

HUNTINGTOWER

Prep to Year 12 Co-Educational School



Huntingtower School Association

2024 Annual Report



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No. 1267 CRICOS Provider No. 00145E



A Message From the Principal



A Message From the Principal

“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”

Philippians 4:8

As we close the chapter on an extraordinary year, St. Paul’s words to the Philippians resonate deeply. They capture the essence of our 2024 theme, Uplifting Thought, a guiding principle that has shaped our journey at Huntingtower.

From the outset, we challenged ourselves to cultivate a mindset that not only elevates our own thinking but also uplifts those around us. At our Commencement Assembly, we envisioned the soaring bird as a symbol of aspiration and the paired birds as a metaphor for mutual support. Now, reflecting on all we have achieved together, I offer a final image: a flock in perfect synchrony, soaring high through unity, collaboration and shared purpose. This was Huntingtower in 2024.

Last year’s academic results placed us 2nd in the State (Herald Sun & The Age) and we are proud to continue the academic excellence central to a Huntingtower education. The Class of 2024 achieved a median Study Score of 37 and median ATAR of 93.55. 11% of our students placed in the top 1% of the State and 66% in the top 10%. Our students achieved 11 perfect Study Scores across 9 subjects; Applied Computing, Art Making & Exhibiting, Business Management, English, Food Studies (2), General Maths (2), Indonesian, Literature, Physical Education. Our students have also been invited to showcase their pieces at VCAA Top Designs.

While Huntingtower maintains its reputation as a leading academic school, we are a School that offers so much more. From carnivals to concerts, productions to service projects, 2024 was defined by participation, enthusiasm and community spirit. Our students positioned themselves in places where they could seize on every opportunity to grow and explore their passions

The Junior School manifested the spirit of Uplifting Thought with vibrant displays of student artwork evident throughout our corridors. Events like the Book Week Parade and Science Fair showcased their incredible creativity and curiosity. The beloved tradition of Ball Games (76th year) continued, emphasising teamwork over competition. The Junior School Choirs and Ensembles flourished, celebrating the beauty of many voices coming together in harmony.

Achievements across the Senior School were equally impressive. Highlights include winning the State Chess Championships and proudly competing at the National competition in Perth. Our sporting teams claimed 17 EISM Pennants across a variety of Sports and the record-breaking trio of Girls Aggregate Trophies in Swimming, Athletics, and Cross Country. We celebrated outstanding success in Debating and Public Speaking, with teams excelling in State, National and International competitions. The literary talents of our students reached a broader audience with the short stories *The Lost Voyage* and *The Flood of Time* being State and National champions in the Write a Book in a Day competition.



Uplifting Thought is more than a mindset, it's the foundation of a community where everyone can flourish. Beyond the competitions and achievements, we celebrate the acts of kindness that truly define Huntingtower: Senior students supporting younger peers at the Cross Country event, Prefects baking 600+ cookies for the entire School to appreciate and the Tournament of Minds participants, recognised not for victory, but for embodying the true spirit of teamwork and creativity. Our spectacular production "The Addams Family" brought together over 200 students in various capacities to present what was an amazing performance. This is the heart of Huntingtower—a place where we soar together.

This year's achievements would not be possible without the unwavering support of our community, parents and staff. Heartfelt thanks to our Parents & Friends team, whose dedication enhances every aspect of school life. From the Welcome BBQ, Carols on the Oval and a range of fundraising drives, their contributions enabled us to strengthen our connections. Similarly, the constant and considered support provided by the School Board who so generously give their time and expertise to facilitate the many operational matters that govern a school, strengthens us all.

With Huntingtower's centenary approaching in 2027, we continue to invest in our future. 2024 marked the planning of two significant building projects. First is the transformation of the Cottage into a School Reception area. As one of the original buildings on the site, the aim is to retain its historical charm while improving accessibility for visitors to the School. The second major project is the redevelopment of the current Administration and Junior School wing. We are replacing some of the School's earliest classrooms with modern spaces, including

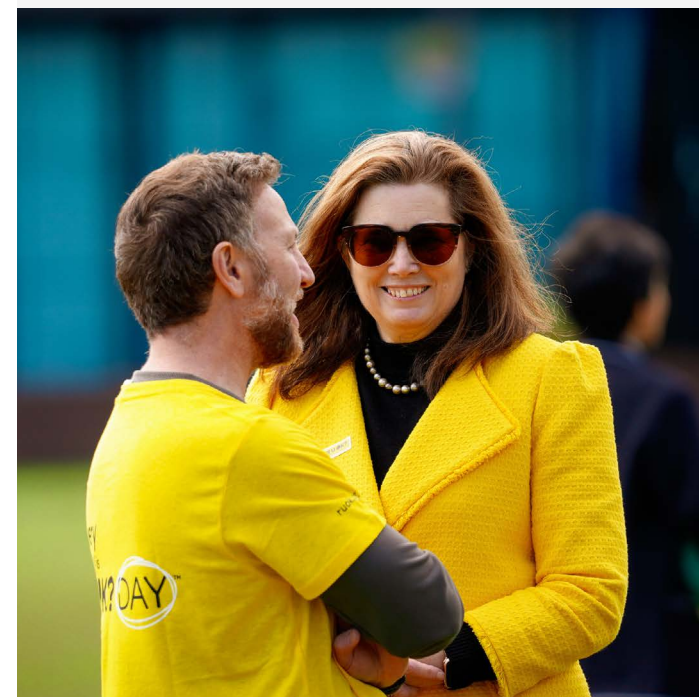
specialist areas for the Junior School and General Learning Areas that will accommodate two Senior School year levels. These projects represent our commitment to providing an exceptional environment for learning and growth. To continue to stay updated, I encourage our community to visit the dedicated project page on HT Connect.

As I reflect on all we've accomplished, I am filled with gratitude and pride. To every student, parent, staff member and alumnus involved: thank you for being part of this uplifting journey. Together, we have created a community that supports and inspires others to achieve.

"To those leaning on the sustaining infinite, today is big with blessings."

Science and Health with Key to the Scriptures

Shan Christensen
Principal





Who We Are



We Are Huntingtower

At Huntingtower, we believe in the unlimited potential of every student. Founded in 1927, we are an independent, co-educational school dedicated to providing an education that nurtures both the mind and the spirit. Our mission is to create a community where students can grow in a supportive environment grounded in strong spiritual and moral principles.

We are guided by three core values that shape our school culture:

Kindness – Always be kind, in all ways.

Respect – To others, yourself, your environment.

Excellence – In all you do.

Located in the heart of Mount Waverley, Huntingtower welcomes students from Prep through Year 12, embracing individuals of all faiths and backgrounds. At the heart of our approach is the belief that every child is a unique expression of Divine Mind, created with infinite intelligence and potential. Our school's motto, Nosce te Ipsum – "Know thy true self" – reflects our commitment to guiding students on a path of self-discovery and personal growth.

In 2024, our theme, "Uplifting Thought," invited us all to elevate our thinking, creating an environment where each individual could thrive, develop their talents, and contribute positively to the world around them.

We encourage every student to embrace and express their innate intelligence in all that they do knowing that there are no limits to what they can achieve. We set high expectations for each student – that they can, and will, change the world. We inspire every student to take up this challenge and lead, both within our community and in the world at large.



Know Thy True Self



Huntingtower Governance



Huntingtower Board

The Huntingtower Board plays an important role in ensuring the school meets the expected standards of social and financial accountability. In addition, they set the strategic direction of School and ensure the School upholds its values and culture.

Message from the Chair of the Huntingtower School Board

As we reflect on the past year, I am delighted to report that our School has continued to thrive, with outstanding academic results, exceptional student achievements, and a strong sense of community.

On behalf of the Board, I would like to extend my sincerest gratitude to our Principal, Shan Christensen, for her outstanding leadership, the School Executive and the dedicated staff, who work tirelessly to provide our students with a world-class education. Their expertise, passion, and unwavering commitment to excellence are the driving force behind our School's success. In the words of Mary Baker Eddy, the discoverer and founder of Christian Science, "Are we really grateful for the good already received? Then we shall avail ourselves of the blessings we have and thus be fitted to receive more". Together, we are building a vibrant and inclusive community that values excellence, creativity, respect and kindness.

Our VCE and NAPLAN results have been exceptional, with students earning outstanding grades and recognition across all subjects. We take great pride in our reputation for academic excellence, which we owe to the dedication and expertise of our teaching and support staff, as well as the commitment of our students to engage and learn.

