

The Alliance of Girls' Schools Australasia

WHY A GIRLS' SCHOOL?



I AM A
LEADER

IT'S HER COMPASS FOR LIFE

There are many advantages to girls being educated in girls' schools where there are no expectations to fulfil traditional gender stereotypes in the subjects they study, the activities they participate in or the careers they pursue. In a learning environment dedicated to girls and without competition and social pressure

from boys, girls are free to pursue academic excellence in any area they choose. Single-sex educated girls receive a less gender-stereotyped development than co-educated girls and engage in more healthy competition and risk-taking—skills that are advantageous for leadership and life success.

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ALLIANCE OF GIRLS
SCHOOLS AUSTRALASIA

The Alliance of Girls' Schools Australasia is a not for profit organisation which advocates for and supports the distinctive work of girls' schools in their provision of unparalleled opportunities for girls.

FACTS ABOUT GIRLS' SCHOOLS

Girls hold every leadership position in girls' schools—in the classroom, on the stage and on the sporting field. Girls achieve greater academic success, and are more confident and assertive in single-sex environments.

They are also more likely to study in the areas of science, technology, engineering and mathematics (STEM), to pursue a career in these non-traditional areas, and to participate and perform at higher levels in sport and physical education.

GIRLS' SCHOOLS CREATE A CULTURE OF STRONG ACADEMIC ACHIEVEMENT

"the evidence is gathering that women in single-gender classes benefit, and they benefit significantly" (Booth, 2014).

"Girls in single-sex schools perform better academically than their counterparts in co-educational schools, after holding constant measures of selection, background, peers and school factors" (Cabezas, 2010).

Girls from single-sex schools achieve "significantly higher" university entrance scores and are more likely to enrol in a university degree than girls who attend co-ed schools (Park, Behrman and Choi, 2012).

TEACHING IS TAILORED TO GIRLS

Girls in girls' schools are less affected by 'stereotype threat' where girls are stereotyped as 'bad' at something, including science and mathematics:

"adolescent females may shy away from competition and perform less well in mathematics in the presence of males" (Hill, 2015).

"in more female environments, girls are less restrained by gender stereotypes and are more likely to consider traditional male school types and careers" (Schneeweis & Zweimüller, 2012).

"the culture of an all girls school provides a unique socialisation process, which allows a young woman the freedom to reach beyond stereotypical career expectations" (Tully & Jacobs, 2010).

IN GIRLS' SCHOOLS, GIRLS DO BETTER IN MATHS AND SCIENCE

"single-sex education shields girls from exposure to the prevailing gendered society and provides a favourable atmosphere for their success in maths and science" (Kim & Law, 2012).

For girls, "single-sex settings resulted in much more favourable attitudes towards mathematics than those in coeducational settings" (Lee & Anderson, 2015).

Girls in single-sex classrooms have a "statistically significantly higher level of confidence in their ability to learn and perform science" than girls in co-ed classrooms (Simpson, Che and Bridges, 2015).

"in a coeducational school, a girl taking physics may find herself in a minority in the class, this would not apply in a single-sex environment" (Sullivan, Joshi and Leonard, 2010).

GIRLS ARE CONFIDENT AND FEEL FREE TO COMPETE AND TAKE RISKS

Girls in co-ed schools have lower self-esteem and feel more pressure to be thin than girls in single-sex schools. Single-sex schools encourage "improved self-esteem" and "psychological and social wellbeing in adolescent girls" (Cribb & Haase, 2016).

All-girl classes may provide non-academic benefits that help girls through the critical middle years when they are struggling with social interactions relating to adolescence (Hart, 2015).

Less than 1% of girls in single-sex schools in the United States experience bullying compared with 21% in co-ed schools (Johnson & Gastic, 2014).

Girls in single-sex schools have "significantly higher self-esteem and higher achievement motive" than girls in co-ed schools (Cherney and Campbell, 2011).

GIRLS' SCHOOLS CREATE OUTSTANDING OPPORTUNITIES THAT OPEN DOORS

Girls at girls' schools have 'higher aspirations, greater motivation' and are "challenged to achieve more than their female peers" at co-ed independent and public schools (Holmgren, 2014).

"Single gender classes provide a learning environment where the female voice is not marginalised. The personal attributes of the teachers, most notably their encouragement, care and availability, motivate these female students from single gender schools to excel" (Tully & Jacobs, 2010).

Graduates of all-girls schools are "more likely to begin college aspiring to become engineers" and "more confident in their mathematics and computer skills, than women from equivalent backgrounds who attend coeducational schools" (Sax, 2009).

CONTACT US

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