

HUNTINGTOWER

Prep to Year 12 Co-Educational School



Huntingtower School Association

2025 Annual Report

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Huntingtower School

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ABN 23 004 231 654 Registered School
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A Message From the Principal



A Message From the Principal

“Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.”

Proverbs 4:7

The theme that guided us throughout 2025 was “The Time for Thinkers Has Come.” It is a phrase from Science and Health with Key to the Scriptures by Mary Baker Eddy that speaks directly to the world our students are growing up in. We live in an age of unprecedented access to information. News, opinions and images arrive instantly and constantly, yet abundance does not always bring clarity. In such a world, the ability to pause, reflect and think deeply becomes more important than ever.

At Huntingtower we believe thinking is more than simply acquiring knowledge. True thinking asks us to question, to discern and to understand what lies beneath the surface. It requires courage, curiosity and a willingness to seek truth. Our School motto, Nosce te Ipsum - “Know thy true self” – reminds us that thoughtful reflection is central to both learning and character.

Whether in the classroom, on the sports field, on stage or during residential experiences, our students were asked to think, collaborate and act with purpose. In this way the theme became more than words; it became a lens through which we approached the many aspects of School life.

Academic excellence remains a hallmark of a Huntingtower education. The Class of 2025 achieved outstanding results with a median ATAR of 93.63, placing Huntingtower among the leading schools in Victoria. 11% of students achieved ATARs above 99 and 63% above 90. Perfect Study Scores were awarded across English, Economics, Mathematical Methods and Physical Education.

These results are particularly meaningful given that Huntingtower is a non-selective school. They reflect the commitment of our students, the dedication of our teachers and the culture of intellectual curiosity that exists within our classrooms. When students are encouraged to think deeply, pursue their passions and apply themselves with determination, remarkable outcomes are possible.

Beyond the classroom, 2025 was a year rich with opportunity and participation. Debating and Public Speaking continued to flourish, with students achieving success in State, National and International competitions. Teams reached Grand Finals in Debating Association of Victoria competitions, while individual speakers received recognition in prestigious speaking competitions such as Rostrum, Lions Youth of the Year and AIDSPC.

Students also excelled in areas of law, technology and problem solving. Huntingtower students were crowned State Champions in the Victorian Mock Trial Competition, while others represented Victoria at the WorldSkills National Championships, earning national medals in Information Technology.

In the creative and performing arts, students once again embraced opportunities for imagination and collaboration. The Senior School production of Freaky Friday brought together more than 120 students across performance, music, technical production and stage management, demonstrating the enthusiasm and collegiality that define the performing arts at Huntingtower. Our Media students successfully participated in a range of competitions across Australia with Bond University awarding us Best Media School in Australia (BUFTA).



Music continues to be the heartbeat of our School. Numerous ensembles and orchestras operate across the School, including a vibrant Senior School Orchestra, while five choirs provide further opportunities for musical expression. Students achieved outstanding recognition at youth music festivals and choral competitions.

Sport remains another area where our students thrive. Huntingtower teams achieved significant success within the EISM competition, with numerous teams reaching championship finals. Sport at Huntingtower is about far more than trophies; it offers opportunities to challenge oneself, build resilience and learn the value of teamwork.

Our residential program continues to play an important role in student development. Experiences from the early years through to the Duke of Edinburgh program encourage independence, reflection and collaboration. With destinations including Lorne, Mount Buller and Uluru, alongside international opportunities such as the New Zealand Geography Tour, European Music Tour and Indonesian cultural experiences, students were able to broaden their perspectives and deepen their understanding of the world around them.

The Junior School remains a vibrant environment where curiosity and creativity flourish. The Junior School production of Finding Nemo brought colour and enthusiasm to the stage, while students participated in a wide range of academic, artistic and musical pursuits including mathematics competitions, chess and ensemble music programs.

During 2025 we also continued to invest in the future of Huntingtower. Construction commenced on the redevelopment of key learning areas, including new Junior School and Middle Years facilities designed to

support contemporary teaching and learning. At the same time, one of our oldest buildings on campus, the Cottage, was carefully restored and will serve as the School's reception area from 2026. The project reflects our commitment to honouring the School's history while continuing to build for the future.

Behind every achievement stands a dedicated community. My sincere thanks go to the many teachers whose passion, care and expertise shape the daily experiences of our students. I also acknowledge the invaluable work of our Parents and Friends Association, whose efforts enrich life at Huntingtower, and the School Board whose guidance and commitment ensure the continued strength of the School.

As we reflect on the year that has been, the message of our theme remains clear. In a world overflowing with information, thoughtful discernment matters more than ever. The time for thinkers has indeed come. At Huntingtower we are proud to nurture a community where courage, integrity and thoughtful reflection guide both learning and life.

"We must form perfect models in thought and look at them continually, or we shall never carve them out in grand and noble lives."

Mary Baker Eddy, 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 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.

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 expectation 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.

In 2025, we embraced the theme "The time for thinkers has come," encouraging everyone to reflect on what is truly important, base our thoughts in kindness and acknowledge our spiritual identities. Students were challenged to participate actively and ask questions to deepen their understanding.