An education at Huntingtower is so much more than academics. Students are actively encouraged to participate in Sport, Orchestra, Choir, Drama and many other activities such as Film-making and Debating. We are extremely proud of the very high participation of our students in all of these activities. The hugely successful production of "The Addams Family" is testament to this with over 120 students involved on stage, backstage and in the orchestra pit.

In addition to our academic successes, we are making significant

strides in improving our facilities and resources. Our School is dedicated to fostering a supportive and inclusive learning environment, and we are excited about the opportunities our major building program will bring. Commencing in 2025, we will be constructing a new Junior School, adding additional Senior School classrooms, and transforming our beloved Cottage into the School Reception. These projects will be completed by late 2026, just in time for our centenary celebrations in 2027.

I would also like to thank my fellow Board members: Christopher Backman, Lynn Bruce, Neil Cochrane, Amanda Dunsmore, Amy Haynes, Nigel Hutchinson-Brooks and James Younger. All serve on the Huntingtower Board as Volunteers and do so because of their love for education, for Huntingtower and for Christian Science. Thank you for your time and guiding the School with grace, wisdom and prayer.

Thank you again to our entire Huntingtower community for contributing to our School's success. We look forward to building on our achievements in the years to come.

Peter Thompson

President – Huntingtower School Association
Chairman of the Board of Huntingtower School

Continued on next page.

Board Member Biographies

Mr Peter Thompson Board President



Peter Thompson brings extensive business experience in tourism, manufacturing and fashion. He currently owns a men's fashion business with operations in Australia, New Zealand, the USA and Canada, and his work regularly takes him to China where he has travelled extensively. Career highlights include receiving the NSW government's highest achievement award for services to Tourism NSW and the establishment of the Australian Tourism Data Warehouse.

Peter is a former student of Huntingtower and has four children who are either students or past students. Family contact with Huntingtower goes back to the 1940s. He is the current president of the Huntingtower Old Students Association (HOSA) and has produced, directed and acted in many HOSA theatrical productions.

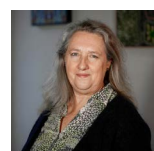
Mr Christopher Backman Board Member



Christopher studied at The University of Melbourne and obtained bachelor degrees in both Property & Construction (Construction Management) and Commerce (Finance). His passion for building led him to forge a career in construction management and development management. During Chris' career as a construction professional, he has been involved in both the commercial and residential sectors, working on projects ranging from \$0.5m through to \$300m in value. He has project experience from both builder-side and developer/client-side perspectives, having been employed by large commercial construction companies, development management companies and also as a Director of his own company specialising in small to medium property developments and construction projects.

Outside of work, Chris loves spending time with his wife and three boys. He grew up attending Christian Science Sunday School and now takes his boys along as well. He has a love for all sports and his hobbies include cycling, running and supporting his footy team.

Ms Lynn Bruce Board Member



Lynn's background is in art and design. She trained at RMIT as a Textile Designer and more recently as a Graphic Designer creating brands, exhibitions and marketing material. Lynn has been moving into a caring role, currently training as a Christian Science nurse, and finding it very rewarding.

Lynn Bruce is a former student of Huntingtower whose daughter is now also attending. Lynn's association with Huntingtower goes back two generations and she is always keen to see Huntingtower flourish especially in the arts, sustainability and wellbeing areas.

Mr Neil Cochrane Board Member

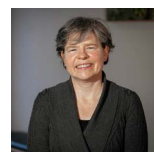


Neil has played a significant role in the Australian superannuation industry for over 35 years. He has held many senior executive and non-executive positions in the industry including Chairman of Aware Super, Australia's third largest super fund; CEO of Rest Super and Deputy CEO and Global Head of Business Development at Colonial First State Global Asset Management. He is currently investment advisor to MineSuper.

He is an executive coach and has also held a number of senior advisory roles where he was able to lend his experience and perspective to regulators, government and the super industry on a range of matters. Neil was a past Board member of the Association of Superannuation Funds Australia (ASFA); Chair, Superannuation Complaints Tribunal Advisory Council and a board member of the Huntingtower Foundation.

He emigrated to Australia from South Africa in 1989, is a life time Christian Scientist and delivered the Commencement Address to the school in 2020.

Ms Amanda Dunsmore Board Member



Amanda Dunsmore is the Senior Curator of International Decorative Arts and Antiquities at the National Gallery of Victoria. She was educated at Huntingtower before studying for her BA (Hons) and MA (Research) at Monash University.

Trained as an Egyptologist, she worked for 16 years on archaeological projects in Egypt where she specialised in ancient Egyptian ceramics.

Amanda now works in the field of European decorative arts and when she has the time, she is a keen gardener and cellist.

Board Member Biographies

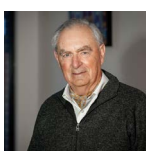
Ms Amy Haynes Board Member



Amy is the Managing Director and Chief Marketing Officer of the HelloFresh Group in Australia and New Zealand. Amy grew up in Brisbane and was educated at Brisbane Girls Grammar School, the University of Queensland, Lund University and Harvard Business School.

Amy started her career as a business consultant at McKinsey in Melbourne, and worked for an early-stage startup in New York City before joining HelloFresh. She has worked for HelloFresh for nearly seven years, across operations, product development, strategy, marketing and analytics across three continents. While she has spent most of her career in business, Amy has had a long term interest in education, and as a university student, enjoyed teaching science, mathematics and engineering subjects to primary, high school and university students. She is the daughter of a former Huntingtower student. In her spare time, Amy enjoys traveling to new places, yoga and board games.

Mr Nigel Hutchinson-Brooks Hon. Treasurer



Nigel Hutchinson-Brooks was educated at Huntingtower's sister school, Claremont Fan Court, and at Reading University. He held senior executive positions in the State Government and in the Transport, Banking, Property and Aviation industries.

Nigel served as a Councillor at the City of Waverley and as Councillor and Mayor of the South Gippsland Shire Council. He has run his own property consulting business since 1992. He joined the Huntingtower Board in 1987, serving as Chairman from 1999 – 2002. He has served as the Hon. Treasurer since 2003.

Mr James Younger Board Member



James Younger is a group executive with a background in Technology Programs, Financial Services and M&A Consulting. He was educated at Brisbane Boys' College and QUT. He has many years' experience in leadership roles at a number of leading international organisations, leading teams across Australia, New Zealand, Singapore, India, China, Philippines and the United States. Currently his focus is on digital strategy, supply chain process improvement and technology program delivery.

James has three children currently attending Huntingtower and he is married to Gabriel, an ex-school captain. His parents-in-law are also retired teachers from the school, so Huntingtower runs in the family. James has been a boarding house parent and has served on the HOSA committee. Outside of Huntingtower and work, James plays basketball and drums.



Our Students



Demographic

Huntingtower had 761 students enrolled in 2024 from Kindergarten to Year 12. Our student body comprised 48% boys and 52% girls, with 2 students identifying as another gender. There were no Aboriginal students enrolled and 1 international student attending the school in 2024.

English is the primary language spoken at home for 45% of our families, followed by Mandarin/Chinese/Cantonese for 28%.

Retention Rate

The student retention rate from Year 9 to Year 12 was 87%. There were 79 students enrolled in Year 9 in 2021, and of these, 69 were present in the Year 12 graduating class in 2024.

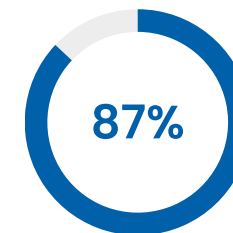
The retention rate from Year 6 to Year 12 was 76%. Of the 25 students enrolled in Year 6 in 2018, 19 progressed through to Year 12 in 2024.

The Foundation to Year 6 retention rate was 68%, with 15 of the original Foundation cohort still enrolled in Year 6 in 2024.

761 Students



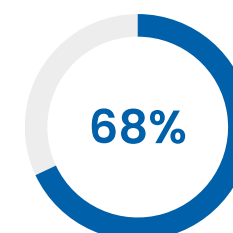
Gender
48% Male
52% Female



Years 9 - 12
Retention Rate



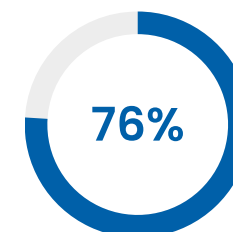
Home Language
45% English
28% Mandarin/Chinese/
Cantonese
27% Other Languages



Foundation - Year 6
Retention Rate



1 International Student



Grade 6 - Year 12
Retention Rate



Child Safety

Throughout 2024, Huntingtower has made significant progress in enhancing its child safety framework, ensuring that all students are protected and supported in a safe learning environment. A key initiative undertaken this year was the establishment of a dedicated Child Safety Committee. This committee has been instrumental in providing oversight, monitoring compliance with child safe standards, and recommending ongoing improvements. The committee has worked collaboratively with school leadership to ensure best practices are upheld and that child safety remains a top priority.

