



Free from gender stereotypes

Single-sex educated girls have less gender stereotyped development than co-educated girls (Titze et al., 2011). In girls' schools all subjects are available to girls; they can lead the sporting team, experiment in robotics and develop a passion for literature.

- Sullivan et al. (2010) found that single-sex schooling promotes a gender-atypical self-concept in girls. Girls' schools "can actually reduce the tendency of students to behave according to gender-typical stereotypes or norms".
- An all-girls school can create an atmosphere that counteracts the negative influence of mass media and its often troubling depictions of women and girls.
- Girls at girls' schools enjoy not only equal opportunity, they enjoy every opportunity.
- In girls' schools, girls see strong female role models, and are encouraged to achieve successful outcomes from their own efforts.

Participation on the sporting field

Girls in girls' schools don't have to live up to expectations that they must be nice, quiet, non-athletic, and passive. They are comfortable being themselves and can live up to their full potential, in the classroom or on the sporting field.

- Single-sex PE classes were seen as the "better teaching environment in adolescent physical education" (Lyu & Gill, 2011).
- Best et al. (2010) concluded that "single-sex PE environments are, in the majority of circumstances, the most supportive classroom structure for achieving higher student participation and performance levels".
- Whitlock (2006) also found that single-sex environments were more beneficial than coeducational environments for middle schools girls playing ball sports.
- Girls thrive and excel in collaborative teams.

Global, connected citizens

Girls in all-girls' schools are connected to their local, national and global communities. Through active participation and community engagement, many girls choose to volunteer for social justice projects. Connection through e-learning and digital technology is also an exciting and realistic opportunity for every girl. Girls are given new platforms for their voices to be heard and for leadership skills to flourish in the digital era.

“ Schools give you many things. An academic education is important but of itself, it will not develop a social conscience or produce leaders. You have to be nurtured, challenged, encouraged and empowered to act. This too can come from co-educational schools but what an all girls' school gave me, that no co-educational school could, was all of those things plus the knowledge, born of day to day lived experience, that women are independent, equal citizens of the world, capable of running it, with no need to wait for or defer to any male in getting started. ”

Senator Christine Milne

A full reference list, research abstracts and further readings are available at www.agsa.org.au

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Academic excellence

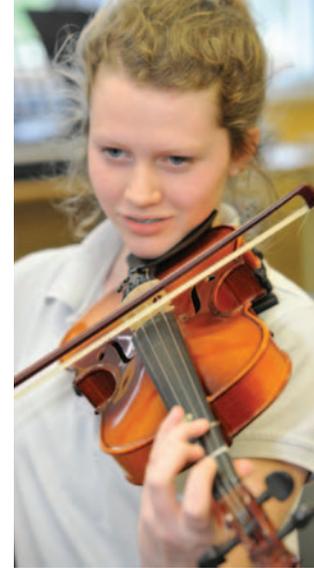
Girls in girls' schools achieve significantly stronger academic results than any other group. Without the competition from boys, girls are free to pursue academic excellence and each achievement is celebrated.

- Girls' schools feature prominently and consistently in the honour rolls of the top ranking schools in each state in Australia and in New Zealand. These honour rolls are based on academic performance; girls' schools are over-represented in the rankings compared to coeducational schools.
- Girls in Alliance member schools achieve high tertiary entrance scores. In Victoria 36% of tertiary entrance scores are 90 or more in Alliance schools. In South Australia, 52% of girls at Alliance member schools gain university entrance scores of 90 and above (ACER, 2008).
- Alliance member schools are already well ahead in achievement at Year 7, and display faster growth than students generally do between Years 7 and 9 (ACER, 2008).
- A New Zealand study concluded that "the likelihood of gaining university entrance qualifications increased in girls' only schools" (Shulruf et al., 2008).
- In 2008, 91.6% of girls received Level 3 NCEA at Year 13 in NZ Alliance-member schools, compared to 72.6% of girls in coeducational schools (NZQA, 2009).
- Girls from single-sex schools receive recognition for their outstanding academic performance. In 2011, 79 girls from Alliance member schools received an Australian Student Prize.
- Many researchers have concluded that girls' schools provide the best academic environment for girls to thrive; "single-sex classes are advantageous for girls' school well-being and academic self-concept" (Belfi et al., 2011).
- "Girls in single-sex schools perform better academically than their counterparts in coeducational schools, after holding constant measures of selection, background, peers and school factors" (Cabezas, 2010).
- "The single-sex environment provides females with the best opportunity for academic achievement" (Bradley, 2009).
- Single-sex education positively impacts the environment and makes it "conducive to heightened student academic achievement" (Scoggins, 2009).

Girls in Science, Technology, Engineering and Mathematics (STEM)

Women are still under-represented in many of the STEM fields, however girls from girls' schools are bucking this trend by choosing to study and work in these 'gender atypical' areas.

- A study of the status of women in science in Australia noted that "girls perform better in science in single-sex schools" (Bell et al., 2009).
- The British Institute of Physics found that "girls were almost two and a half times more likely to go on to do A-level physics if they came from a girls' school rather than a co-ed school" (IOP, 2012).
- Tully and Jacobs (2010) researched girls studying engineering at the University of Technology in Sydney, they found that "40% of the female engineering student population attended a single-gender secondary school", meaning that girls from girls' schools were over-represented in the student population. The "culture of a single gender school may provide a unique socialisation process, which allows a young woman the freedom to reach beyond stereotypical career expectations".
- "Single gender classes may provide a learning environment where the female voice is not marginalised. The personal attributes of the teachers, most notably their encouragement, care and availability, appeared to motivate these female students from single gender schools to excel" (Tully & Jacobs, 2010).
- Sullivan et al. (2010) concluded that "women who attended single-sex schools were more likely than co-educated women to gain their highest qualification by age 33 in a male-dominated field".
- Single-sex schooling strengthens female students' self-confidence and self-assessment of their mathematics skills. "Single-sex schooling thus has profound implications for human capital formation and the mind-set of female students" (Eisenkopf et al., 2011).
- Girl-centred learning leaves no doubt as to who receives the teacher's full attention, or who will be taking maths, science, and technology classes.



Freedom to take risks

Girls' in single-sex schools engage in more healthy competition and risk-taking than girls in coeducational schools. Risk taking and competitive traits are advantageous skills for leadership and career advancement. Girls feel empowered to behave in these ways without the presence of boys.

- Girls from girls' school find it easier to make choices that involve risk than girls in coeducational environments (Booth & Nolan, 2009). This has wide-reaching implications because "single-sex schooling can affect economically important preferences".
- There is also evidence to show that women who attended single-sex schools are less susceptible to the gender pay gap (Chaudhuri, 2012). Billger (2007) found that women who had attended single-sex schools earned 19.7% more than girls who attended coeducational schools.
- Girls at single-sex schools have high career aspirations and "they rise to a greater level of development than might otherwise ordinarily become the case" (Watson et al., 2002).
- All the leadership roles in girls' school are filled by girls: from the captain of the touch football team to the head of the student body; from the first trombone in the school orchestra to the main part in the school play; and from all the committee chairs in every organisation to the leaders of every school club.
- In an all-girl classroom, girls take on all the roles in the group, providing an atmosphere where students take the risks necessary for genuine achievement.