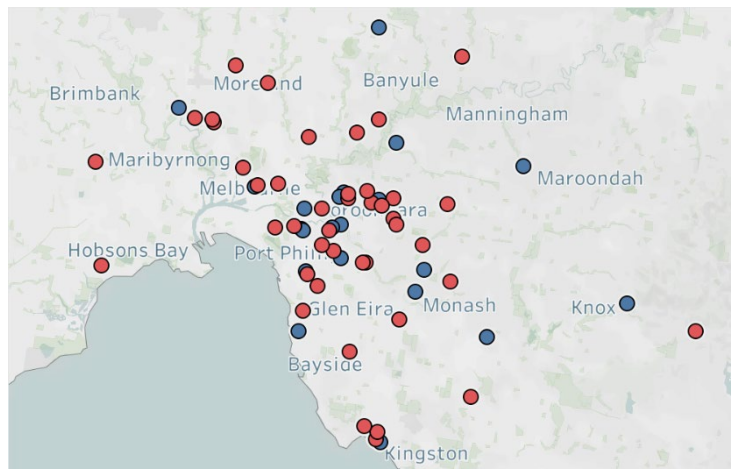
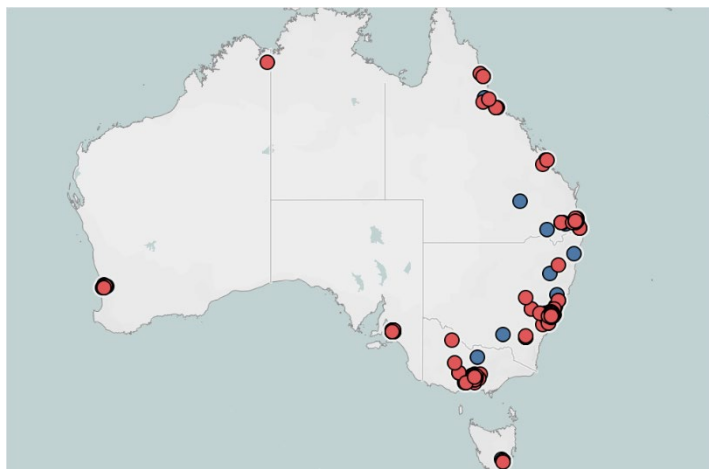
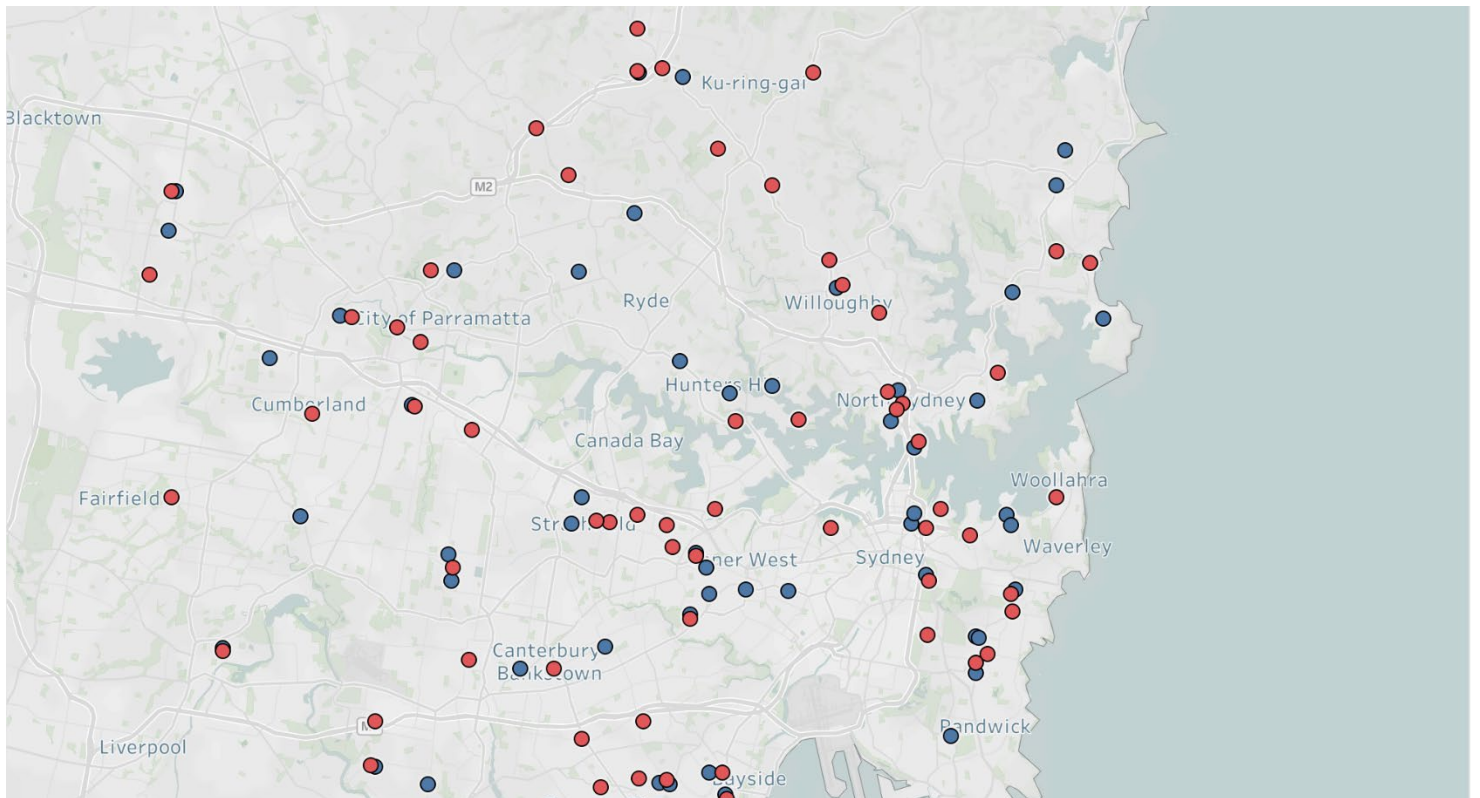


# Patterns and developments in single-sex schools

## DISCUSSION PAPER



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# EXECUTIVE SUMMARY

- ▶ Single-sex schools are a longstanding and substantial feature of Australia’s education landscape, and a valued choice for many parents. While there is much debate on how they compare to co-educational schools on academic and social outcomes, it is generally accepted that the choice is best left to parents, who are most likely to know what type of school is best for their child.
- ▶ With that context, this paper contributes to the discussion with a new analysis of enrolment trends and academic outcomes in single-sex schools.
- ▶ Regarding enrolments, Australia has around 304 single-sex schools educating over 284,000 students. Of these students, around 54% attend girls’ schools, 86% are in secondary education, and 85% are in non-government schools.
- ▶ Enrolments in single-sex schools are growing; over the last five years, girls’ schools have grown by ~3,000 students, but boys’ school enrolments have remained steady. The share of all students in single-sex schools has declined slightly from 7.2% in 2018 to 7.0% in 2022, possibly in part due to some single-sex schools transitioning to co-ed.
- ▶ Regarding academic outcomes, this paper compares average NAPLAN scores in Reading and Numeracy between single-sex schools and co-ed schools, using ACARA’s *My School* dataset. Averages weighted by school size are taken across 2019, 2020, and 2022, covering around 8,000 schools and 1.6 million students.
- ▶ This aggregate analysis shows that, after accounting for socio-educational background and gender, single-sex schools tend to have slightly higher NAPLAN scores than co-ed schools, although with wide variation between individual schools.
- ▶ The pattern varies by domain; a particularly high lead is seen for boys’ schools in Numeracy, but little effect is seen for girls’ schools in Reading.
- ▶ Overall, the results of this analysis imply a modest academic advantage for single-sex schools, with the advantage generally greater for boys’ schools than girls’ schools.
- ▶ Constraints in the data available create some limitations in the analysis, including relying on school averages over student-level data, and not accounting for any effects of academically selective admissions policies or gender-partitioned classrooms.

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# NOTES ON SOURCE DATA

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## DEFINITION OF SINGLE-SEX SCHOOL

While there is no official database of single-sex schools, the list can be estimated using ACARA's publicly available *My School*<sup>1 2</sup> dataset, which records separately girls and boys enrolments by school.