In addition to the formation of the committee, a long-term audit of the Child Safety Action Plan was initiated. This comprehensive audit aims to assess current policies and procedures, identify gaps, and establish clear action steps for the continued improvement of child safety measures. The insights gained from this process will guide the implementation of new initiatives in 2025, ensuring that the school remains proactive in fostering a safe environment for all students.

The professional development of staff in child safety has also been a key focus this year. A structured approach to training on child safe standards has been implemented, utilizing the staff portal to provide accessible and ongoing education. This ensures that all staff members, regardless of their role, understand their responsibilities in maintaining a child-safe environment and are equipped with the necessary knowledge and skills to respond effectively to any concerns.

Moreover, the school has placed an increased focus on child safe standards, particularly in developing clear, student-friendly policies. A significant achievement in this area has been the creation of the first student-friendly policy on complaints and grievances. This policy is designed to provide students with accessible and understandable information on how to raise concerns, reinforcing the school's commitment to listening to student voices and taking appropriate action.

Student Wellbeing

Student wellbeing remains at the forefront of the school's mission, with continuous efforts made to ensure students receive the necessary support for both their academic and personal growth. The pastoral care program has undergone further development this year, with a refined and targeted approach to social-emotional learning (SEL). By implementing scaffolded SEL initiatives across all year levels, students have been equipped with essential life skills, including emotional regulation, resilience, and interpersonal skills, all of which contribute to their overall wellbeing and success.

In addition to SEL, a key area of focus has been the education of students on personal rights and responsibilities. Through structured programs and discussions, students have been guided to understand their rights, responsibilities, and the importance of fostering respectful relationships. This initiative has reinforced a culture of inclusivity, empathy, and personal accountability within the school community.

The school remains steadfast in its commitment to maintaining a safe and supportive environment for all students. The initiatives undertaken in 2024 have laid a strong foundation for future growth, and the school will continue to build upon these achievements to further enhance child safety and student wellbeing in the years ahead.



Student Survey 2024 - Summary

As part of the school's ongoing commitment to student voice and wellbeing, the Student Survey 2024 was conducted to identify key areas of concern and priority for students. The survey results highlighted five primary areas of focus that they wish to address, specifically within the Mentor Program:

1. Procrastination and Time Management
2. Exam Preparation and Study Skills
3. Sleep and Wellbeing
4. Consent and Associated Laws
5. School/Life Balance and Motivation

The survey results reflected an overwhelmingly positive response regarding students' sense of connectedness and belonging at school. Students expressed strong appreciation for teacher support, teachers who care, and the variety of co-curricular opportunities available to them. Many reported feeling happy at school, supported by their peers, and engaged in their learning.

Students reported feeling safe, valued, and welcomed within the school environment. Many acknowledged the positive school culture and appreciated the strategies in place for self-improvement and help-seeking. The survey also highlighted areas for growth, particularly in continuing education on respect and anti-bullying initiatives.

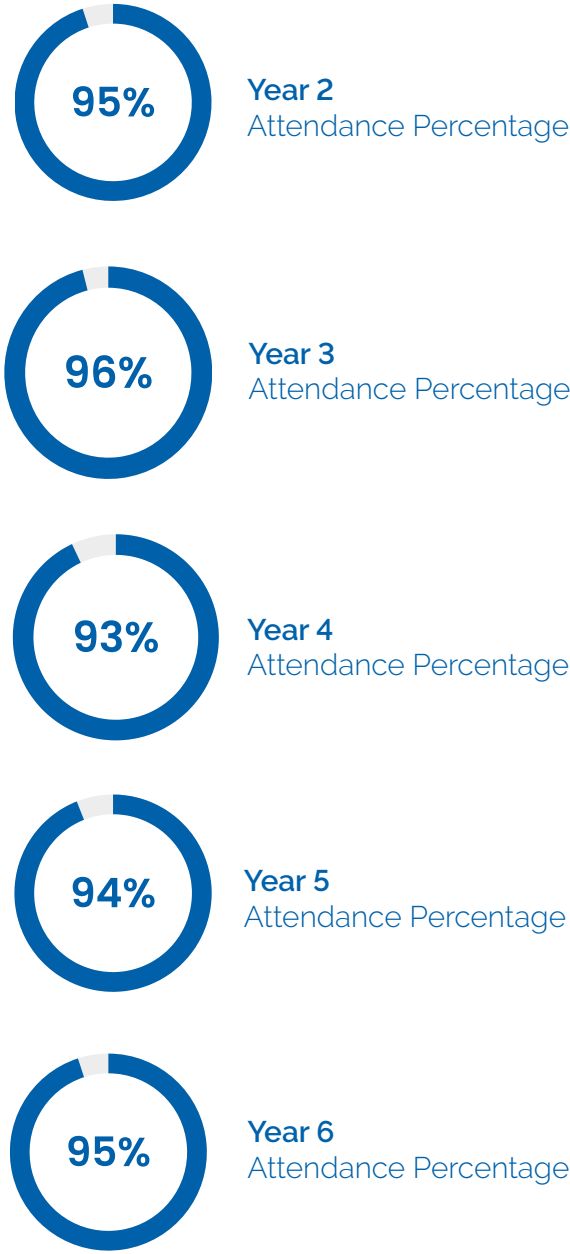
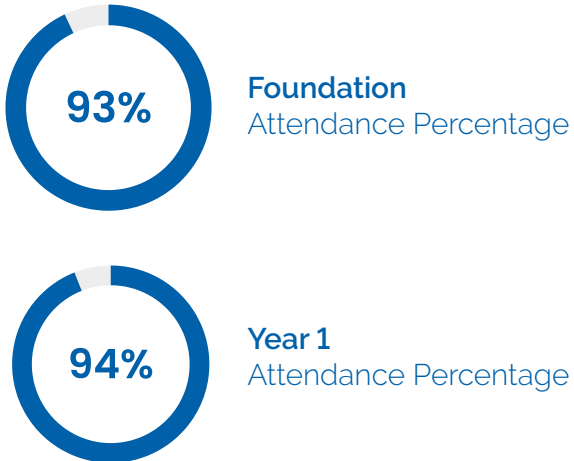
The insights from the Student Survey 2024 will play a key role in shaping future student wellbeing initiatives. The school remains committed to addressing these concerns through targeted programs, workshops, and support structures that empower students to develop the skills and confidence necessary for personal and academic success.



