navigation and credit management**.

Major Themes

1. Credit & Communication Gaps

- Informed late (end of Grade 10) they were short French credits
 - Lack of clear communication about requirements
 - Want a pamphlet or clear outline of Dual Dogwood requirements
 - Families need clearer information
 - Stronger understanding of FI pathways
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2. Scheduling Constraints

- French courses blocking science courses
 - Students taking 5–6 classes per semester
 - Some taking courses online
 - Leadership class created to recover missed credits
 - Feeling like elective choices are limited or “leftovers”
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Consistent Strength

Overwhelming positive praise for **Mme Warren** again.

That consistency from Grades 8–11 tells you:

- Teacher quality is stabilizing the program.
 - Students feel supported even when structure feels difficult.
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Language Development

Strengths

- Feel confident in spoken French
 - Leadership class improving oral skills
 - Strong academic French foundation
 - Prepared well by Mme Warren
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Growth Areas

1. Lifestyle vs. Academic French

Students feel:

“We’ve learned academic French, not everyday French.”

They want:

- More real-life vocabulary
 - More authentic usage outside class
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2. Usefulness Anxiety

Some students worry:

“Will we even use this after high school?”

Retention & Motivation

Why They Stay:

- It’s challenging.
 - It looks good on university applications.
 - Bilingual diploma.
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Why Students Leave:

- Scheduling rigidity

- Elective limitations
 - Missed cultural opportunities (cancelled trips)
 - Feeling like decisions were made in Grade 7 without full understanding
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Culture & Identity

They loved:

- Le FloFranco
- Malicounda
- Looking forward to Eloiz

But they miss:

- Carnaval
 - Maple Man
 - Elementary-level identity events
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Parent Perspectives Summary

Parents are largely very satisfied.

They value:

- Enrichment
- Small community feel
- Strong supports for diverse learners
- Communication from staff
- Cultural authenticity

Areas parents would like strengthened:

- Clearer information about high school pathways
 - More opportunities to volunteer and engage
 - Continued attention to transition years
 - Clarity around graduation outcomes
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Key Themes for Advisory Moving Forward

Based on all feedback, potential priorities include:

1. Develop a clear French Immersion pathway roadmap (Grades 6–12).
 2. Advocate for scheduling flexibility at secondary.
 3. Continue strengthening Math/Science support in French.
 4. Maintain strong cultural programming into senior grades.
 5. Strengthen Grade 7 transition communication.
 6. Continue building transparent communication with families.
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Overall Conclusion

The data shows:

- The French Immersion program is strong.
- Students are confident bilingual learners.
- Community identity is a major asset.
- Instructional quality is highly valued.
- Retention challenges are primarily structural and communication-based.

Cross-Grade Analysis (K–11 Big Picture)

Program Strengths (Consistent Across All Grades)

1. Strong bilingual identity in elementary
2. High confidence in spoken French by secondary
3. Cultural events deeply valued
4. Small-school connection and kindness
5. High praise for teaching quality
6. Students recognize French opens doors

Academic Pattern

Math is consistently identified as:

- Harder in French
- Vocabulary-heavy
- Causing concern by Grade 8–11

Structural Pattern

Retention issues are NOT rooted in:

- Dislike of French
- Lack of confidence
- Poor teaching

They ARE rooted in:

- Scheduling inflexibility
- Credit confusion
- Communication gaps
- Elective limitations
- Lack of clarity about Dual Dogwood

- Reduced cultural identity experiences in senior years
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The Grade 7 Pivot Year

Confirmed by:

- Grade 8–9 reflections
- Grade 10–11 reflections

Students feel they make a big decision in Grade 7 without fully understanding long-term implications.

Strategic Focus Areas

1. Math/science support & vocabulary scaffolding
 2. Clear Dual Dogwood roadmap communication
 3. Scheduling flexibility advocacy
 4. Maintain cultural identity events into senior grades
 5. Explicit Grade 7 transition planning
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