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

This annual report is an opportunity for the Board to express its collective gratitude to the many people who make Huntingtower such a shining light. In Science and Health with Key to the Scriptures, Mary Baker Eddy writes:

“Gratitude and love should abide in every heart each day of all the years.”

And the gratitude from the Board for all the goodness at Huntingtower is unlimited.

On behalf of the Board, I would like to thank Mrs Shan Christensen for her contribution this last year. Mrs Christensen has demonstrated an enormous commitment to Huntingtower since taking on the role of Principal.

The 2025 VCE and NAPLAN results were outstanding. Many of our sporting and debating teams won their respective divisions and our music and theatre performances showcased some amazing talent.

Thank you to the teachers who put in so much extra time to ensure our students are reaching their true potential, the administration staff who so lovingly, keep the wheels turning so effortlessly, the grounds staff who make it such a delight for staff, students and parents to come to school every day and see such beauty, and to all our volunteers: our vibrant P&F, classroom representatives, sports volunteers, parents who help out at school, and our Huntingtower Foundation members who manage the school’s bursaries and investments.

I would like to specifically thank two key groups.

Firstly, to the Huntingtower Executive whose role it is to run the school. I would like to thank them for their dedication and commitment to providing the best possible education and

resources for our students. The Huntingtower Executive is made up of Mrs Shan Christensen, Miss Melanie Beal, Mr Dean Owens, Mrs Tania Parkyn and Mrs Susan Swan.

Secondly, I would like to thank my fellow Board members, Nigel Hutchinson Brooks, Amy Haynes, Neil Cochrane, Chris Backman, Amanda Dunsmore, Lynn Bruce-Clash and James Younger. All serve as volunteers and do so because of their love for education, for Huntingtower and for Christian Science. Thank you for making the time and guiding the school with grace, wisdom and prayer through a challenging few months.

One of the key functions of the Board is to oversee the development of the overall strategic plan, and from this, the development of the building masterplan. With the completion of the strategic plan in 2024, the Board approved a new building program to build much of the Junior School, add some general classrooms for the Senior School, build a new Staffroom and redevelop our beloved Cottage to create a new reception space. The Cottage will be completed in February 2026 and the main building, in October 2026, in time for our 100th anniversary in 2027.

In 2025, we saw the introduction of the second stream in Year 5. This decision made in 2024, has enabled us to provide an even better educational experience and expanded social opportunities for the students in the Junior School.

Thank you to all who made 2025 such a successful year in academic, sporting, artistic and community endeavours. The Board looks forward to 2026 and the completion of the current building programme.

Peter Thompson

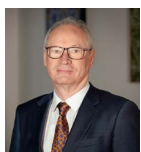
President – Huntingtower School Association
Chairman of the Board of Huntingtower School

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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

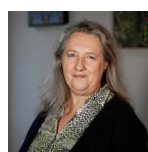


Christopher studied at The University of Melbourne and obtained bachelor degrees in both Property & Construction (Construction Management) and Commerce (Finance). His passion for building led him to forge a career in construction management and development management. During Chris' career as a construction 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 one child 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 772 students enrolled in 2025 from Prep to Year 12. Our student body comprised 49% boys and 51% girls, with 1 student identifying as another gender. There were no Aboriginal students enrolled and 1 international student attending the school in 2025.

English is the primary language spoken at home for 49% of our families, followed by Mandarin/Chinese/Cantonese for 26%.

Retention Rate

The student retention rate from Year 9 to Year 12 was 90%. There were 94 students enrolled in Year 9 in 2022, and of these, 85 were present in the Year 12 graduating class in 2025.

The retention rate from Year 6 to Year 12 was 68%. Of the 25 students enrolled in Year 6 in 2019, 17 progressed through to Year 12 in 2025.

The Foundation to Year 6 retention rate was 77%, with 17 of the original 22 Foundation cohort still enrolled in Year 6 in 2025.

772 Students



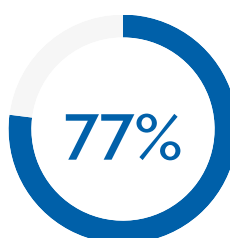
Gender
49% Male
51% Female



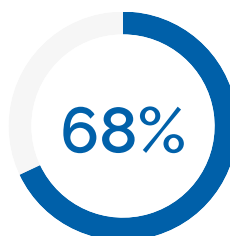
Years 9 - 12
Retention Rate



Home Language
49% English
26% Mandarin/Chinese/
Cantonese
25% Other Languages



Foundation - Year 6
Retention Rate



Grade 6 - Year 12
Retention Rate



1 International Student



Child Safety

Huntingtower has continued to strengthen its commitment to child safety by embedding a culture of continuous review, student voice and proactive education across the school community.

As part of this work, a range of targeted actions have been undertaken to further strengthen the school's child safety framework. Members of the Child Safety Committee completed ChildSafe Australia Level 3 training to deepen expertise in best practice child safety governance and oversight. The school has also continued translating key child safety policies into identified community languages to ensure information is accessible to all families and to support clear communication across the school community. In addition, a curriculum audit has been undertaken to review how Indigenous perspectives are represented across learning areas, ensuring that teaching and learning reflect inclusive and respectful practices aligned with child safe principles.