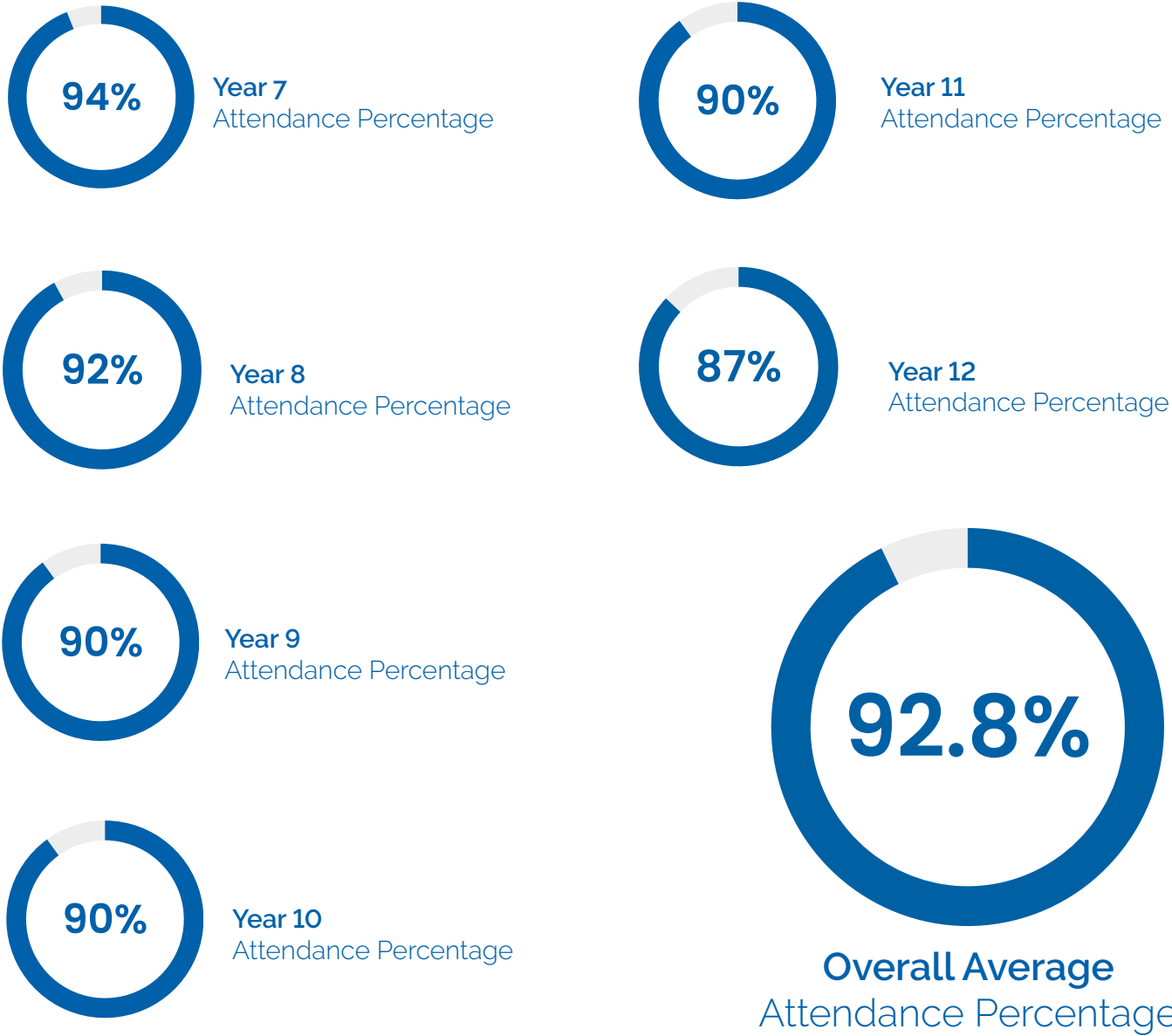
Student Attendance Rates

The following procedures are in place for monitoring student attendance:

1. Parents/Guardians are requested to notify the School of their child's absence and the reason via email or phone.
2. Information received from parents is promptly entered into the School's database.
3. Teachers mark an electronic roll each period.
4. Unexplained absences are followed up by an SMS to parents each morning, this process is automated.
5. Responses from parents are entered directly into the School's database.
6. Pastoral care staff liaise with parents if there are concerns about student non-attendance.



Student Attendance Rates





Community Voice



Our Community

Huntingtower is committed to listening to the views and expectations from the community, parents, and students. Each year the School sends out various surveys to parents and students to provide feedback on a wide range of related education, community and wellbeing issues.

The feedback from these surveys has greatly assisted the School with its strategic planning and enabled continual improvement of the educational and co-curricular experience offered to the students.

In 2024, 241 parents responded to a survey on four key areas: teaching quality, child safety and wellbeing, community spirit and future transition. The results showed the Schools strengths included outstanding care, kindness, teaching ability, and overall education quality. The parents also expressed a high appreciation for their child's overall experience and the nurturing environment offered at Huntingtower.

Secondary school students participated in student surveys and provided their views on various topics including:

- Extended mentor programs
- Connectedness and Belonging
- Safety and Wellbeing
- Review of Residential Programs

The results were very informative and have been used to inform the planning and ongoing strategic direction of the School.

The Parents and Friends Committee at Huntingtower also receives information, ideas, and concerns from parents in the school community. This committee plays an important role in gathering feedback and suggestions, which are then passed on to the Principal for further discussion at the executive level. Through open communication and collaboration, the committee helps ensure that the voices and needs of parents are heard and considered in decision-making processes, ultimately contributing to the overall well-being and success of our school.



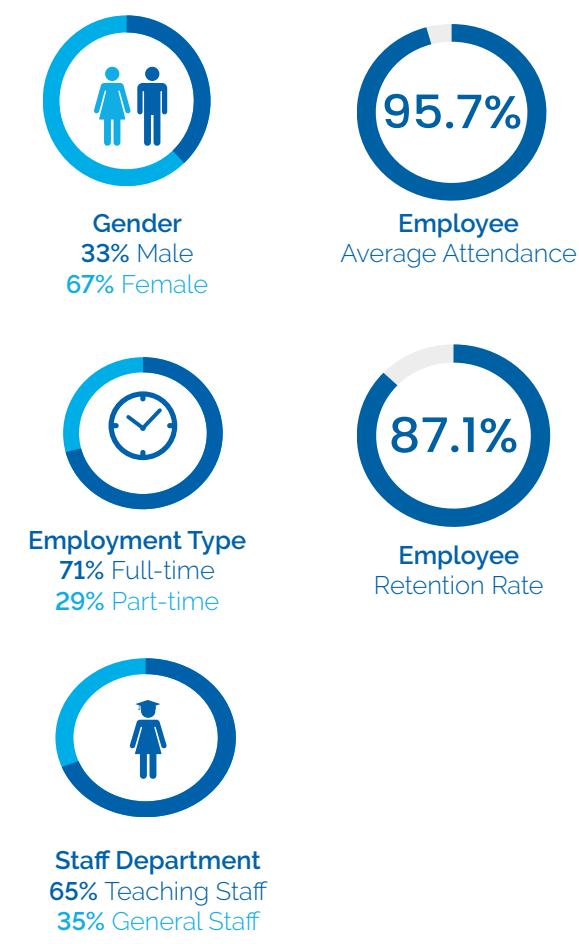
Staff & Professional Development



Our Staff

Huntingtower teachers are one of the School’s most valuable assets. In 2024 our staff comprised of 65% teaching (including teaching aides) and 35% general staff. There are no staff members that identify as Aboriginal or Torres Strait Islanders.

124 Staff Members (Permanent)



Professional Learning

Professional conversations with teachers in 2023 led to identifying a focus for professional learning in 2024. Teachers were keen to develop the student’s capacity to take on greater ownership of their own learning. This concept builds on the constructivist ‘Teaching for Understanding’ model that our pedagogy is based upon. It also develops the notion of ‘Student Agency’ that we have worked on establishing in previous years.

James Anderson’s recently published book ‘Learnership’ provided a useful resource that our professional learning groups could investigate. Each teacher joined a group for a term of weekly meetings with readings, clips, activities and discussions focussed on the development of ‘learnership’ in our students.

The topics covered included; Challenge, Habits of Mind, Mistakes, Feedback and Effort.

Each teacher then developed an action research project with one of their teaching groups, working towards our students using one or more of those aspects of learnership to become more actively engaged in their own learning journey.

These projects were presented during a professional learning day at the end of the year. We were fortunate enough to have James Anderson himself visit and participate in the presentations. He commented on the range, creativity and quality of the projects presented by the teachers.

In addition to the professional learning groups, we worked across second semester with Tracey Ezard on developing our culture of ‘Ferocious Warmth’. Tracey facilitated a full day workshop with staff introducing the key ideas of courageous and caring leadership, building collective capacity, leading transformation and having ferocious warmth conversations. She worked extensively with our Executive team and our Middle Leadership group throughout the semester. This work will continue into 2025.

2024 School Achievements



Music

The Music Centre experienced sustained growth, driven by a surge in student participation in diverse musical activities. Students showcased their abilities in ensembles, choirs, classroom music, and private lessons, culminating in an enriching year filled with engaging rehearsals and joyful performances.

The participation rate in ensembles was notably high, with 68% of the Senior School student body actively involved in choirs and instrumental ensembles. This figure is particularly impressive considering that these are opt-in extracurricular activities and students willingly and enthusiastically commit to regular before school and after school rehearsals.

The year was abounding with a diverse array of musical events, including the P&F Welcome Picnic, Autumn Concert, ANZAC Day Assembly, House Performing Arts, Winter Concert, the production of “The Addams Family,” Spring Concert, participation in the Victorian Schools Music Festival (with eight ensembles represented), the Monash Youth Music Festival, P&F Twilight Carols, and Celebration Night.

The Junior School String Program continued to foster student engagement in music-making through the Junior Strings program. The Junior School Choirs also demonstrated exceptional strength. A notable increase in participation was observed in Woodwind and Brass sections, supported by the newly introduced Prelude Concert Band, which was designed to provide introductory experiences in ensembles.

In both Junior and Senior Schools, the ensembles encompassed a wide range of musical groups, each providing a suitable challenge for all stages of musical development, including three String Orchestras, three Concert Bands, two Percussion Ensembles, seven Choirs, Symphony Orchestra, Big Band, and Guitar Ensemble. Notably, the Pit Orchestra for the school production showcased an impressive 90% of students successfully performing a professional-level score. Furthermore, the evolution of the 2023 Jazz Combo Band into a larger ‘Big Band’ in 2024 is another pleasing achievement for the Music Centre.