This paper defines single-sex schools as those schools in the dataset with:

- (1) at least twenty students, and
- (2) (a) zero enrolments of one gender and a non-zero total of the other, or  
(b) one gender's enrolments are over twenty times more prevalent than the other.

These conditions help cover some instances where errors were made in the original data entry.

Nevertheless, this list of single-sex schools remains a rough estimate only. Among its other limitations, it does not count as single-sex those schools where admissions are:

- *co-educational in early years* but single-sex in later years (for example, *Tangara School, Cherrybrook*<sup>3</sup> is co-ed in years K-1, but single-sex years 2-12); or
- those that are co-educational in admissions, but *single-sex in classroom partitioning* (for example, *Pittwater House School*<sup>4</sup>).

Additionally, the list does not note if a school is *academically selective* in its admissions policy, as this information is not included in the source dataset.

## NAPLAN & STUDENT BACKGROUND DATA

The source data uses ACARA's publicly available *My School* dataset, which contains school average NAPLAN scores, along with school average *ICSEA* scores measuring socio-educational background.

NAPLAN scores are averaged across 2019, 2020, and 2022, and weighted by school size (number of students, using the *Student Count* field).

For brevity, the analysis is restricted to a subset of all NAPLAN results; domains *Reading* and *Numeracy*, and student grade levels *Year 5* and *Year 9*.

For ICSEA-based analysis, a small number of schools are excluded where they are classified as '*Not Applicable*' because of small size or other reasons.

Overall, the calculations cover NAPLAN results for around 8,000 schools and 1.6 million students across three years of assessments.

## PREFACE: A MATTER OF CHOICE

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Parents, researchers, and policy-makers have different views on the merits of single-sex schools, and how they compare to co-educational schools on academic, social, and other outcomes.

The debate is unlikely to be settled any time soon for the simple reason that there is no right or wrong decision in choosing between a single-sex or co-ed school. It is a matter of parental choice.

Parents will consider a range of factors when choosing a school, including the admissions policy regarding gender. While the vast majority of parents will choose a co-educational school, there is a substantial share who believe a particular single-sex school is best for their child.<sup>5 6</sup>

As the 'first educators of children',<sup>7</sup> parents are best placed to make this decision, rather than researchers or education bureaucrats.

Thus, the debate on single-sex vs co-ed schools is not a question that is easily settled by literature review or data analysis, but rather is a matter of parental choice and family preferences.

It follows that just as the Australian school system supports the *inter*-sector choice between government and non-government schools, so should it also support *intra*-sector choice between single-sex and co-educational schools.

Ideally, the mix of single-sex and co-ed schools will reflect parent demand while also keeping available to most parents the option of a single-sex school.

The Catholic Church has a noted tradition of single-sex schools. Indeed, for centuries all Catholic schools were single-sex, until the 1960s when a trend began of transitions towards co-educational models. This tradition extends to Australia, where the very first Catholic school, founded in 1820, was (and remains) single-sex.<sup>8</sup>

The legacy of this tradition is still seen today; over half of Australia's single-sex schools and students are Catholic. In the past, the Church has made some criticism of co-educational schools,<sup>9</sup> but today the Church has no position on the merits of one school type over the other and instead counts among its schools many high-performing examples of both single-sex and co-educational models.

With that context, this paper presents research on enrolment trends and academic outcomes in single-sex schools, not to take sides in the 'single-sex vs co-ed' debate, but to highlight some of the distinctive characteristics and to reaffirm the importance of keeping a choice for parents between the two.

# ENROLMENTS

## STATISTICAL SNAPSHOT

Australia has around 304 single-sex schools which educate over 284,000 students. There is a relatively even split between girls' and boys' schools, with the former making up around 54% of those students.

Single-sex schools predominantly operate in secondary education, with 244,000 students in years 7-12, and only 40,000 in years K-6.

The majority of single-sex schools are non-government, with 242,000 students in private schools, and only 42,000 in public schools. Over three-quarters of single-sex public schools are in NSW.

Compared to co-educational schools, single-sex schools make up only a small share of the sector; 93% of students attend co-ed schools, with only 7% attending single-sex schools.

**Table 1: Statistics on single-sex schools in 2022 nation-wide**

School gender		Student gender		Student grade	
Girls' school	177 (58%)	Girls	152,963 (54%)	Primary	39,625 (14%)
Boys' school	17 (42%)	Boys	131,305 (46%)	Secondary	244,732 (86%)

Sector	Schools	Students	State	Schools	Students	Type	Schools
Catholic*	154	147,194	NSW	133	120,815	Combined*	124
Independent	93	94,643	VIC	73	69,468	Secondary	163
Government	57	42,431	QLD	53	52,675	Special	14
* Systemic & RI/MPJP			WA	18	18,784	Primary	3
Geolocation		Schools	SA	17	13,610	* Mix of primary and secondary enrolments	
Major Cities	274		ACT	5	5,429		
Inner Regional	23		TAS	5	3,488		
Outer Regional	5						
Remote	2						

## ENROLMENT TRENDS

Over the last decade, there has been a modest decline in the share of students educated in single-sex schools (down 0.5% of the total market), although the absolute number has grown (up by 11,000 students). Enrolment growth has been greater in girls' schools than boys' schools. According to a recent survey, 96% of girls' schools across NSW increased demand for places in 2023.<sup>10</sup>

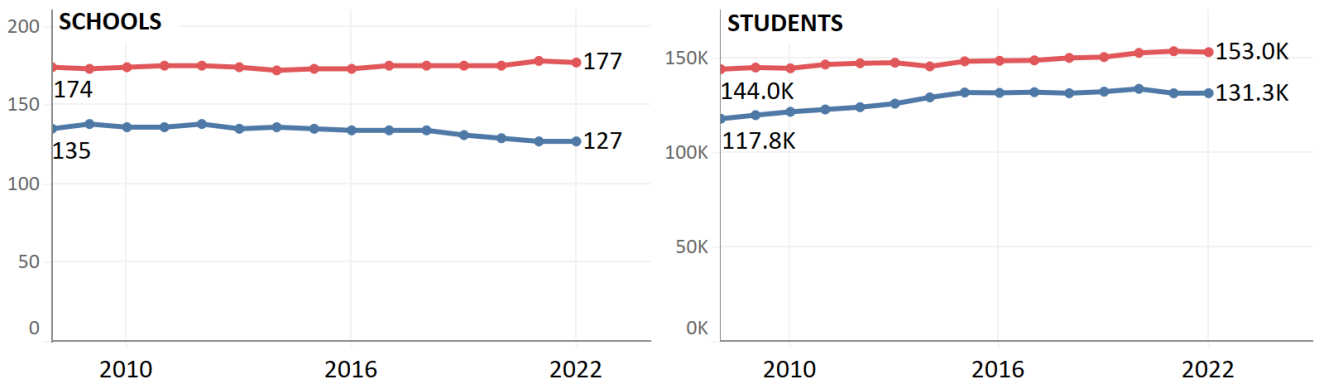
Due to irregularities in the *My School* dataset, it is difficult to estimate the exact number of schools that have changed their admission policies regarding gender.

Generally, there has been a small but noticeable trend of single-sex schools converting or merging into co-ed schools.<sup>11</sup> High-profile examples include *Barker College (Hornsby, NSW)*, *Marist College (North Shore, NSW)*, and *Champagnat Catholic College (Pagewood, NSW)*.<sup>12</sup> Noticeably, nearly all of these examples are of boys' schools becoming co-educational; there are very few instances of girls' schools transitioning to a co-ed model.<sup>13 14</sup>

Very few new single-sex schools are opening, with some exceptions, such as *Hartford College (Daceyville, NSW)*, a boys' secondary school that opened in 2023.<sup>15</sup>

**Table 2: Nationwide enrolments are increasing in girls schools, and steady in boys schools.**

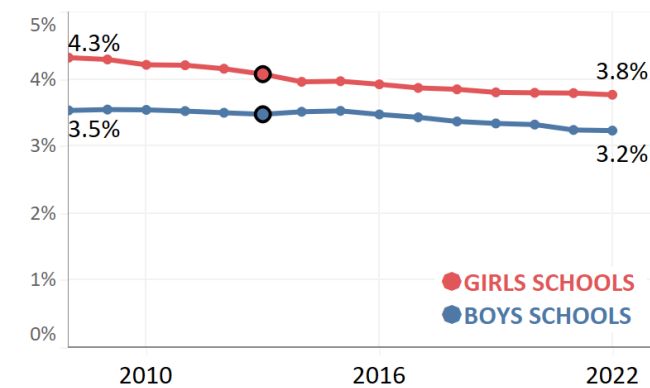
EST. SINGLE-SEX SCHOOLS & STUDENTS OVER TIME



Classification using fields 'Girls Enrolments' & 'Boys Enrolments'. Source: ACARA MySchool 2008-22

