Falling from principal from Sydney’s premier religious school, the 12-year-old co-education movement is winning the battle.”

But they reached different conclusions about how to go about fighting the battle.

For Kitty Goom, principal at Our Lady of Mercy College at Parramatta in Sydney’s west, stereotypes are best tackled by sending girls to school in traditionally male-dominated subjects that they might not be expected to choose. “Our ongoing commitment is to create a learning environment in which boys can thrive, develop self-esteem, and grow into young men of character,” she says. “We believe that girls learn much better in a collaborative and co-operative environment.”

Ms Guerin says recent discoveries have provided the strength to back girls and separate.

“Adolescent girls achieve much stronger results, but not just from a boys’ school,” she says. “They have used their achievement in traditionally male-dominated subjects to break down the myth that girls can’t do well in traditionally male-dominated subjects.

“Everything is open to them. It’s their choice.”

“I believe girls can thrive, develop self-esteem, and grow into confident, capable young women.”

“Girls work better in a collaborative environment that you can create in a co-ed school.”

“Girls also have greater opportunities to take a leadership role in a girls’ school: ‘in a co-ed school, leadership roles have to be shared. It’s a wonderful opportunity for girls to develop leadership skills.’”

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“At the Scots College in Sydney, our main school has a formal term in a rural campus, where they act as hosts and emerge as young men.”

The school adopted a twin model for the middle years where female, maths, science, history, geography, and citizenship are taught in separate or segregated classes and the other third of the academic program in the girls’ school with a more collaborative and co-operative environment.

“Girls work better in a collaborative and co-operative environment,” the head of the girls’ school, says. “We’ve been a boys’ school from 1893 and in 1999 we introduced co-education in our senior college in the top three years, which is a voluntary option. The boys love the program as much as the girls. Now the program is voluntary.”

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“Girls work better in a collaborative and co-operative environment.”

“To design the future, the school worked with Vision, a group that helps bridge Indigenous students from rural and remote communities to quality educational facilities at a time of breaking the cycles of poverty and abuse. The program is an extended program and application process have involved students in projects that are accessible and attractive to Indigenous students, along with other students from socially disadvantaged backgrounds.”

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