Student voice has also been an important focus. During the year, a student led Child Safety Committee was established to provide a platform for students to contribute to discussions around safety and wellbeing within the school. The committee works alongside staff to offer insights from a student perspective and helps ensure that initiatives and policies remain relevant, accessible and responsive to the needs of young people.

In recognition of the growing importance of the digital environment in students' lives, the school has also placed an increased emphasis on child safety in online spaces. This has included strengthening education for students and families around safe and respectful online behaviour, as well as continuing to review the school's digital practices to ensure that online learning and communication platforms remain safe and appropriate.

Through these initiatives, Huntingtower continues to prioritise the safety and wellbeing of every student, ensuring that child safety remains a central focus of the school's culture, policies and daily practice.

Student Wellbeing

Student wellbeing continues to be a central focus of the school's work, recognising that students flourish when they feel connected, supported and equipped with the skills to navigate challenges. Throughout the year, the school has continued to strengthen its pastoral care approach through the integration of Positive Education principles, supporting students to develop habits and mindsets that promote both wellbeing and learning.

A particular emphasis has been placed on helping students build the foundations of positive mental health through practices that develop resilience, optimism and a sense of purpose. Through pastoral sessions and classroom learning, students have engaged in activities that encourage reflection on personal strengths, the development of healthy coping strategies and an understanding of how thoughts, emotions and behaviours influence overall wellbeing.

The school has also continued to prioritise the importance of connection and belonging within the community. Programs and activities have been designed to strengthen peer relationships, encourage gratitude and foster a supportive environment where students feel valued and included. These experiences contribute to a culture where students are encouraged to look after their own wellbeing while also supporting the wellbeing of others.

Through these ongoing initiatives, the school remains committed to nurturing the whole child, ensuring students are supported not only in their academic pursuits but also in developing the skills and dispositions that enable them to lead balanced, meaningful and fulfilling lives.



Student Survey 2025 - Summary

The 2025 students participated in the Independent Schools Victoria LEAD Student Satisfaction and Year 12 Exit Surveys. These surveys provide a powerful insight into how students experience life and learning at Huntingtower. The feedback affirms that students feel positively about their school, their teachers and the opportunities available to them.

Across all year levels, students report that Huntingtower provides a stimulating learning environment where they are encouraged to think deeply, develop strong foundational skills and take responsibility for their own learning. Students value being challenged academically while feeling supported to achieve high standards. They speak positively about teacher knowledge, clear expectations and the encouragement they receive to improve their work.

A strong sense of belonging continues to be a defining feature of the School. Students indicate that they feel safe, treated fairly and respected by both staff and peers. They report positive peer relationships, a culture of mutual support and confidence that adults respond appropriately to concerns. Many students express pride in being part of the School community.

Students also recognise the breadth of opportunities available to them. They value access to high-quality facilities and resources, co-curricular activities and leadership development. The surveys reflect that students feel encouraged to participate, to contribute and to grow personally as well as academically.

Feedback from our graduating Year 12 students reinforces these themes. As they conclude their schooling, they reflect positively on the preparation they have received, the relationships formed and the values instilled in them during their time at Huntingtower.

Overall, the 2025 student feedback affirms that Huntingtower continues to provide a balanced, supportive and aspirational learning environment in which students feel known, challenged and inspired to grow.



Student Attendance Rates

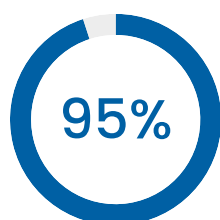
The following procedures are in place for monitoring student attendance:

- 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.

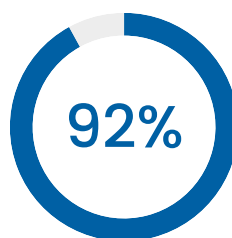




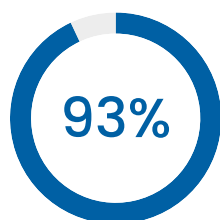
Student Attendance Rates



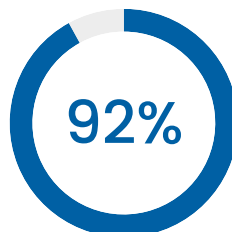
Year 7
Attendance Percentage



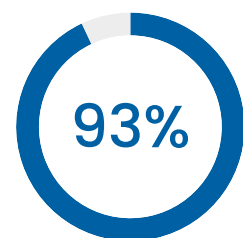
Year 11
Attendance Percentage



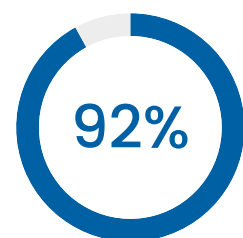
Year 8
Attendance Percentage



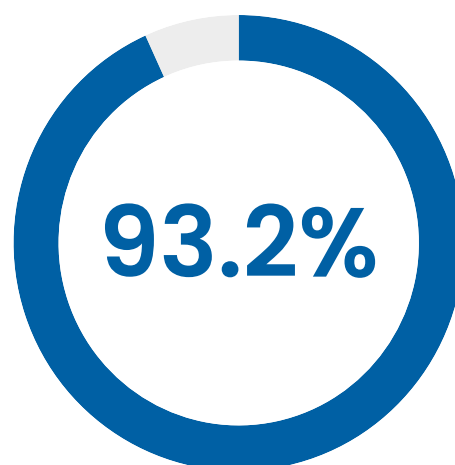
Year 12
Attendance Percentage



Year 9
Attendance Percentage



Year 10
Attendance Percentage



Overall Average
Attendance Percentage



Community Voice



Our Community

Huntingtower is committed to listening to the views and expectations from the community, parents, and students. In 2025 parents participated in the Independent Schools Victoria LEAD Parent Satisfaction Survey.