**Table 3: Australia's single-sex schools have seen a decline in market share over the last 15 years.**

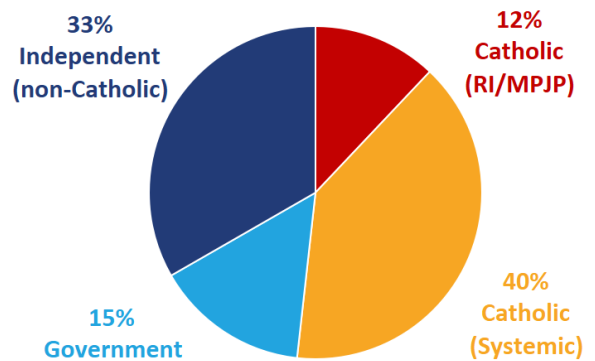
EST. SHARE OF STUDENTS IN SINGLE-SEX SCHOOLS



Source: ACARA MySchool 2008-22

**Table 4: A majority of Australia's single-sex schools are Catholic.**

EST. % OF STUDENTS IN SINGLE-SEX SCHOOLS BY SECTOR

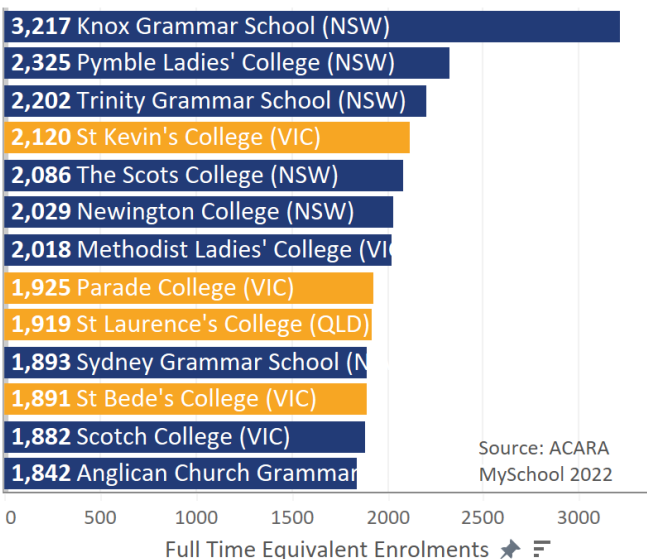


Source: ACARA MySchool 2022



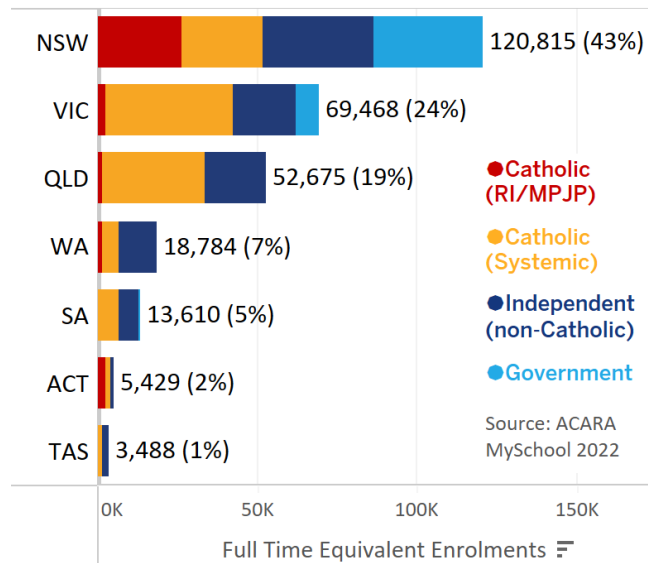
**Table 5: 119 single-sex schools in Australia have over one thousand students.**

SINGLE-SEX SCHOOLS WITH MOST STUDENTS



**Table 6: Nearly half of Australia's single-sex school students are in NSW.**

EST. SINGLE-SEX SCHOOL STUDENTS BY STATE/TERRITORY



## PAST RESEARCH

### RESEARCH ON NON-ACADEMIC OUTCOMES

While there is abundant public commentary in Australia around psycho-social outcomes in single-sex schools, there is limited research, and there is no empirical evidence pointing to more adverse outcomes in single-sex schools than in co-educational schools.

A 2014 study found students in girls' schools were more likely to take science subjects than their counterparts in co-educational schools. It also found these differences could be explained by "academic achievement, parental characteristics, student's science self-concept, study time and availability of qualified teachers".<sup>16</sup>

A 2018 study by the University of Queensland found that confidence levels for girls in single-sex schools were 'not significantly different' from that of boys in their single-sex counterparts, with girls across all schools in single-sex education consistently demonstrating slightly higher confidence levels than boys, apart from Year 10.<sup>17</sup>

A 2017 study commissioned by the *Alliance of Girls' Schools Australasia* (AGSA) found that girls in single-sex schools in Victoria were more likely than girls in co-educational schools to study chemistry, intermediate mathematics, advanced mathematics and physics in their senior years.<sup>18</sup>

Mission Australia's Youth Survey 2020 found that girls at single-sex schools fared better than the national average mental wellbeing, life satisfaction, and professional aspirations.<sup>19</sup>

A 2021 survey from the *Australian Council for Educational Research* (ACER) found no differences in self-confidence between students in single-sex and co-educational high schools.<sup>20</sup>

### RESEARCH ON ACADEMIC OUTCOMES

Research comparing academic outcomes in single-sex and co-ed schools is contested. This paper does not purport to present a comprehensive literature review of the subject, but instead highlights a brief selection of illustrative and local studies.

In academic outcomes, there are many studies favouring boys' schools,<sup>21</sup> girls' schools,<sup>22</sup> or showing no difference for either compared to co-ed schools.<sup>23</sup>

In Australia, some noticeably large-scale studies have found positive effects for single-sex schools.

Analysis of NAPLAN results from 2010-12 by the *Australian Council for Educational Research* (ACER) found girls' schools and boys' schools have higher scores in both literacy and numeracy than co-ed schools, both before and



after taking into account student socio-educational background.<sup>24 25</sup>

Analysis of NAPLAN results from 2013 by the *Centre for Educational Statistics and Evaluation* (CESE), taking into account student background, found positive effects of single-sex schooling within the NSW government system – around 54 single-sex public schools.<sup>26</sup>

A 2013 study by the *National Centre for Vocational Education Research* (NCVER) found single-sex schools have higher university entrance scores than co-ed schools, after accounting for students' socio-economic backgrounds.<sup>27</sup>

A 2008 study from the *Australian Council for Educational Research* (ACER) commissioned by the *Alliance of Girls' Schools Australasia* (AGSA) found some academic advantages for girls who attended 'Alliance member' girls' schools.<sup>28</sup>

An OECD study of PISA 2006 results found the effects of single-sex schools varied by country, with Australia showing some positive effects after accounting for students' socio-economic backgrounds, but no effect after also accounting for the school's socio-economic background.<sup>29</sup>

Generally, there are clear patterns of single-sex schools having higher grades than co-ed schools. The debate mainly lies in to what extent these differences are due to the single-sex school model itself, as opposed to the gender and socio-economic background of students attending those schools.

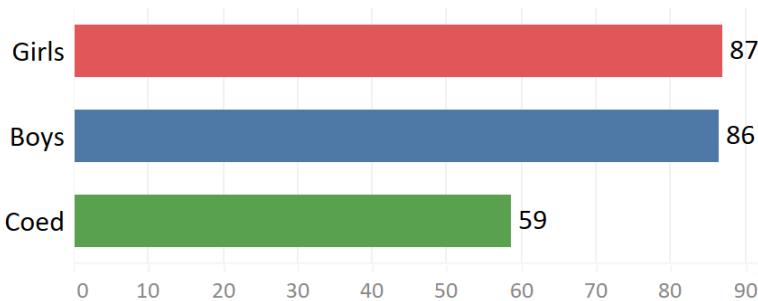
# CONTEXT OF STUDENT BACKGROUND

One key complication in comparing academic outcomes between single-sex and co-educational schools is *student background*; on average, students with more advantaged socio-educational backgrounds get better grades.