The provision of private music tuition in the Music Centre remained robust, with eighteen instrumental music tutors delivering over 150 individual lessons per week. Academically, the classroom music programs have also experienced a significant increase in student engagement, which is culminating in larger VCE Music Performance classes. This development can be attributed to and is a consequence of the increased participation in extracurricular activities.

Theatre

Theatre at Huntingtower continued to thrive, with students from Year 7 to 12 involved in a wide range of roles and events. The VCE Theatre Studies class produced and performed a memorable version of Moliere’s classic comedy Tartuffe, while students in Years 7 to 10 took part in classroom drama activities, including creating original works, analysing scripts and performing in groups, helping to build confidence and creativity.

One of the year’s highlights was the House Performing Arts Festival, where every student contributed to its success, either onstage or behind the scenes. Each house combined music, drama and dance to create an abridged Disney movie, fostering collaboration and school spirit across all year levels.

The standout for 2024 was the senior school production of The Addams Family. The show reached new heights this year, with over 100 students involved in acting, orchestra, lighting, sound, costume, props, backstage, ushering and filming. The production received 12 nominations at the 2024 Lyrebird Youth Awards and was honoured with a Judges Award, which praised “Huntingtower School for their amazing student-led teams across all aspects of the production.” This recognition was a testament to the school’s commitment to fostering student leadership and providing hands on experience.



Sport

Junior School

The 2024 school year marked a new era for sports in the Junior School, with the realignment of the Monash-Waverley Division, we were placed into the newly created Gardiners District.

Our students demonstrated their exceptional talents in various sports, particularly in swimming, where we proudly emerged as Champions at the Gardiners District Swimming Championships. Twenty-one students advanced to the Monash-Waverley Division, further highlighting our strength in the pool.

In addition, our teams achieved outstanding success in multiple sports, most notably the Mixed Hotshot, Mixed Netball, and Mixed Basketball teams all won their respective Gardiners District Round-Robin events, earning the opportunity to progress to Division.

In Cross-Country, we finished in 2nd place, a significant achievement considering we are the smallest school in the Gardiners District. This success was a testament to the dedication of our Early Risers program, which helped twelve students qualify for Monash-Waverley Division. Our hard work culminated in a 1st place finish at the Gardiners District Athletics Championships, contributing to an impressive record of two Championships and a 2nd place finish in the 'Big 3' events of School Sports Victoria.

Our House Carnivals remain a highlight of the year. All four carnivals were hotly contested and saw plenty of highly competitive, well spirited, showcases of our talented Junior Schoolers. Thomson emerged victorious in both Athletics and Swimming, while Ruthven claimed the Championship in Cross-Country and Ball Games. This incredible year of House Competition was marked by the setting or breaking of over thirty records.

Secondary School

This year was exceptional for Senior Sport at Huntingtower. Our students were actively engaged in a wide range of sporting activities, from House Carnivals and EISM tournaments to individual achievements and the thrilling HOSA Sports Day. Their enthusiasm and dedication were evident throughout all events. The swimming season commenced in week 4 with the annual House Swimming Carnival at MSAC with Warrell House securing victory.

Huntingtower achieved remarkable success at the EISM Swimming Carnival in 2024, winning the following pennants: U13 Boys, U14 Boys, U15 Boys and Girls, U16 Boys, and Open Boys and Girls, securing 7 out of 10 pennants. Additionally, the team won the Boys Overall Aggregate Trophy, the Girls Overall Aggregate Trophy, and the Overall Division 1 EISM Swimming Carnival Trophy for the sixteenth year in a row. Our students also broke two records in the U14 Boys 50m Breaststroke and the U14 Boys Medley Relay

House Athletics was held in April with Rayner House taking home the House Cup. The athletes carried this momentum to the EISM Athletics Carnival where our team took out the Girls Trophy in Division One and Huntingtower placed 3rd overall. A spectacular result when the size of the schools in the top EISM division are taken into account.

House Cross Country wrapped up the sport season at Ruffey Lake Park with Mather House taking home the House Cup. Our EISM Cross Country Team delivered an outstanding performance, securing the Girls Cross Country Aggregate Trophy for the first time in Huntingtower's history.

There were an array of other sporting achievements and tournaments highlighting the talent of our students including Boys and Girls Badminton Champions, All Schools Road Relay Championships, EISM Tennis and Soccer Galas. Notably, the Senior School EISM interschool sport teams were crowned champions.



Chess

This year was an exciting one for our chess program, with our teams competing for the second consecutive year in the Chess Victoria League. Our students demonstrated exceptional skill and dedication, participating in three zonal tournaments and finishing in the top 2 in all three, which qualified them for the National Finals in Perth.

Both Senior Secondary and Middle Years teams once again successfully retained their EISM Champions title this year.

Mock Trials

In 2024 at the inaugural Victorian Schools Mock Trials competition, facilitated by the Victorian Bar, our Legal Studies students from Years 10, 11, and 12 showcased their skills and dedication. Competing in three preliminary rounds, both Huntingtower teams demonstrated remarkable teamwork arguing real life cases, ultimately advancing to the State Finals. Their outstanding performance was further highlighted by the achievement of a Year 12 student, who was awarded as the Overall Top Female Barrister in Victoria.

Debating & Public Speaking

2024 saw a huge turnout across all competitions and many great personal achievements. The junior competition with Avila continued, with dozens of senior debaters also training as adjudicators and judging the entire competition themselves.

Debating success was notable, with our teams being crowned State Champions in the Junior division of the DAV British Parliamentary competition and achieving State Runners-Up in the Senior Competition.

The year also witnessed many individual successes in public speaking.

Highlights included a State Grand Finalist at the Lions Youth of the Year, a second-place finish in the State Grand Final of the Rotary Ainger Peck Award, and a State Runner-Up in the Senior Competition at the Rostrum Voice of Youth competition.

On the international stage, our students excelled, securing third place in the world for Impromptu Speaking at the World Individual Debating and Public Speaking Competition (WIDPS) and achieving thirteenth place in the world rankings at the same event. Additionally, we celebrated an Australian Champion at the Australian Individual Debating and Public Speaking Championships (AIDSPC), along with sixth and ninth place finishes within the Australian Rankings.

Media

This year our Media students achieved success at the prestigious STUFFIT Film Festival, Monash Youth Film Festival and Bond University Film & Televisions (BUFTA) award competitions. Their outstanding creativity and dedication were evident as they earned accolades and recognition, showcasing the exceptional talent within our program.

STUFFit Film Festival:

- Best Animation
- Best Animation - Runner Up
- Best Music Video - Runner Up

Monash Youth Film Festival:

- Best Comedy
- Best Animation
- Best Story
- Best Music Video

BUFTA - QLD/National

- People's Choice Award



National Benchmarks (NAPLAN)

National Benchmarks Annual testing at Years 3, 5, 7 and 9 assesses student levels of achievement in Reading, Writing and Mathematics with school results being benchmarked on a National scale. The table below summarise this data for the two years 2021–2022. From 2023, NAPLAN results are reported against 4 proficiency levels. This replaces the previous numerical NAPLAN bands and national minimum standards.

In the score equivalence tables linked below, proficiency levels are coded with numerical values:

- 1 = Needs additional support
- 2 = Developing
- 3 = Strong
- 4 = Exceeding.

<https://www.acara.edu.au/assessment/naplan/naplan-score-equivalence-tables>

Percentage of Students Achieving at or above the National Minimum Standard

Year	Reading		Writing		Numeracy		Spelling		Grammar & Punctuation	
	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021
3	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100
7	100	100	100	100	100	100	100	100	100	100
9	100	99	97	97	100	100	100	100	99	97

Percentage of students in the Strong or Exceeding proficiency levels.