The Survey results reflect a community that values not only academic excellence but also the nurturing, values-based environment that underpins the Huntingtower experience.

Families continue to affirm the quality of teaching and the strength of the academic program. Parents report that their children are motivated to learn, are well prepared for the next stage of their education and are supported to develop strong foundational skills alongside critical thinking and independence. Just as importantly, they recognise the care, dedication and professionalism of our teaching staff.

The survey also highlights the importance of wellbeing within the School community. Parents describe Huntingtower as a safe and supportive environment where students are known, treated fairly and encouraged to grow socially and personally. The strong sense of belonging and community remains a defining feature of the School.

Parents feel welcomed and valued as partners in their children's education. They appreciate open communication, approachable staff and the opportunities provided to be involved in school life. Many families continue to choose Huntingtower because of its academic reputation, its emphasis on sound values and the distinctive culture that supports each child's individual development.

The Parents and Friends Committee at Huntingtower has organised a number of events throughout the year that build a strong sense of community throughout the School. The committee 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 staff are one of the School's most valuable assets. In 2025 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)



Gender
35% Male
65% Female



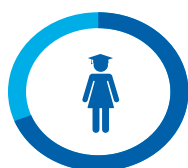
Employee
Average Attendance



Employment Type
71% Full-time
29% Part-time



Employee
Retention Rate



Staff Department
67% Teaching Staff
33% General Staff

Professional Learning

In 2025 we continued to build on the strong professional learning model developed over previous years. We connected to our theme for the year; "The time for thinkers has come". This led to the implementation of a professional learning focus of developing critical thinking skills.

Every teacher engaged in a group where they shared ideas, tried new strategies and visited each other's classrooms to provide feedback. We discussed our pedagogical model for teaching and learning; 'Teaching for Understanding', which we implemented a number of years ago after staff completed training through Harvard University. This model is based on the premise that students learn most effectively when they actively construct their own understanding of the curriculum.

Through our weekly sessions, we read and learnt about specific strategies to develop critical thinking. We covered visible thinking, thinking routines, developing a culture of thinking, question asking and the SOLO taxonomy.

The culmination of this was each teacher developing a project in their own classroom which they shared and discussed at one of our end of year professional learning days. There was a genuine buzz during this session while everyone participated in sharing new and exciting ideas.

In addition to the professional learning groups, a number of staff members attended external conferences and learning workshops. They brought back and shared what they learnt through presentations at our staff meetings.

Throughout the year we continued our relationship with Tracey Ezard where we built on the communication and leadership growth that we began in 2024. Tracey ran a number of workshop through our professional learning days and staff had ongoing access to her online course "The Buzz". This led to a number of changes in meeting structures, communication protocols and the development of strong middle leadership.



Staff & Professional Development



Staff Survey 2025

The results from the Independent Schools Victoria LEAD 2025 Staff Satisfaction Survey affirms a strong and positive workplace culture at Huntingtower, with staff expressing high levels of pride, commitment and professional fulfilment.

Staff report a deep sense of alignment with the School's ethos and values, and confidence in the quality of teaching and learning delivered across the School. Teaching staff speak positively about the professional standards upheld within classrooms, the strength of student behaviour and the supportive pastoral environment that underpins student growth.

A clear theme throughout the survey is pride in the organisation. Staff indicate that they are proud to work at Huntingtower, would recommend the School to others and would confidently choose it for their own children. This level of advocacy reflects both satisfaction and trust in the School's direction and leadership.

The survey also highlights strong perceptions of resourcing and infrastructure. Staff acknowledge access to high-quality materials, attractive and well-maintained facilities and the technology required to perform their roles effectively. Professional learning is recognised as a strength, with staff reporting that development opportunities enhance their capacity and support improved student outcomes.

Across both school-based and workplace domains, the results demonstrate a culture characterised by collaboration, peer support and shared purpose. Staff feedback suggests that Huntingtower continues to provide an environment where high expectations are balanced with care, professional growth and mutual respect.

Overall, the 2025 results reflect a committed and engaged workforce that is aligned to the School's mission and dedicated to delivering excellent outcomes for students.



2025 School Achievements



Music

The Music Centre experienced continued growth in 2025, supported by strong student engagement across ensembles, choirs, classroom music and private lessons. This collective involvement resulted in a rewarding year of purposeful rehearsals and high-quality performances.

Our talented musicians travelled to Europe to compete in the Budapest Youth Music Festival, connecting with young people around the world through their shared love of music. This year, both the Senior Choir and Grazioso Chamber Choir had incredible opportunities to shine, achieving outstanding results taking home the Overall Best Choir Award at the Monash Youth Music Festival and a Gold Award at VSMF.