While there is a wide range of student backgrounds within each school type, there are some differences between single-sex and co-educational schools on average. Single-sex schools tend to enroll fewer disadvantaged students than co-educational schools, as measured by school ICSEA scores, which are calculated using parent occupation, parent education, rural location, and indigenous status.

**Table 7: Single-sex schools tend to have fewer disadvantaged students than co-ed schools.**

### AVERAGE ICSEA PERCENTILE BY SCHOOL GENDER



Australia average 2019-2022 weighted by # of students. Source: ACARA MySchool

Student background is typically measured using **ICSEA** (*Index of Community Socio-Educational Advantage*), which is calculated using four factors:



The lower the ICSEA score, the more academically disadvantaged the students at that school.

Given a student's background tends to correlate with academic outcomes,<sup>30</sup> these differences should be accounted for when analysing NAPLAN results.

## NAPLAN ANALYSIS

This analysis compares NAPLAN results between single-sex and co-educational schools, both before and after taking into account student background (as measured by ICSEA).

It eventually finds that after accounting for student background, there are generally some differences in NAPLAN scores to the advantage of single-sex schools over co-educational schools.

That is, single-sex schools appear to have some advantages in academic outcomes that are not explained by student background alone.

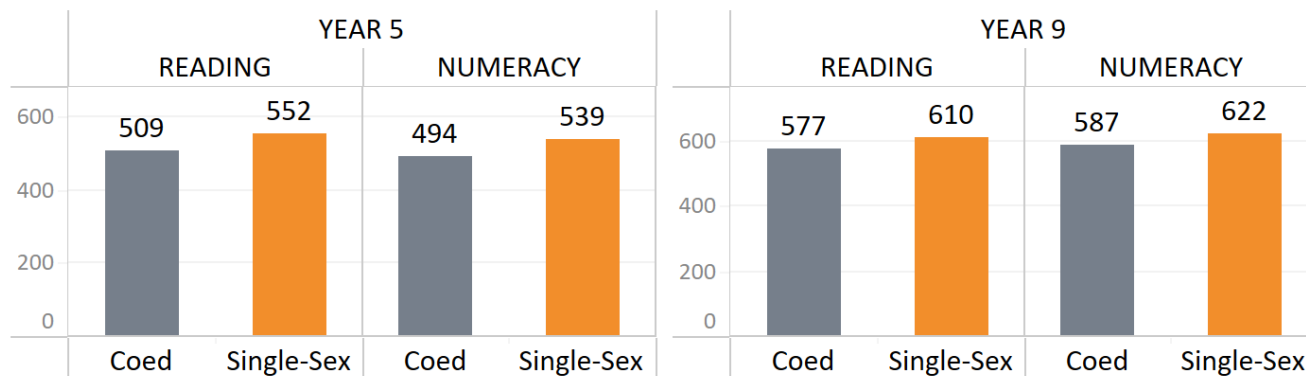
### NAPLAN SCORES BY SCHOOL GENDER (WITHOUT ACCOUNTING FOR STUDENT BACKGROUND)

On average, students in single-sex schools have higher 'absolute' NAPLAN scores than those in co-educational schools.

**Table 8: Students in single-sex schools tend to have higher NAPLAN scores than those in co-ed schools (without accounting for socio-educational background).**

AVERAGE NAPLAN SCORE, BY SINGLE-SEX VS COED SCHOOLS

● COED SCHOOLS ● SINGLE-SEX SCHOOLS



Average across 2018-2022 weighted by # of students, Australia-wide. Source: ACARA MySchool

To some extent, this is expected given students in single-sex schools on average come from more advantaged backgrounds (as measured by ICSEA) than students in co-educational schools.

### NAPLAN SCORES BY SCHOOL GENDER, AFTER ACCOUNTING FOR STUDENT BACKGROUND

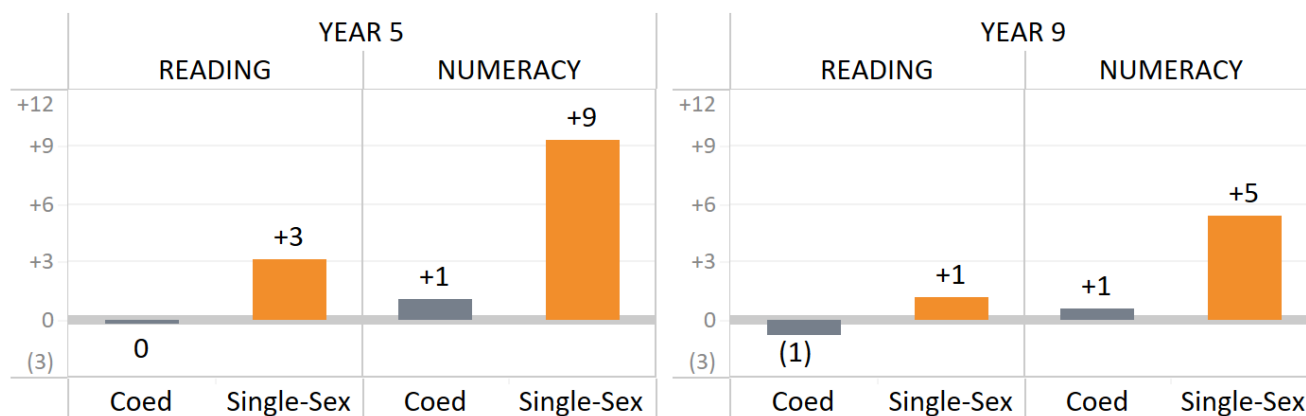
For NAPLAN reporting on the *My School* website, ACARA has devised a method for taking into account a student’s socio-educational background. Each student’s NAPLAN score is compared to that of *Similar Students*, or students with similar ICSEA scores. As a reminder, ICSEA is calculated using *Parent Education, Parent Occupation, Indigeneity, and Geolocation*.

If a student’s average NAPLAN score is greater than that of similar students, then it can be said that the student is exceeding expectations given their socio-educational background.

Comparing school types on the average of this measure shows that single-sex schools outperform co-ed schools in NAPLAN Reading and Numeracy.

**Table 9: After accounting for socio-educational background, students tend to have higher NAPLAN scores in Reading and Numeracy.**

AVERAGE NAPLAN SCORE COMPARED TO SIMILAR STUDENTS, BY SINGLE-SEX VS COED



Average across 2019-2022 weighted by # of students, Australia-wide. Excludes 'Not applicable' schools. Source: ACARA MySchool

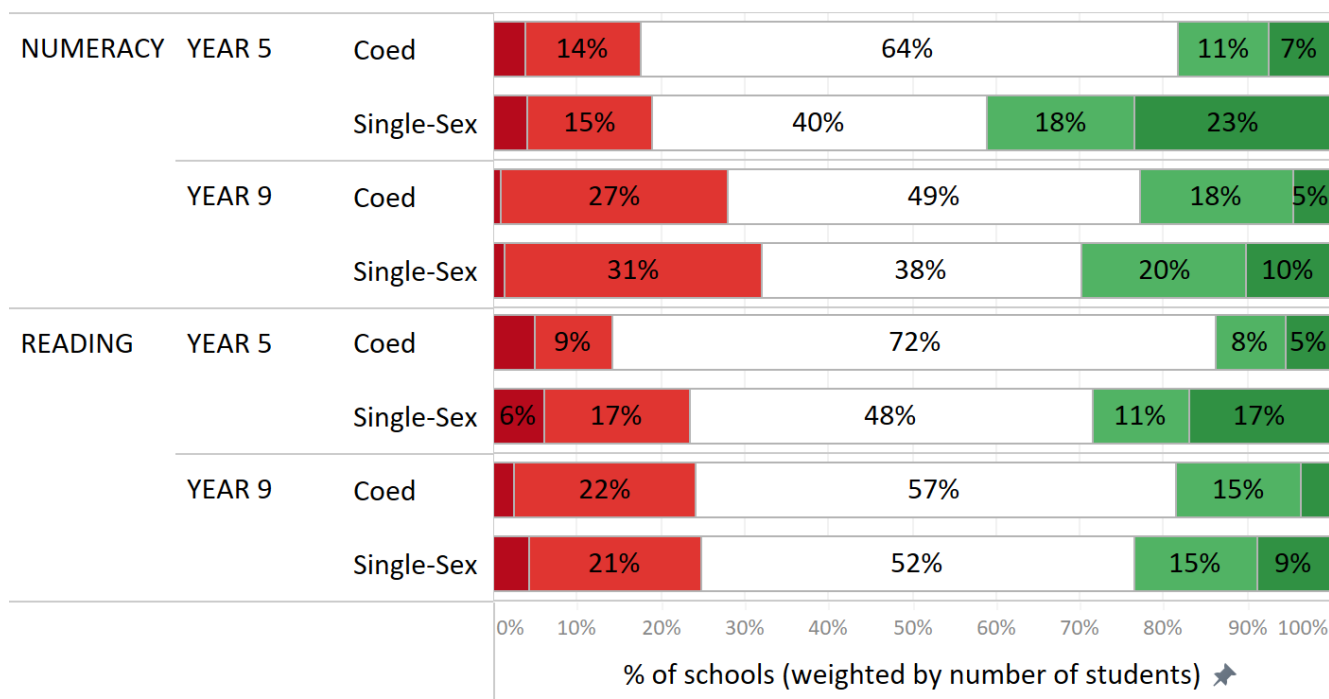
Comparing school types on the average of this measure shows that single-sex schools outperform co-ed schools in NAPLAN Reading and Numeracy, with the gap highest in the latter domain.