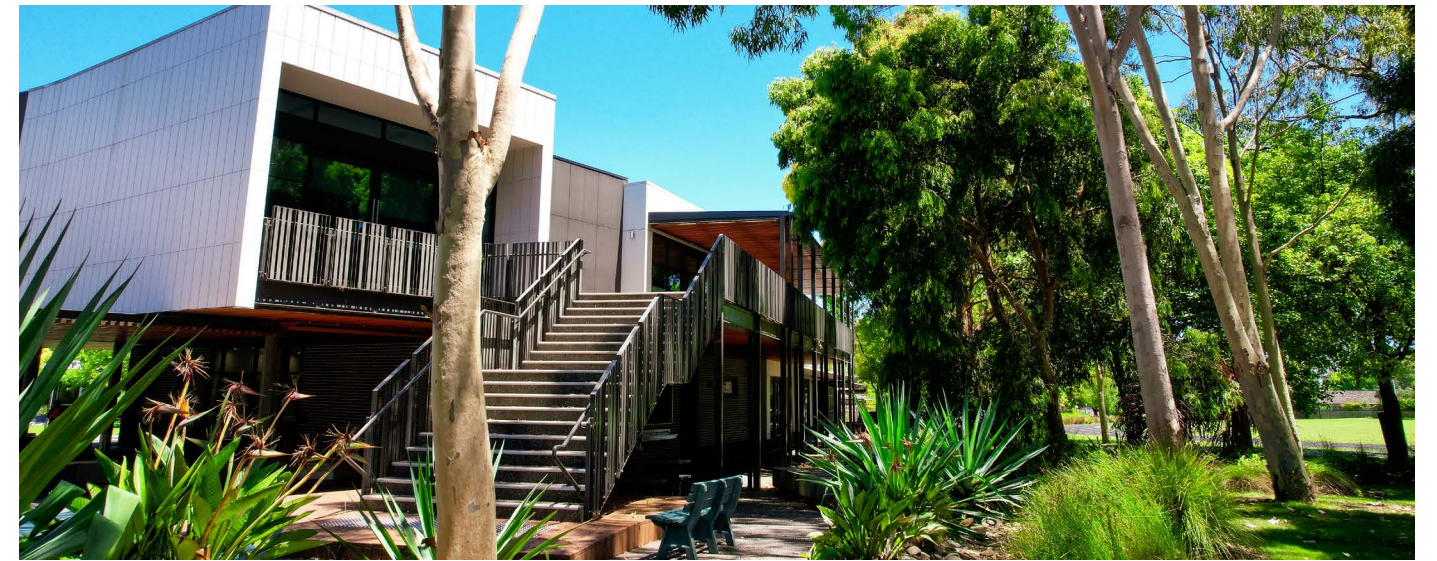
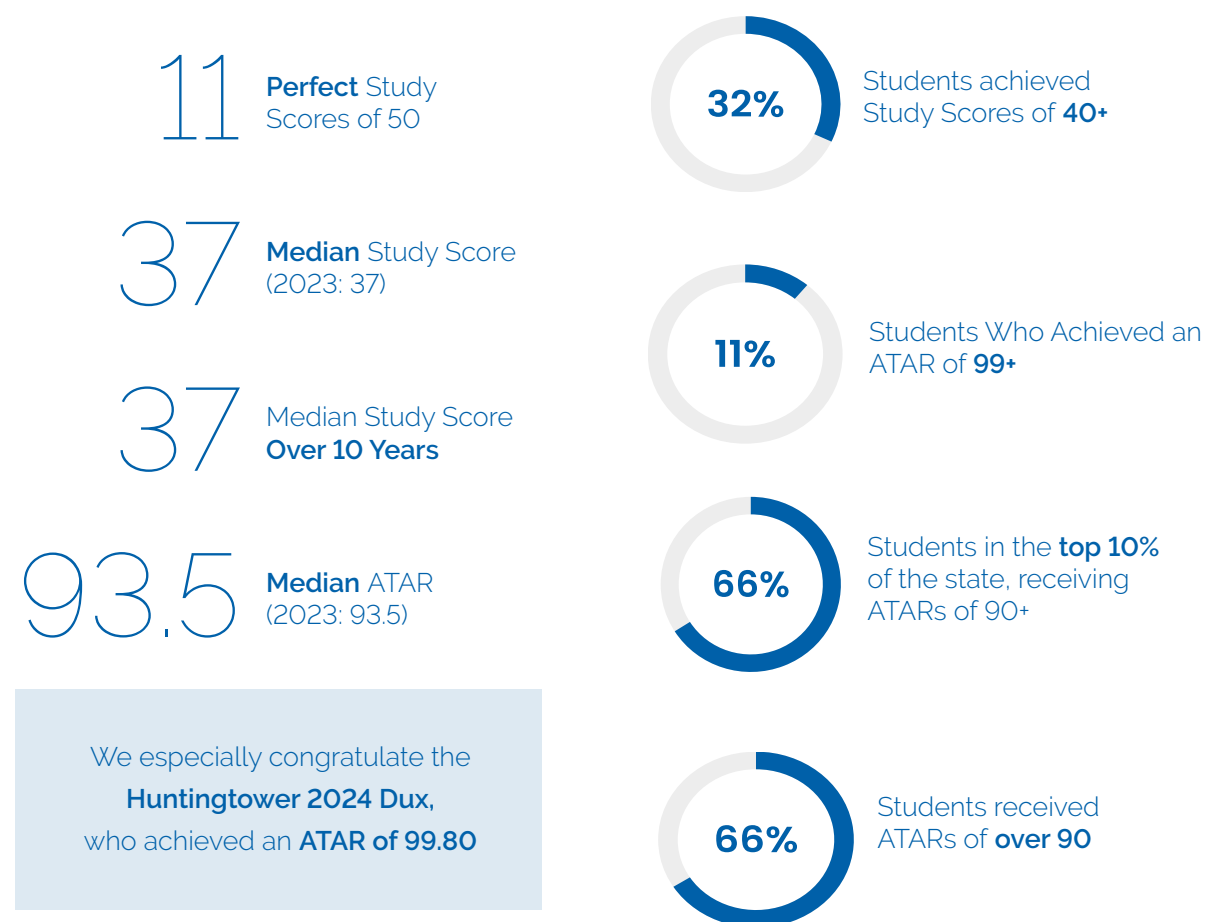
Year	Reading		Writing		Numeracy		Spelling		Grammar & Punctuation	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
3	96	96	100	100	100	96	100	92	88	96
5	96	100	92	96	100	96	92	100	92	96
7	99	99	97	96	97	97	97	94	95	94
9	94	99	95	94	99	99	97	100	90	94



VET Performance



VCE Performance



Summary of VCE Results

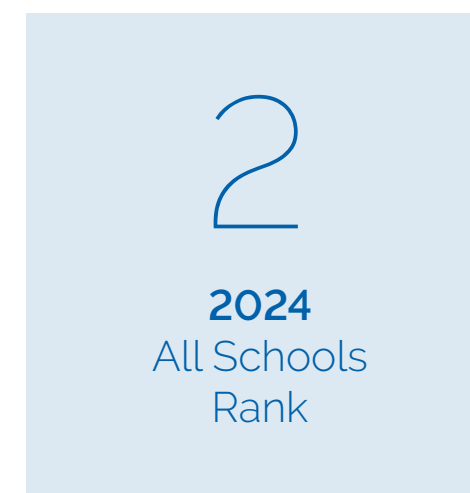
Percent Above 40



Median Study Score



Victorian All Schools Rank



3 **2023**
All Schools Rank

8 **2022**
All Schools Rank

5 **2021**
All Schools Rank

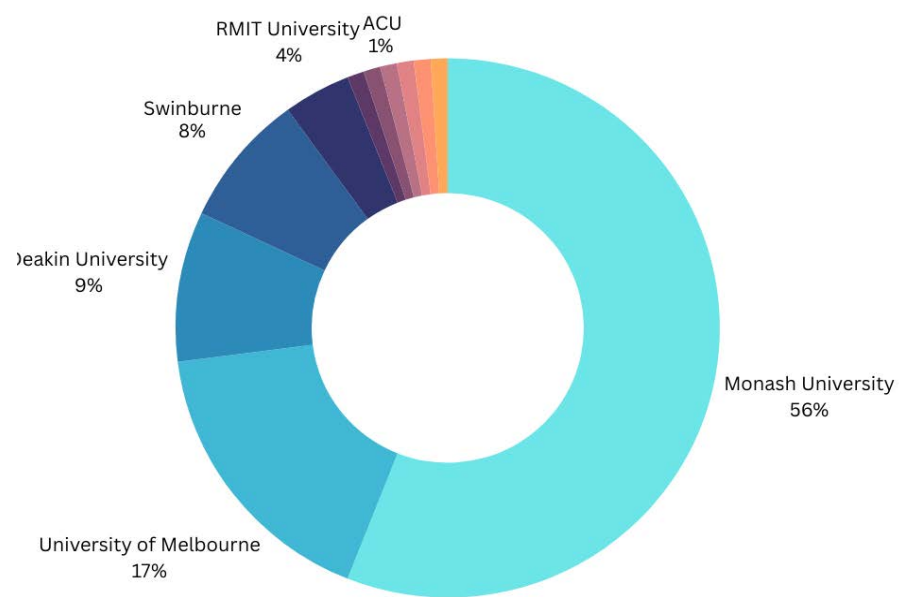


Tertiary Destinations

Huntingtower continues to have a very high placement of students in tertiary education. Huntingtower students all received tertiary offers via the December and January relevant Tertiary Admissions Centre Round Offers.