The year was filled with a vibrant and diverse range of musical events, including the P&F Welcome Picnic, Autumn Concert, ANZAC Day Assembly, House Performing Arts, Winter Concert, the production of "Freaky Friday," Spring Concert, participation in the Victorian Schools Music Festival, the Monash Youth Music Festival, P&F Christmas Carols, and Celebration Night.

The Junior School Music Program continued to flourish in 2025, with strong engagement across a range of ensembles and performance opportunities. Junior students were prominently featured in major performance events, including the Winter Concert and the Junior School and Middle School Spring Concert.

The Junior School String Program continued to play a vital role in fostering student participation and enjoyment in music through the Junior Strings program, while the Junior School Choirs maintained strong engagement and high performance standards. Across both the Junior and Senior Schools, the Music Program offered a diverse range of ensembles designed to support students at every stage of musical development.

These included String Orchestras, Concert Bands, Percussion Ensembles, Choirs, the Symphony Orchestra, Big Band and Guitar Ensemble. A highlight was the Pit Orchestra for the school production

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 'Clue' a comedy based on the classic board game, 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 version of Charlie and the Chocolate Factory, The Greatest Showman, Moana and Shrek the Musical, fostering collaboration and school spirit across all year levels.

A major highlight of 2025 was the strength of the productions across both the Junior and Senior Schools. The Junior School production of Nemo was a highlight, with the entire Junior School involved, showcasing remarkable enthusiasm, teamwork and creativity from students and staff alike. In the Senior School, the production of Freaky Friday was equally impressive, most notably for the sheer scale of participation, with 120 students contributing across acting, orchestra, lighting, sound, costume, props, back-stage management, ushering and filming. Whether on stage, front of house, in the orchestra pit or behind the scenes, the collegiality, commitment and shared sense of purpose across both productions were truly outstanding.



Sport

Junior School

Junior School Sport in 2025 was characterised by exceptional participation, strong House spirit and outstanding achievements across a wide range of competitions. Our Junior School sporting program continued to provide valuable opportunities for students to develop fundamental skills, teamwork and sportsmanship, while fostering confidence and a strong sense of community.

The year began on a high note with the Junior School Swimming Carnival, where students proudly represented their Houses and gave their best in every event. The day was filled with energy and encouragement, resulting in an impressive victory for Thomson House.

Junior School athletes also enjoyed notable success at the Gardiners District Athletics Championships. Their efforts resulted in 22 students qualifying for the Monash-Waverley Division Athletics Championships. In a thrilling finish, the Junior School team secured the title of Gardiners District Champions for the second consecutive year.

Students benefited from opportunities to engage in new sports, including Flag Football. Our Junior School Flag Football team competed in the Victorian Under 12 State Championships.

The annual Junior School House Athletics Carnival further reinforced the importance of participation and House pride. Students competed across eight events, achieving numerous personal bests. Overall, Junior School Sport in 2025 was a source of pride, fostering positive experiences and lifelong attitudes towards health, fitness and teamwork.

Secondary School

The 2025 sporting year at Huntingtower was a strong reflection of participation, excellence and community spirit. Students across all year levels were actively involved in House Carnivals, EISM competitions, gala days and representative events, consistently demonstrating determination, teamwork and outstanding sportsmanship.

The annual HOSA Sports Day was a highlight of the year, bringing together current students and alumni for competition across 11 sports. In front of a large and enthusiastic crowd, the event showcased athleticism, camaraderie and school pride, culminating in a thrilling Men's Soccer match that secured an overall victory for the current students.

Huntingtower continued its tradition of success at EISM and All Schools level. The Swim Team claimed both boys' and girls' aggregate trophies at the EISM Division 1 Swimming Carnival for the seventeenth consecutive year, with seven records broken on the day. The Athletics team finished second overall at the EISM Athletics Carnival, with the girls' team placing first in their division. Strong performances were also recorded across Cross Country, Badminton, Netball, Volleyball, Hockey, Soccer and Tennis, with multiple teams crowned EISM premiers during Terms 2 and 3.

House Sport continued to play an important role in building school spirit, with Rayner House achieving significant success across carnivals. Year 7 students completed their first EISM season with enthusiasm and impressive results. Overall, Sport in 2025 provided meaningful experiences that strengthened connection, character and lifelong engagement in physical activity.



Chess

Chess continued to go from strength to strength in 2025, with the Senior Chess Team achieving an outstanding result at its first zonal tournament of the year. Competing against 21 teams from leading schools the team finished in second place securing qualification for the State Finals in October. This result marks the 14th consecutive year that Huntingtower has qualified for the State Finals, reflecting the sustained depth of talent and commitment within the chess program. Throughout the year, students participated in a range of competitive opportunities, including EISM Chess, external zonal competitions and internal House Chess events. Growth in Chess Club participation was another notable highlight, further strengthening the program and building confidence for future success at the highest levels of competition.