Within these broad types of schools, there is still wide variation in individual school results, as seen in the chart below, which shows the share of schools in each of ACARA’s “Comparison to Similar Students” categories.

Notwithstanding these variations, single-sex schools tend to have a slightly higher share of schools performing “Above” or “Well Above” similar students on this measure.

**Table 10: There is a wide variation in results between schools, but some patterns can be seen in aggregate.**

COMPARISON OF NAPLAN RESULTS TO SIMILAR STUDENTS, BY SCHOOL GENDER



Colour Comparison to Similar Students

- Dark Red = Well below
- Light Red = Below
- White = Close to
- Light Green = Above
- Dark Green = Well above

Average across 2019-2022 weighted by # of students, Australia-wide. Excludes 'Not applicable' schools. Source: ACARA MySchool

In summary, an aggregate analysis of average NAPLAN scores shows that after accounting for socio-educational background, single-sex schools tend to have slightly higher NAPLAN scores than co-ed schools, although with wide variation among individual schools.

## LIMITATIONS & FUTURE WORK

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Constraints in the data available for research create some limitations in the analysis. These limitations include:

- the aggregate or ecological approach, from using *school averages* of NAPLAN scores and socio-educational background, rather than *student-level data*; and
- no accounting for any effects of *academically selective schools* or *gender-partitioned classrooms*, or counting the distribution of such schools between single-sex and co-ed categories.

Future research could achieve greater precision and rigour by using:

- student-level data on NAPLAN results and socio-educational background, were this data to become available for this sort of research; and
- a more precise categorisation of schools by their policy on admissions and classroom partitioning with regard to both gender (e.g., single-sex vs co-ed, 'streaming') and academic selection (e.g., 'selective schools', 'opportunity classes').

Finally, it should be reiterated that this analysis focuses on patterns seen at the aggregate level; among individual schools there is wide variation in NAPLAN results, and an individual school's enrolment policy with respect to gender would have only low predictive ability for its academic performance.

# APPENDIX I: NAPLAN ANALYSIS ON GIRLS SCHOOLS AND BOYS SCHOOLS

This additional analysis compares NAPLAN results between boys’ schools, girls’ schools, and co-educational schools, both before and after taking into account student background (as measured by ICSEA) and student gender (by comparing the difference in scores against the typical gender gap).

Similar to the previous analysis, it eventually finds that after accounting for these two factors, there are generally some modest differences in NAPLAN scores to the advantage of single-sex schools over co-educational schools.

## TYPICAL DIFFERENCES IN NAPLAN SCORES BETWEEN BOYS AND GIRLS

When comparing academic results between boys’ schools and girls’ schools (as opposed to a single “single sex schools’ category), a factor to consider is *student gender*; on average, girls get better grades in literacy subjects, and boys do better in numeracy.

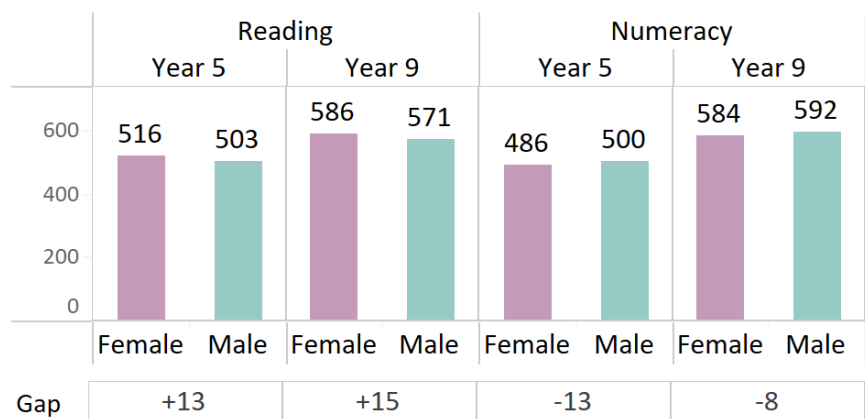
As discussed above, girls typically score higher than boys in all NAPLAN domains except Numeracy.

For example, in NAPLAN Reading, girls typically score 13pts higher than boys in Year 5, and 15pts higher in Year 9.

Whereas in NAPLAN Numeracy, boys typically score 13pts higher than girls in Year 5, although the gap closes to only 8pts by Year 9.

**Table 11: Typically, girls get higher NAPLAN scores in literacy subjects, and boys do better in numeracy.**

AVERAGE NAPLAN SCORE BY STUDENT GENDER



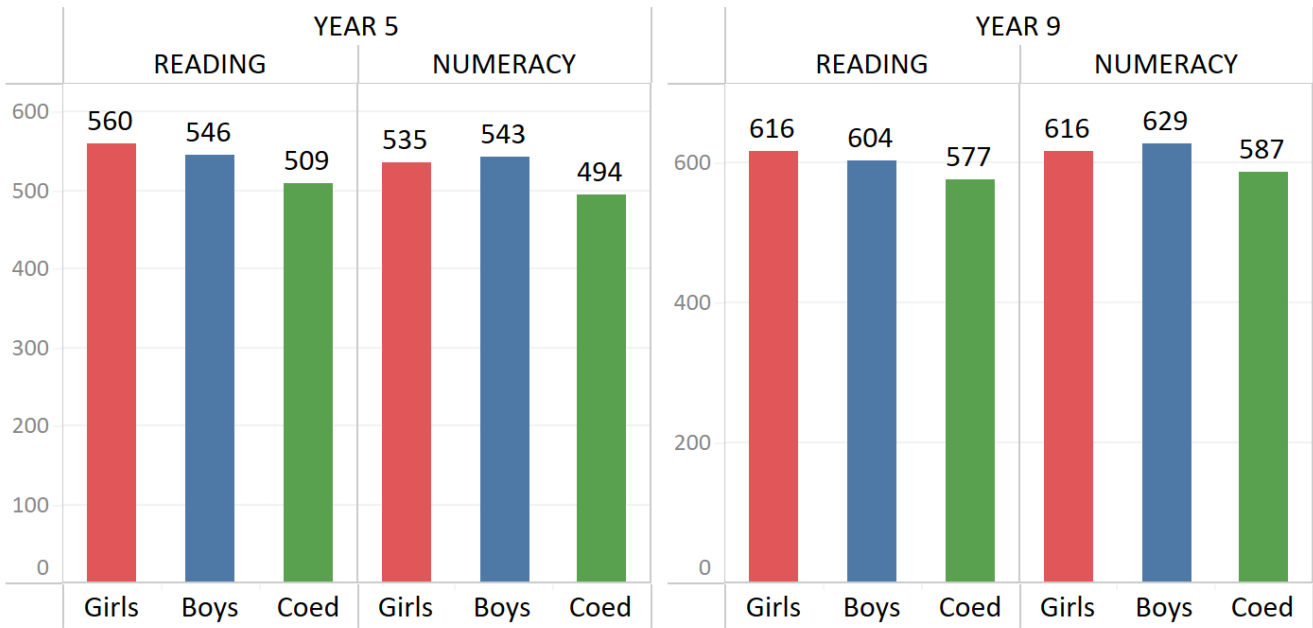
2018, 2019, 2019 average Australia-wide. Source: ACARA

## NAPLAN SCORES BY SCHOOL GENDER (WITHOUT ACCOUNTING FOR STUDENT BACKGROUND)

On average, students in single-sex schools have higher ‘absolute’ NAPLAN scores than those in co-educational schools.