The most popular university choice is Monash University which accounted for 56% of the offers received. Natural & Physical Sciences was our most popular career category with 22% taking up this option. Health attracted 19% and Society and Culture 17% of our students.

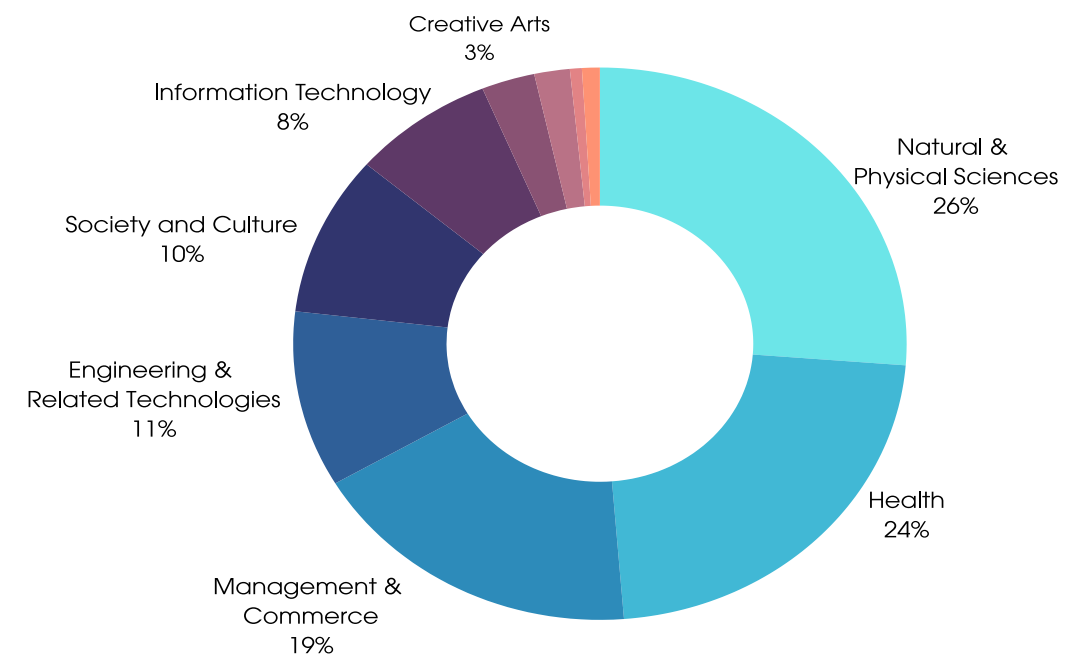
Institute Destinations



- 56%** Monash University
- 17%** University of Melbourne
- 9%** Deakin University
- 8%** Swinburne
- 4%** RMIT University
- 1%** Latrobe
- 1%** Victoria University
- 1%** ACU
- 1%** JMC
- 1%** Box Hill Institute
- 1%** Elly Lukas Beauty Therapy College



Course Destinations



- 26%** Natural & Physical Sciences
- 24%** Health
- 19%** Management & Commerce
- 11%** Engineering & Related Technologies
- 10%** Society and Culture
- 8%** Information Technology
- 3%** Creative Arts
- 2%** Architecture & Building
- 1%** Education
- 1%** Food, Hospitality & Personal Services



Financial Overview



Finances in 2024

Huntingtower School is a not-for-profit organisation, with all funds reinvested to support the operation, enhancement, and long-term sustainability of the School. The School remains in a strong financial position, underpinned by robust financial management and the assurance of an independent annual audit of its accounts.

The Finance and Administration team play a critical role in supporting the School's operations. It provides timely financial information and effective systems across all areas of the School, continuously seeking efficiencies to optimise resource allocation while ensuring full compliance with statutory and regulatory requirements.

In 2024, Huntingtower reported a surplus of \$5.29 million, an increase from the \$3.92 million surplus recorded in 2023. This strong result was driven by a significant uplift in investment income and the integration of the Huntingtower Foundation's financial activities into the School's accounts. It is important to note that non-operating income includes unrealised investment gains attributed to both the School and the Huntingtower Foundation.

Throughout 2024, Huntingtower School maintained stable enrolment levels, with student numbers remaining close to 772 and the majority of year levels operating at or near capacity. The School has continued its long-standing record of financial strength, and this position was sustained throughout the year.

For the financial year ended 31 December 2024, the School's auditors, Saward Dawson, issued an unqualified audit opinion, affirming the integrity of the School's financial statements.

Huntingtower generated \$7.2 million in net cash from operating activities in 2024, up from \$5.6 million in 2023.

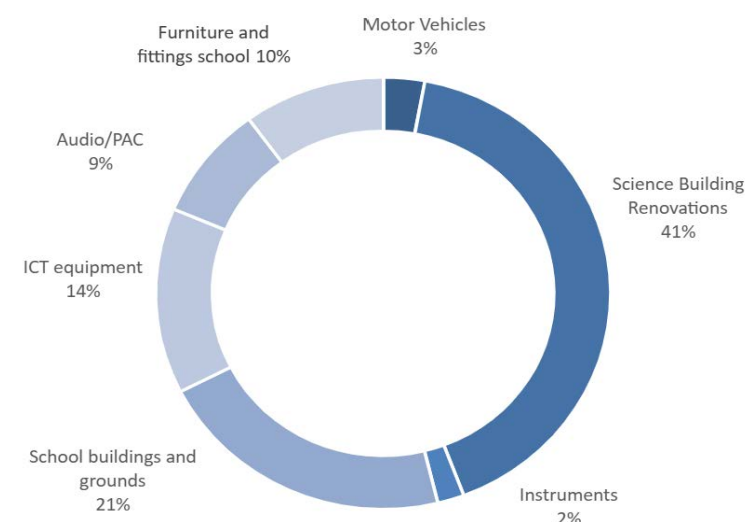
This strong operating cash flow enabled the School to fund several capital works and refurbishment projects, while continuing to provide students with a rich educational experience and access to high-quality resources.

Capital Works

The School spent \$1.3m on capital works during the year. Some of the key expenditure items included:

- Refurbishment of the Senior Science building
- Upgrade of plant and equipment at the Huntingtower Swimming and Aquatic Centre
- Ongoing updates of the ICT equipment
- Sound and light equipment for the Performing Arts Centre

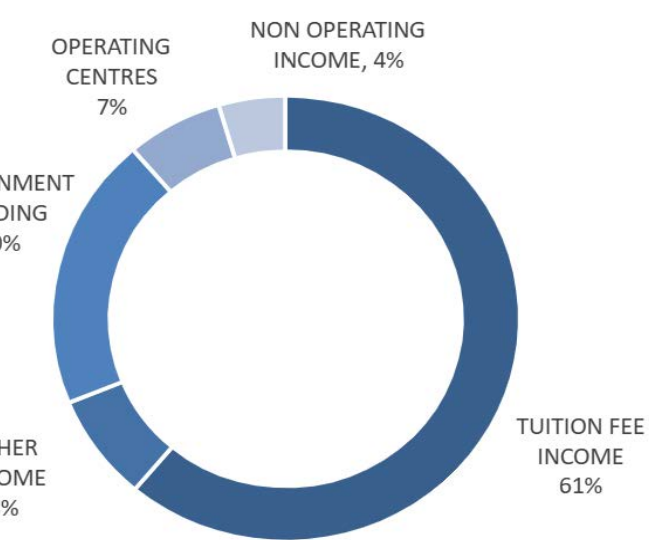
The continued investment ensures both students and staff have access to well maintained and safe spaces for educational programs.





Income

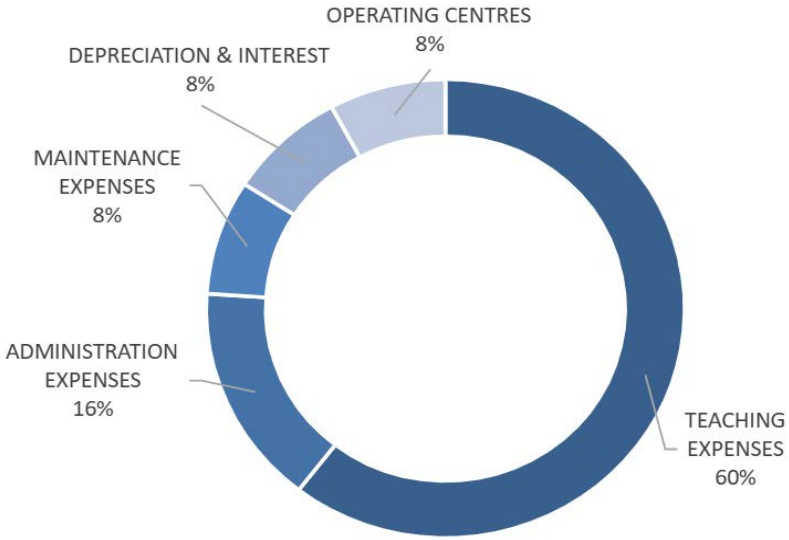
Tuition fees account for 61% of the School’s total income. Government grants comprise 20% with the balance coming from other income such as investment income, donations, and income from operating activities such as the HSAC pool and HT Uniform shop.