Mock Trials

In 2025, Huntingtower’s Legal Studies students continued to excel in the Victorian Schools Mock Trials Competition, gaining valuable insight into real world legal practice through authentic court experiences. With two teams competing throughout the preliminary and final rounds, students developed strong advocacy, teamwork and problem solving skills as they prepared and presented cases in challenging areas of law, taking on roles including barristers, solicitors, witnesses and tipstaff. The year culminated in an outstanding achievement, with one Huntingtower team winning the Victorian Schools Mock Trials State Grand Final, securing a not guilty verdict in a Supreme Court presided case. This success reflects the students’ commitment, confidence and growing leadership, and highlights the strength of the Mock Trials program in inspiring future pathways in law.

Debating & Public Speaking

Debating and public speaking continued to thrive in 2025, with students from every year level participating in a wide range of local, national and international competitions, including DAV Schools, British Parliamentary debating, Rostrum Public Speaking, Speakfest, AIDPSC and the World Individual Debating and Public Speaking Championships (WIDPSC). Highlights included representation at the World Championships in Malaysia, where students achieved top-25 overall world rankings, multiple finals appearances and a sixth-place finish globally in persuasive speaking in a highly competitive field of fifteen countries. National success was also evident, with eight students competing at the Australian Individual Debating and Public Speaking Championships, earning National Championship titles, joint National Champion honours at Speakfest, and qualifying two students for the 2026 World Championships, alongside strong results across state and interschool competitions.

Media

This year our Media students achieved success at the prestigious STUFFIT Film Festival, Bond University Film & Televisions (BUFTA) and Ipswich Film Festival for Youth award competitions. Their outstanding creativity and dedication were evident as they earned accolades and recognition including 'outstanding contribution by a school' at the Blue Heeler Film Festival, showcasing the exceptional talent within our program.

STUFFit Film Festival

Best Documentary
Best Short Film
People's Choice Award

Ipswich Film Festival for Youth

Best Documentary
Best Animation/Stop Motion

BUFTA - QLD/National

Best Documentary
Best Film
Best Sport Film
Best School



Academic
Success

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 in the Strong or Exceeding proficiency levels.

	Reading			Writing			Numeracy		
Year	2025	2024	2023	2025	2024	2023	2025	2024	2023
3	80	96	96	92	100	96	88	100	96
5	98	96	100	100	92	100	96	100	100
7	99	99	99	98	97	99	99	97	99
9	96	94	99	96	95	99	100	99	99

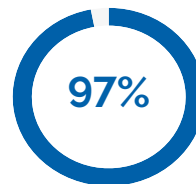
Percentage of students in the Strong or Exceeding proficiency levels.

	Spelling			Grammar & Punctuation		
Year	2025	2024	2023	2025	2024	2023
3	84	96	96	80	100	100
5	96	96	100	96	92	96
7	96	99	99	96	97	96
9	97	94	99	92	95	94



VET Performance

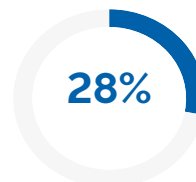
30 Students **enrolled** in a VET Certificate in 2025



VET Units of Competency **completed** in 2025

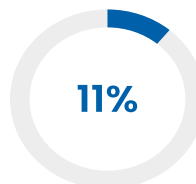
VCE Performance

4 **Perfect** Study Scores of 50



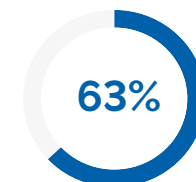
Students achieved Study Scores of **40+**

36 **Median** Study Score (2024: 37)



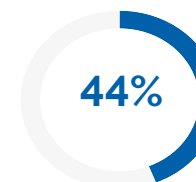
Students Who Achieved an ATAR of **99+**

37 Median Study Score Over 10 Years



Students in the **top 10%** of the state, receiving ATARs of 90+

93.6 **Median** ATAR (2024: 93.5)



Students received ATARs of **over 95**

We especially congratulate the **Huntingtower 2025 Dux**, who achieved an **ATAR of 99.80**



Summary of VCE Results

Percent Above 40



Median Study Score



Victorian All Schools Rank

6

2025
All Schools
Rank

- 22024
All Schools Rank
- 32023
All Schools Rank
- 82022
All Schools Rank
- 52021
All Schools Rank