**Table 12: Students in single-sex schools tend to have higher NAPLAN scores than those in co-ed schools (without accounting for student gender or socio-educational background).**

### AVERAGE NAPLAN SCORE BY SCHOOL GENDER



Average across 2019-2022 weighted by # of students, Australia-wide. Source: ACARA MySchool

To some extent, this is expected given students in single-sex schools on average come from more advantaged backgrounds (as measured by ICSEA) than students in co-educational schools.



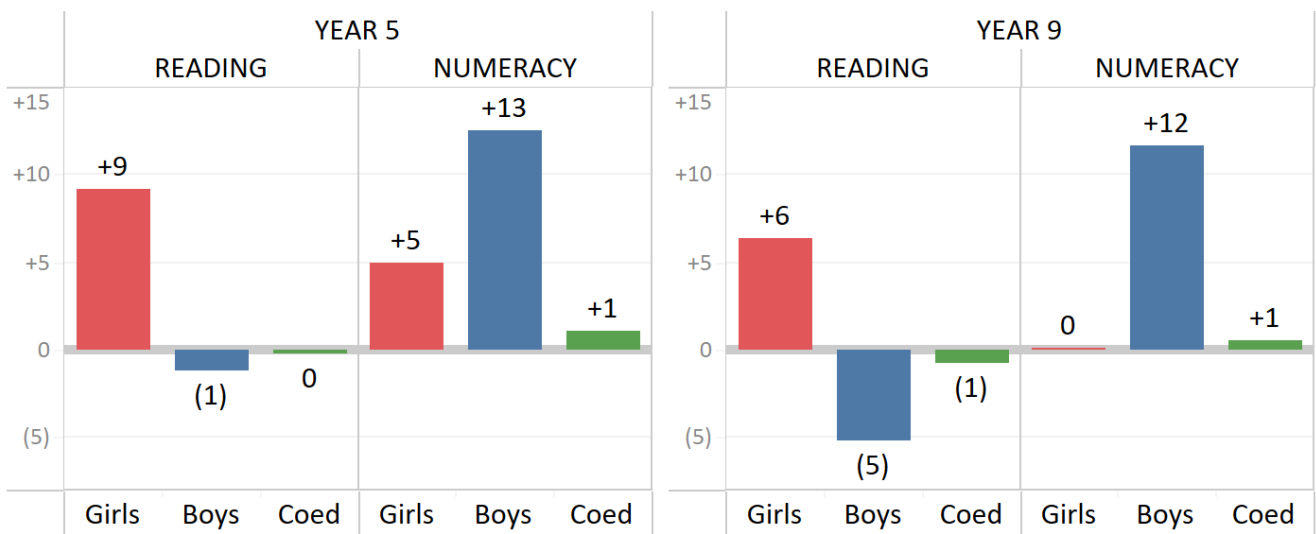
## NAPLAN SCORES BY SCHOOL GENDER, AFTER ACCOUNTING FOR STUDENT BACKGROUND

For NAPLAN reporting on the *My School* website, ACARA has devised a method for taking into account a student’s socio-educational background. Each student’s NAPLAN score is compared to that of *Similar Students*, or students with similar ICSEA scores (as a reminder, ICSEA does not include *Student Gender*).

Comparing school types on the average of this measure shows that girls’ schools outperform co-ed schools in NAPLAN Reading but usually lag in NAPLAN Numeracy, while the reverse is true for boys’ schools.

**Table 13: After accounting for socio-educational background, students in girls’ schools tend to have higher NAPLAN Reading scores, and students in boys’ schools tend to have higher NAPLAN Numeracy scores.**

AVERAGE NAPLAN SCORE COMPARED TO SIMILAR STUDENTS, BY SCHOOL GENDER



Average across 2019-2022 weighted by # of students, Australia-wide. Excludes 'Not applicable' schools. Source: ACARA MySchool

The chart above takes into account *student background* but not *student gender*, so it is unclear whether the differences are due to the *school gender* (single-sex vs co-ed) or *student gender* (girls vs boys).

## NAPLAN SCORES BY SCHOOL GENDER, AFTER ACCOUNTING FOR STUDENT BACKGROUND AND GENDER

The latter factor of student gender can be considered by comparing the above differences in NAPLAN scores against the typical differences between girls and boys.

That is, after accounting for student background, are the higher NAPLAN scores of single-sex schools merely what we would expect from looking at one gender alone, or are there other, unexplained factors at play?

As seen in the table below, the results imply the latter. The *actual* difference in NAPLAN scores is usually larger than the *expected* difference given gender alone.

After accounting for both socio-educational background and also student gender, single-sex schools tend to have higher NAPLAN scores than co-ed schools – implying an academic advantage for single-sex schools.

**Table 14: After accounting for socio-educational background, single-sex schools in Australia tend to have better differences in NAPLAN scores compared to co-educational schools than would be expected given the usual differences between genders.**

**Table 2: ‘Expected’ vs ‘Actual’ differences in average NAPLAN scores between single-sex and co-ed schools, after accounting for student background.**

NAPLAN Assessment	‘Expected difference’	‘Actual difference’	‘Expected difference’	‘Actual difference’
Comparison	Girls vs All Students	Girls’ Schools vs co-ed Schools	Boys vs All Students	Boys’ Schools vs co-ed Schools
Measure of difference	Avg. NAPLAN score	Avg. NAPLAN score compared to Similar Students	Avg. NAPLAN score	Avg. NAPLAN score compared to Similar Students
Year 5 Reading	+7	<b>+9</b>	-6	<b>-1</b>
Year 9 Reading	<b>+8</b>	+7	-8	<b>-4</b>
Year 5 Numeracy	-7	<b>+4</b>	+6	<b>+12</b>
Year 9 Numeracy	-4	<b>-1</b>	+4	<b>+11</b>

This lead is particularly pronounced for boys in Numeracy; boys *in general* usually score 4-6pts above the national average, but boys *in boys’ schools* typically score 11-12pts higher than those in co-ed schools, after accounting for socio-educational background.

An exception to this pattern is seen for girls’ schools in Reading; the equivalent lead over co-ed schools is small (9pts vs 7pts) in Year 5, and even slightly negative (7pts vs 8pts) in Year 9.

In summary, an aggregate analysis of average school NAPLAN scores shows that after accounting for socio-educational background and gender, single-sex schools tend to have higher NAPLAN scores than co-ed schools, with a particularly high lead seen for boys’ schools in Numeracy, but little effect seen for girls’ schools in Reading.

## APPENDIX II: ADDITIONAL ANALYSIS

### NAPLAN PROGRESS BY SCHOOL GENDER, AFTER ACCOUNTING FOR STUDENT BACKGROUND AND STARTING SCORES

An alternative measure of NAPLAN performance to *achievement* (score) is *growth* (gain in score). That is, a student's growth in NAPLAN score compared to their previous sitting two years ago. For example, a student's gain in NAPLAN Numeracy score from Year 3 in 2020 to Year 5 in 2022.