	2024 (\$m)	2023 (\$m)
Fee Income	19.1	17.7
Other Income	2.4	1.7
Government Grants	6.2	6.1
Operating Centres	2.1	2.0
Non operating income	1.4	0.0
Total Income	31.2	27.5

Expenditure

Expenditure was managed effectively and efficiently through established processes.



	2024 (\$m)	2023 (\$m)
Teaching Expenses	15.7	14.6
Admin Expenses	4.0	3.5
Maintenance Expenses	2.1	1.5
Depreciation & Interest	2.1	1.8
Operating Centres	2.1	2.2
Total Expenses	26.0	23.6

Staff Register

Principal

Mrs S Christensen BA(Hons), DipEd

Vice Principal

Ms M Beal BA, DipEd
Mrs S Swan BEd MEdStud

Head of Wellbeing & Learning Enrichment

Mr D Owens MEd, GDipEd, BSc

Head of Junior School

Ms C Major Gough BEd, BMu

Director of Business Operations

Mrs T Parkyn BBus(Acc), CA, GAICD

Secondary School Teaching Staff

Ms T Ardiyanti BA, MTch
Mr T Barlow BA(Hons), MA, MTch
Ms B Baynham BEd(Sec)
Ms C Benavides BSc, DipEd
Mr T Bockman BPerfArts, PGDipEd(Sec)
Mrs L Bos BSci(Hons), DipEd MACE
Ms M Busby BEd
Mr C Cheung BScIT, MTch(Sec)
Mrs C Collins BTch, BApSc
Mrs N Demasi BSc, DipEd, GCertEd
Mrs J Dickson BEd
Mr T Do BSc, MTch
Ms J Douglas BEd
Mr A Drennan BA(Hons), DipEd
Ms J Ferguson MCommDes, BE,
Ms S Gavillucci BLaw, MTch
Mrs E Georgakopoulos BCom, MTch
Ms S Heine BE, ME
Mr G Hellard GradDipEd(Sec) MEngSc BE
Mrs B Hender BSc, GradDip(EdSt), GradDip(SpecEd)
Ms A Howard GCCarDevPract, BAppSci, BTch
Mr R Jones BA, HDE, BEd, MSocSc
Mr J Le MTch
Mr J Levey MTch, BA
Ms M Lopez BA(Hons), MA DipEd
Mr C Marriott BA (Hons), MSc, MTch
Mr M Mazzaferri BEd GradDip Computer Science
Mr M McDonald BA(Hons) LLB(Hons) MTeach

Ms O Morazzani BA, BTch
Mr T Morgan-Richardson MTch, BSc
Mr D Mowat DipArts(Mus), GDipEd
Ms T Nguyen BEd, BSc
Ms A Oates BPschSc, MTch
Mr L Parsons BA, DipEd
Mr B Pearce Bsurv, DipEd
Ms L Perry BEd, GDipEd, BEdSt
Mr A Phillips BBus, GDipEd(Sec)
Ms C Platt MTch, BA, MEd
Mrs M Power BEd, GCert (GraphicDesignPractice)
Mrs A Raiden BTch, BA, MEd
Ms S Reedy BPharm, MEd
Ms T Reynolds BSc, BEd
Ms S Rossiter BSc, BEd, MEd
Mr J Ryan MEd, BEd, BSc
Mr S Sakellaridis BA(Hon)
Ms A San Martin PGDipEd(Sec), PGDipTchEngSecL, BA
Mr A Sankey BA, BSc, DipEd, MA MBusAdmin
Mr R Sappideen BlindDes, BTch
Miss S Scholast BSc, MTch
Ms K Sharp MEd, BSc, DipEd
Mrs T Sheehan BEd
Ms K Sims GDipEd, BMu
Mr A Smale BSc, MEd
Mr J Smart BEd, BSc
Mr D Smith MPOL, BBioSci, GCert(Humanities), GDipEd
Mrs S Storey BA(Hon) PGCE Dip Theology
Mr T Survi BEd, Dip CLIL
Mr S Tan BSc
Ms E Wackett BA, DipEd, PGDipEd
Mrs C Wareham GDipEd, BDes< MEd
Mr C Warner BA, MTch
Miss E Warren BHSc, MTch
Mrs S Wilson BEd, Dip Arts (Theatre Technology)
Mr A Wroe BSci(Hons), PGCE

Junior School Teaching Staff

Ms C Bateman	DipEd(Prim) GDip (Health)
Mrs M Cole	BEd
Mr N Dinnison	BPe
Ms S Fry	BEd(Prim)
Ms D Handby	BEd(Prim)
Ms A Ho	BA, BTch(Prim)
Mrs R Jenkin	MEd, DipEd GCertSpecEd
Ms J Knight	BA, BTch, MSchLdship
Mrs S Kouvelis	BEd
Ms C Mowat	DipTch(Prim), GCertEd, GCert(ASD)
Mrs G Nix	BA(Hon), PGCE
Ms K Prince	BEd
Mrs C Schokman	GDip(Sec) ADCC, DipRE, ASoc&Pol
Ms R Sinclair	BEd
Miss C Sulc	BMus, MTch
Ms R Wallace	BEd(Prim)
Ms K Watson	BBioSci, PGDipEd(Prim)
Mrs K Williams	BTeach(Prim) GCeLearning, GCTESOL, MICTEd

ELC Teaching Staff

Mrs S Whitrod	DipTch, BEd, MEd
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Secondary School Teaching Aide Staff

Ms M Anderson	BAFineArts, CertEd
Ms G Emerson	
Mrs S Millar	
Ms E Womersley	BEd, MAppSci

Junior School Teaching Aide Staff

Ms K Eastham	AssocDipSocS
Ms N Halihinga	GDipELC
Mrs M McDonald	BA, BSc(Hons)
Mrs K Naylor	

Wellbeing Staff

Mrs V Close	BSW, Cert RT, Cert SFBT
Ms J Gorander	BBSc, GDipAPsy, RegPsychologist

Library Assistant Staff

Ms M Mullan	DipLibIS
Mrs A Wilson	BBus, MTch, MIS

Performing Arts Centre / AV Staff

Mr A Fabrikant
Mr T Jansen

Maintenance Staff

Mr O Bates
Mr D Bortoli Mr G Di Rienzo Mr R Moran
Mr M Withers

After School Care Staff

Ms R Bergman
Ms M Bortoli
Mrs J Clapp
Ms A Sriram
Miss M Tang

ICT Staff

Mr B Gardiner
Mr D Sheppard
Mr D Subasinghe

HSAC Staff

Mr T Goddard
Mr B Mansaray
Mr K Roach
Mrs M Rogers
Mr D Sotomayor Salazar

Canteen Staff

Mrs J He
Mrs M Hunt
Mrs M Suryadi

Staff Register

HT Uniform Shop Staff

Mrs C Bradwell
Mrs E Forbes

Instrumental Music Staff

Miss M Berlin
Ms M Bramble
Ms M Chan
Mr J Cremer
Mr J de Graaf
Mr A Efron
Mr M Guerrini
Ms S Hatton
Ms L Jones
Mr S Lee
Ms SJ Lewendon-Lowe
Ms N Munday
Mr C Nolan
Mr L Sasson
Ms K Sellmer
Ms S Sheridan
Ms S Thiagarajah
Ms J Tsai
Mr M Tsotsos
Mr L Werrett
Mrs J West

Administration Staff

Ms J Barlow
Mr C Doyle
Ms S Franklin
Ms D Goodsell
Mrs S Goodwin
Mrs J Growse
Mr B Hardcastle
Mr G Hardcastle
Ms J Hetherington
Mrs A Hou
Mr I Key
Ms L Koffyberg
Mrs J Lean
Ms Y Liu
Ms J Lovel
Ms D Maddaford
Mrs S Nuroo
Ms J Prudon
Mrs E Rulton
Mrs K Rust
Mrs V Schwab
Ms G Thompson



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