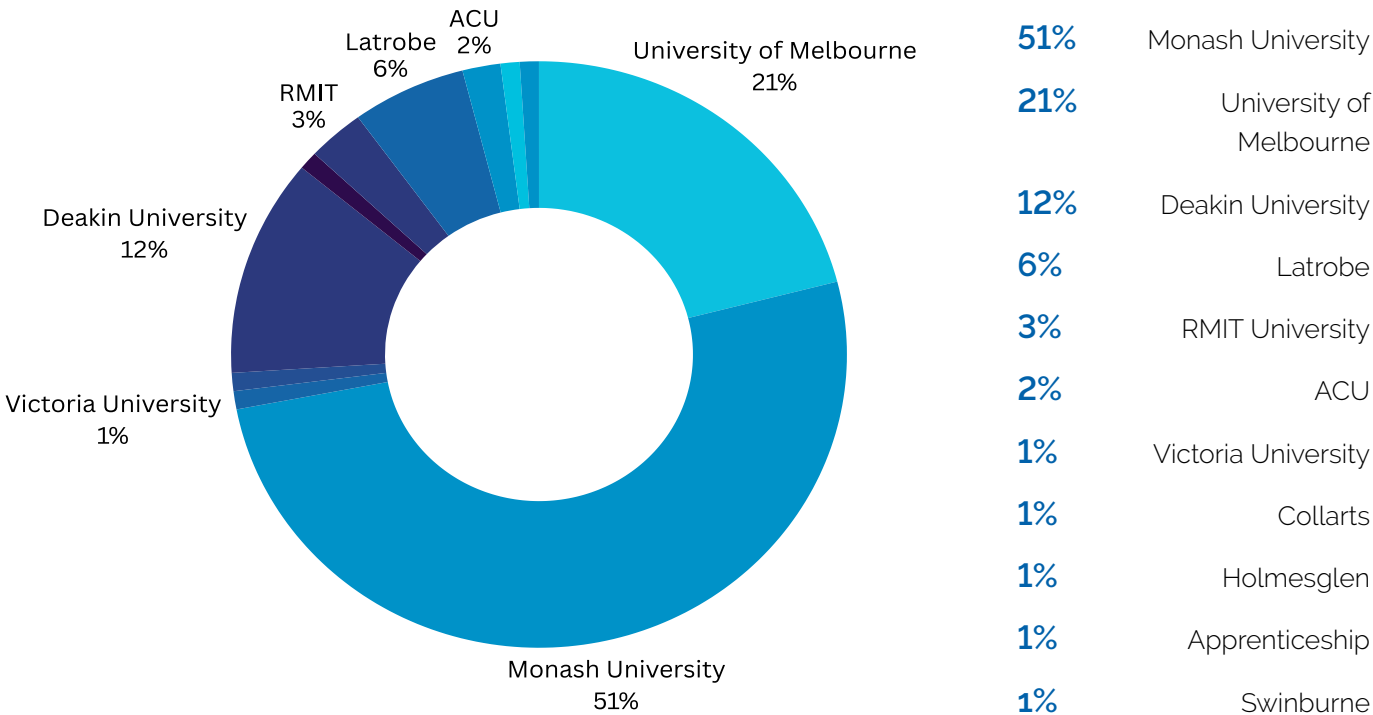


Tertiary Destinations

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.

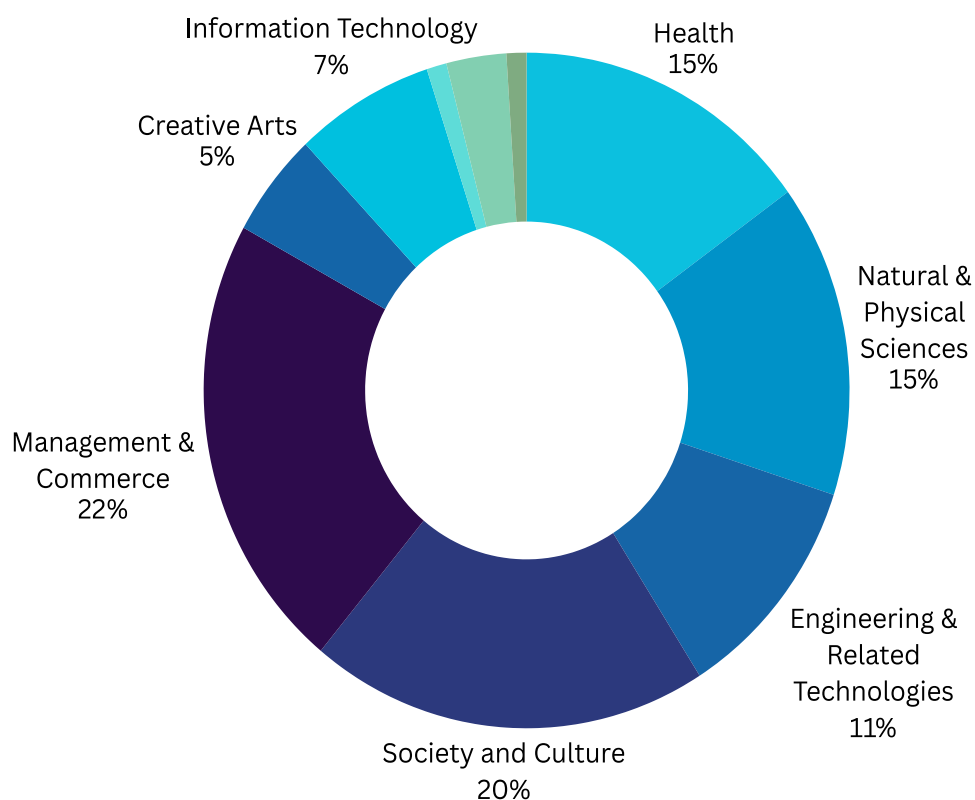
The most popular university choice is Monash University which accounted for 56% of the offers received. Natural & Physical Sciences was our most popular career category with 22% taking up this option. Health attracted 19% and Society and Culture 17% of our students.