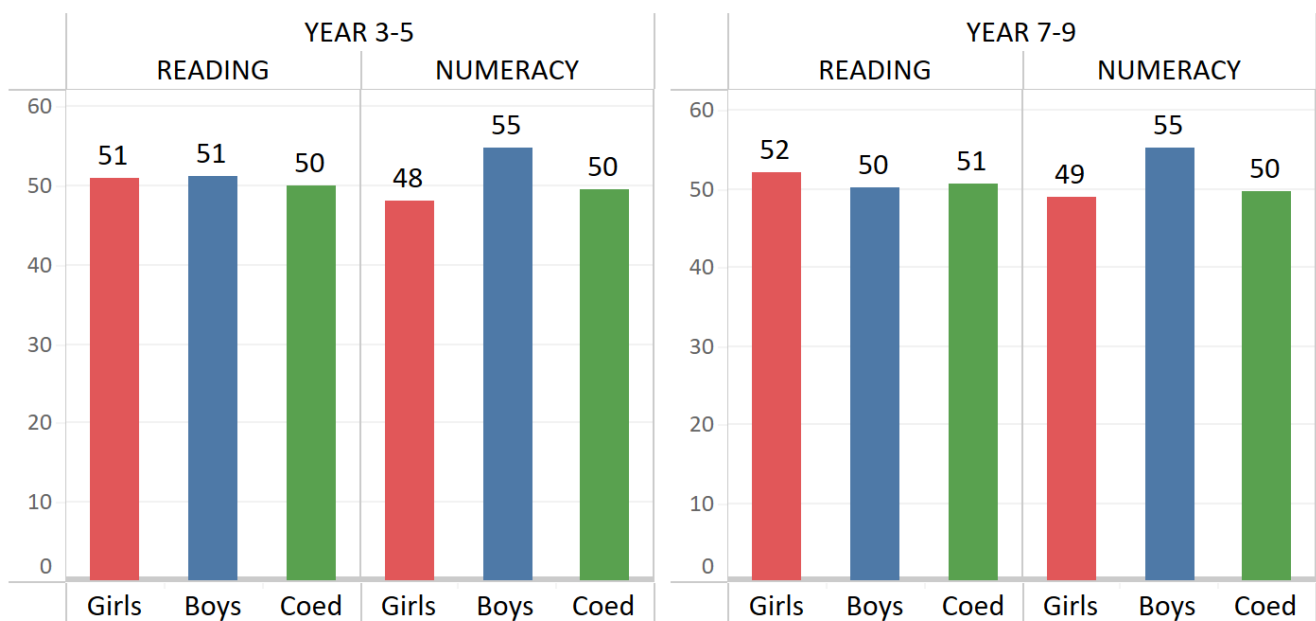
ACARA's measure '*Relative Gain*' accounts for the typical impact of *student background* and *prior academic performance*, by comparing a student's score with that of *similar students* (similar ICSEA scores) with the *same NAPLAN starting scores*. Specifically, ACARA calculates the share of students at a school getting 'above expected' gains in this regard – for a typical school this will be 50% (half above expectations and half below).

On this measure, there are modest differences between single-sex and co-ed schools, except in NAPLAN Numeracy, where boys' schools see significantly higher gains than other school types; 55% relative gain, vs 48-50%.

A caveat of such analysis is this 'gain' is not calculated for one in five students due to data matching issues.<sup>31</sup>

**Table 15: Students in boys' schools tend to have high progress in NAPLAN Numeracy.**

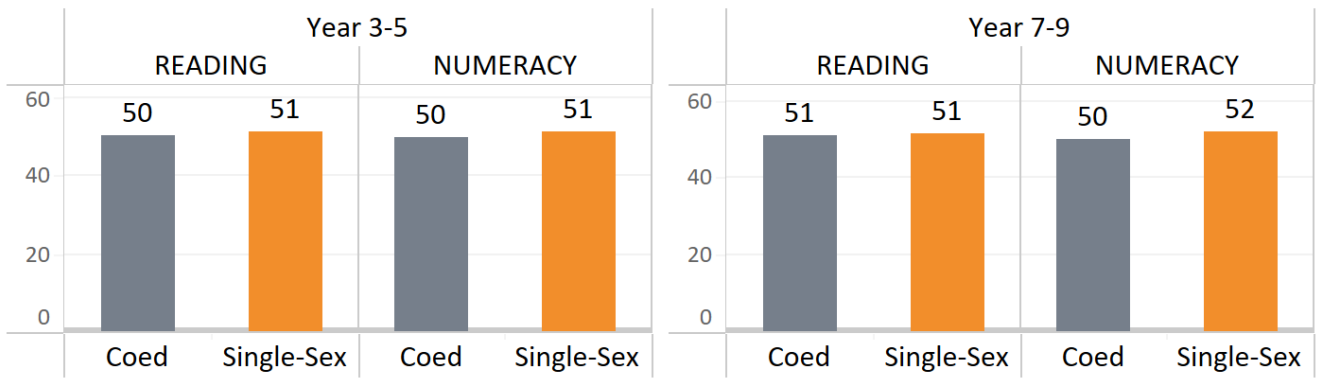
#### AVERAGE 'RELATIVE GAIN' BY SCHOOL GENDER



'Relative Gain' = the percentage of students at the school who achieved above average progress compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

Average across 2016-18, 2017-19, and 2019-2021 weighted by number of students, Australia-wide. Excludes 'Not applicable' schools.  
Source: ACARA MySchool

AVERAGE 'RELATIVE GAIN' BY SCHOOL GENDER



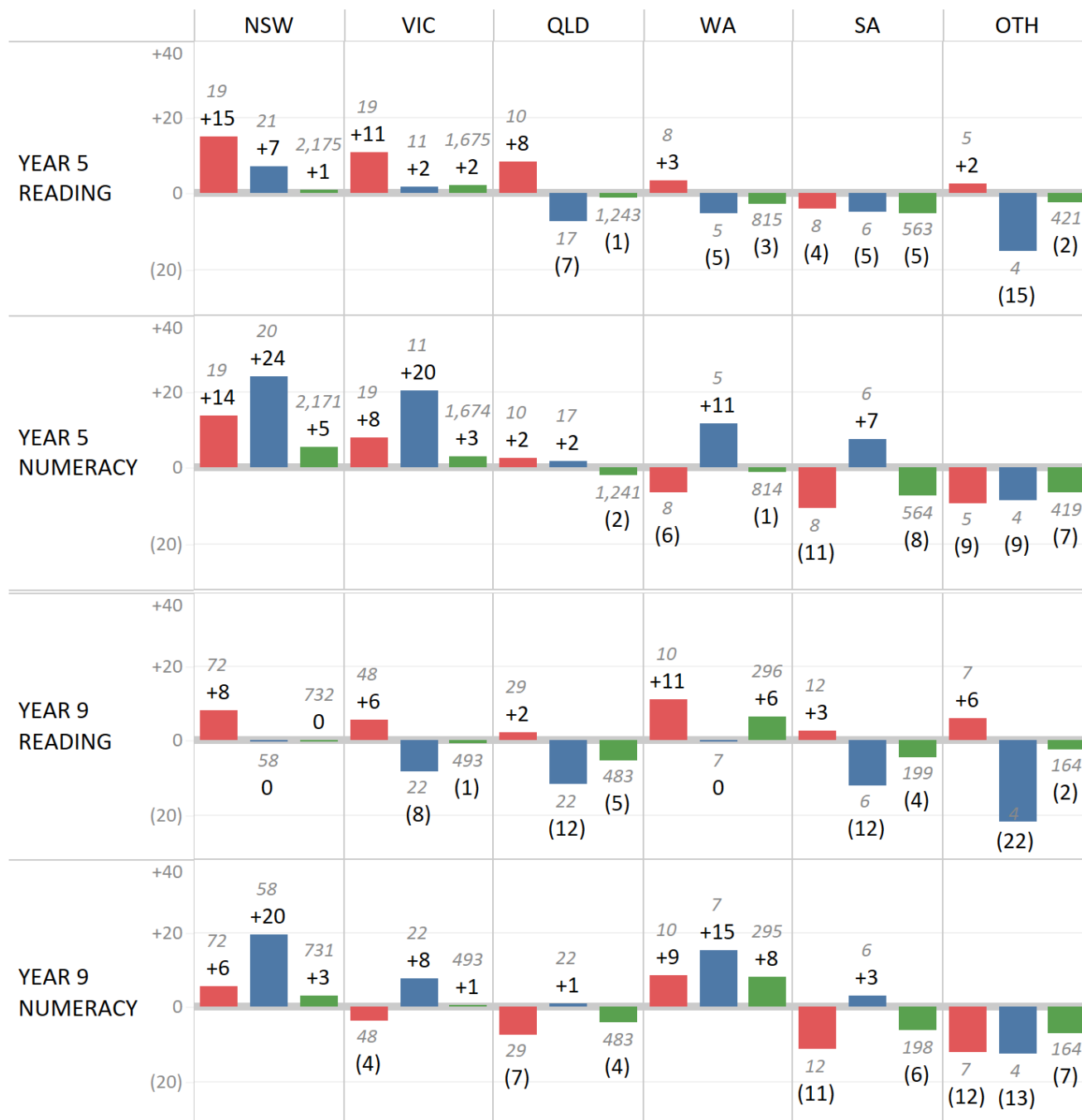
'Relative Gain' = the percentage of students at the school who achieved above average progress compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

Average across 2016-18, 2017-19, and 2019-2021 weighted by number of students, Australia-wide. Excludes 'Not applicable' schools.

