Why Choose Our Girls’ School?

www.loreto.sa.edu.au
‘Women in time will come to do much’ Mary Ward 1609

From infancy through to adolescence, girls and boys take different paths in their journey to success. This was certainly something our foundress, Mary Ward, believed more than 400 years ago when she established schools for girls; a tradition we continue today. Underpinned and supported by the best and most up-to-date research, we provide a learning environment in which girls flourish and achieve personal success.

Why choose Loreto?

We’re part of an international network of schools where girls can dream, flourish and succeed.

At Loreto we know and acknowledge that girls’ education is a specialised field. As such, our classes and curriculum are tailored to the way girls learn best.

We provide an environment free from the pressures of stereotypes, an environment where girls feel safe and able to confidently explore their identities and take risks in a supportive environment. Our strong commitment to social justice and community encourages our girls to make connections both in and beyond the classroom.

Developing good relationships is critically important in a Catholic, all-girls environment. At Loreto we foster nurturing relationships and provide opportunities for our girls to learn from outstanding role models including staff, old scholars, community leaders and peers. With seven Loreto schools in Australia, and 150 Loreto schools worldwide, there are endless opportunities for Loreto girls to connect both nationally and internationally.

Our opportunities are endless

In a single-sex environment our girls have access to every opportunity. All activities and leadership roles are open to girls: they have the chance to participate, influence and lead. There is no gender stereotyping with subject selection and our students are encouraged to explore a career or future in any field.

As an International Baccalaureate school we’re committed to developing young women through high-quality education that recognises that there is more to learning than academic studies alone. Our wholistic approach to teaching and learning ensures our students achieve the educational outcomes of the IB learner profile, which makes them:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
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Research says…

Greater opportunity to succeed

- Girls in single-sex education are less ‘gender-stereotyped’ in their development, than girls at coeducational schools (Titze, Jansen & Heil, 2001, p. 5*).
- An American PhD study found ‘the single-sex environment provides females with the best opportunity for academic achievement’ (Bradley, 2009, p. 119*).
- A New Zealand study stated that ‘the likelihood of gaining university entrance qualifications…increased in girls’ only schools’ (Shulruf, Hattie & Tumen, 2008, p. 627*).

Higher results in individual subjects

- A study of the status of women in Science in Australia noted that ‘girls perform better in Science in single-sex schools’ (Bell, O’Halloran, Saw & Zhao, 2009, p. 36*).
- Single-sex schools automatically expand the leadership opportunities available to both boys and girls, and they may increase the odds that each sex will enter non-traditional disciplines’ (Lise Eliot, 2009, p. 311*).
- Girls choose and succeed in STEM subjects (Science, Technology, Mathematics and Engineering) — bucking the trend of female under-representation in these fields. (Lise Eliot, 2009, p. 311*).
- Single-sex classes have been shown to have the strongest impact on girls’ retention and achievement in ICT subjects (Digital Divas, 2012, p.23*).

Explore risks and engage in healthy competition

- An all-girls environment empowers girls to engage in healthy competition and take more risks (Booth & Nolan, 2009a & 2009b*).
- Every opportunity is available to girls — from the school leader, through to the sport captain or the lead role in the school musical.

Better post-school outcomes

- Post-school, all-girls’ school graduates are more ‘academically and politically engaged, as well as more confident in their mathematical and computer skills, than women from equivalent backgrounds who attend co-educational schools.’ (Sax, 2009, pp. 61-62*).

Improved socio-emotional development

- Single-sex education has been found to have a positive impact on the academic, attitudinal, and social achievement levels of female students’ (Morrell, 2009, p. 194*).

(*Full reference list is available from Loreto College Marketing Department +61 8 8334 4287)
Our success is in the woman she becomes