Source: ACARA MySchool

## NAPLAN RESULTS BROKEN DOWN BY SCHOOL GENDER AND STATE/TERRITORY (TABLE 16)

AVERAGE NAPLAN SCORE COMPARED TO SIMILAR STUDENTS, BY SCHOOL GENDER & STATE/TERRITORY  
**● GIRLS SCHOOLS ● BOYS SCHOOLS ● COED SCHOOLS** *Italics = number of schools*



Average across 2019-2022 weighted by number of students, Australia-wide. Excludes 'Not applicable' schools. Smaller state/territories merged where sample sizes too small. Source: ACARA MySchool

## LIST OF ALL SINGLE-SEX CATHOLIC SCHOOLS IN NSW (TABLE 18)

### The Diocese of Armidale

N/A

### The Diocese of Bathurst

School Name	Suburb	Fine Sector	Gender	School Type
MacKillop College	Bathurst	Systemic	Bathurst	Girls
St Stanislaus' College	Bathurst	RI/MPJP	Bathurst	Boys

### The Diocese of Broken Bay

School Name	Suburb	Fine Sector	Gender	School Type
St Paul's Catholic College	Manly	Systemic	Boys	Secondary
Mercy Catholic College	Chatswood	Systemic	Girls	Secondary
St Joseph's Catholic College	East Gosford	Systemic	Girls	Secondary
St Pius X College	Chatswood	RI/MPJP	Boys	Combined
St Edward's Christian Brothers' College	East Gosford	RI/MPJP	Boys	Secondary
St Augustine's College Sydney	Brookvale	RI/MPJP	Boys	Combined
Mount St Benedict College	Pennant Hills	RI/MPJP	Girls	Secondary
Stella Maris College	Manly	RI/MPJP	Girls	Secondary
Brigidine College St Ives	St Ives	RI/MPJP	Girls	Secondary
Loreto Normanhurst	Normanhurst	RI/MPJP	Girls	Combined

### The Diocese of Lismore

N/A

### The Diocese of Maitland-Newcastle

N/A

### The Diocese of Parramatta

School Name	Suburb	Fine Sector	Gender	School Type
St Paul's Catholic College	Greystanes	Systemic	Boys	Secondary
Parramatta Marist High School	Westmead	Systemic	Boys	Secondary
Patrician Brothers' College Blacktown	Blacktown	Systemic	Boys	Secondary
Caroline Chisholm College	Glenmore Park	Systemic	Girls	Secondary

Catherine McAuley Westmead	Westmead	Systemic	Girls	Secondary
Cerdon College	Merrylands	Systemic	Girls	Secondary
Nagle College	Blacktown	Systemic	Girls	Secondary
St Dominic's College	Kingswood	RI/MPJP	Boys	Secondary
Our Lady of Mercy College Parramatta	Parramatta	RI/MPJP	Girls	Secondary

### The Archdiocese of Sydney

School Name	Suburb	Fine Sector	Gender	School Type
St Mary's Cathedral College	Sydney	Systemic	Boys	Combined
De La Salle College, Revesby Heights	Revesby Heights	Systemic	Boys	Secondary
Marist College Kogarah	Bexley	Systemic	Boys	Secondary
Champagnat Catholic College	Maroubra	Systemic	Boys	Secondary
Marcellin College	Randwick	Systemic	Boys	Secondary
De La Salle Catholic College, Caringbah	Caringbah	Systemic	Boys	Secondary
Patrician Brothers' College Fairfield	Fairfield	Systemic	Boys	Secondary
Marist College Eastwood	Eastwood	Systemic	Boys	Secondary
Holy Cross College	Ryde	Systemic	Boys	Secondary
Our Lady of the Sacred Heart College	Kensington	Systemic	Girls	Secondary
Bethany College	Hurstville	Systemic	Girls	Secondary
St Ursula's College	Kingsgrove	Systemic	Girls	Secondary
Brigidine College Randwick	Randwick	Systemic	Girls	Secondary
Our Lady of Mercy Catholic College Burraneer	Cronulla	Systemic	Girls	Secondary
Mary MacKillop Catholic College	Wakeley	Systemic	Girls	Secondary
Domremy Catholic College	Five Dock	Systemic	Girls	Secondary



Marist Sisters' College Woolwich	Woolwich	Systemic	Girls	Secondary
Mount St Joseph Milperra	Milperra	Systemic	Girls	Secondary
St Clare's College	Waverley	Systemic	Girls	Secondary
St Patrick's College, Strathfield	Strathfield	RI/MPJP	Boys	Combined
Waverley College	Waverley	RI/MPJP	Boys	Combined
Christian Brothers' High School Lewisham	Lewisham	RI/MPJP	Boys	Combined
Saint Ignatius' College	Lane Cove	RI/MPJP	Boys	Combined
St Joseph's College	Hunters Hill	RI/MPJP	Boys	Secondary
St Aloysius' College	Kirribilli	RI/MPJP	Boys	Combined
Loreto Kirribilli	Kirribilli	RI/MPJP	Girls	Combined
St Scholastica's College Glebe Point	Glebe	RI/MPJP	Girls	Secondary
St Vincent's College	Potts Point	RI/MPJP	Girls	Secondary
Monte Sant' Angelo Mercy College	North Sydney	RI/MPJP	Girls	Secondary

#### The Diocese of Wagga Wagga

N/A

#### The Diocese of Wilcannia-Forbes

N/A

#### The Dioceses of Wollongong

School Name	Suburb	Fine Sector	Gender	School Type
Edmund Rice College	West Wollongong	RI/MPJP	Boys	Secondary
St Patrick's College Campbelltown	Campbelltown	RI/MPJP	Girls	Secondary

# THE KATHLEEN BURROW RESEARCH INSTITUTE

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## Kathleen Burrow RESEARCH INSTITUTE

*This is a publication of the Kathleen Burrow Research Institute*

The Kathleen Burrow Research Institute is a research unit within Catholic Schools NSW that conducts and publishes research on contemporary issues in school education to promote the advancement of education in all school sectors in Australia. It aims to produce research that is intellectually rigorous, politically non-partisan and informed by the Catholic faith. As part of this mission, its research will promote and highlight the benefits of, and seek to dispel misconceptions about, Catholic education and related issues by going behind the headlines and beyond commonly held views.

The work of the Institute provides an evidence base to support Catholic Schools New South Wales in advocating for best practice in all schools, particularly in Catholic education, and to inform and engage with sector leaders and policy-makers.

### **About Kathleen Burrow**

Kathleen Burrow (1899-1987) had a strong presence in the history of Catholic education and the Catholic Church in the 20th century. From humble beginnings in NSW, she was educated at St Matthew's Convent of Mercy School in Mudgee and attended the University of Sydney. As a founding member of the University Catholic Women's Association, Kathleen began working as a teacher, focusing on physical education in schools and identifying a particular need for this at orphanages and disadvantaged schools. She would go on to establish the Graham-Burrow School of Physical Education.

Kathleen Burrow embodied much of what it means to be a Catholic educator, holding a deep faith as well as being a caring mentor, principled advocate, and superb communicator and organiser who 'promoted social harmony often among divergent groups'. She was President of the Legion of Catholic Women and the Australian Council of Catholic Women. Her outstanding example makes her an apposite patron of the Kathleen Burrow Research Institute.

# ACKNOWLEDGEMENTS

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# ENDNOTES

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- <sup>29</sup> "For males there was a significant difference in ... Australia ... between single-sex schools and mixed-sex schools after accounting for students' socio-economic background, but this disappeared after taking schools' socio-economic background into account as well."  
"For females there was a significant difference in ... Australia ... between single-sex schools and mixed-sex schools after accounting for student's socio-economic background, but this disappeared after taking school's socio-economic background into account as well."
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- <sup>31</sup> See 'Matched Student Percentage' figures for Years 5 & 9 in ACARA's *My School* datasets.



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