Institute Destinations





Course Destinations



22% Management & Commerce

20% Society & Culture

15% Health

15% Natural & Physical Sciences

11% Engineering & Related Technologies

7% Information Technology

5% Creative Arts

3% Education

1% Architecture & Building

1% Agriculture, Environment & Related Studies



Financial Overview



Finances in 2025

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

In 2025, Huntingtower reported a surplus of \$5.88 million, an increase from the \$5.74 million surplus recorded in 2024. 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 2025, Huntingtower School maintained stable enrolment levels, with student numbers remaining close to 785 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 2025, the School's auditors, Saward Dawson, issued an unqualified audit opinion, affirming the integrity of the School's financial statements.

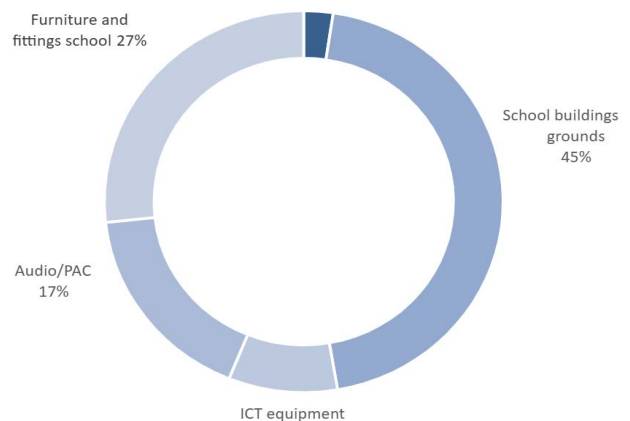
Huntingtower generated \$7 million in net cash from operating activities in 2025, down from \$7.2 million in 2024. This strong operating cash flow enabled the School to fund its major building project as well as general capital expenditure, while continuing to provide students with a rich educational experience and access to high-quality resources.

Capital Works

During the year the School completed the renovation of the old Cottage building and transformed it into a new Reception. The cost of this project was \$1.76m.

The School spent \$674K on other capital items during the year. Some of the key expenditure items included:

- Junior School Play Equipment
- School Furniture and fittings
- AV projectors for classrooms
- Ongoing updates of the ICT equipment
- Equipment for the Performing Arts Centre

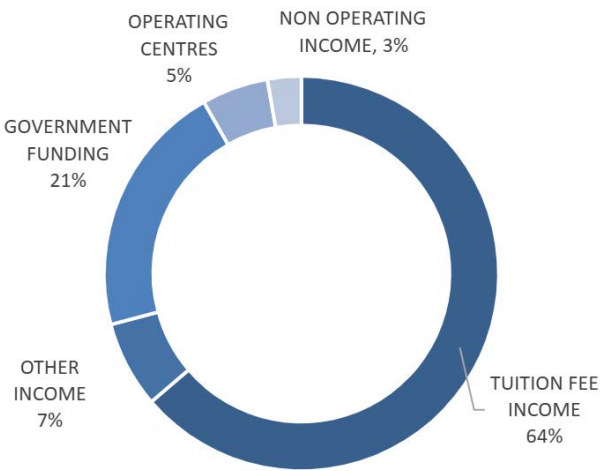


As of 31 December 2025 the School also recorded \$7.2 million in Work in Progress expenditure for the new Junior and Senior School building which is expected to be completed by October 2026.



Income

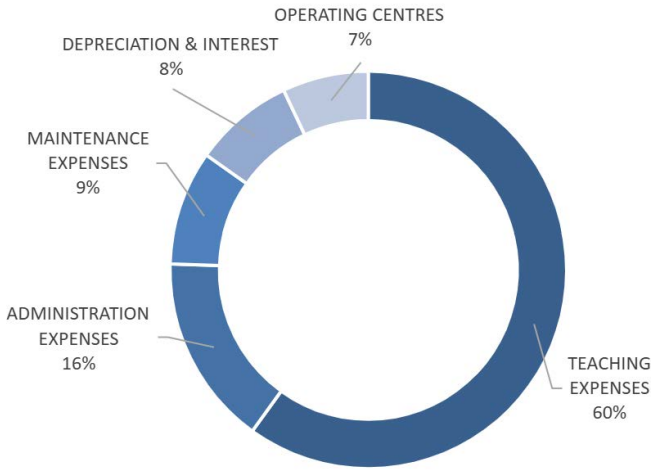
Tuition fees account for 64% of the School’s total income. Government grants comprise 21% with the balance coming from other income such as investment income, donations, and income from operating activities such as the HSAC pool and HT Uniform shop.



	2025 (\$m)	2024 (\$m)
Fee Income	21.0	19.1
Other Income	2.3	2.4
Government Grants	6.8	6.2
Operating Centres	1.8	2.1
Non operating income	0.9	1.4
Total Income	32.8	31.2

Expenditure

Expenditure was managed effectively and efficiently through established processes.



	2025 (\$m)	2024 (\$m)
Teaching Expenses	16.1	15.7
Admin Expenses	4.2	4.0
Maintenance Expenses	2.5	2.1
Depreciation & Interest	2.2	2.1
Operating Centres	1.9	2.1
Total Expenses	26.9	26.0

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 M Anderson MTch, BAFineArts, CertEd

Ms T Ardiyanti BA, MTch

Ms B Baynham BEd(Sec)

Ms C Benavides BSc, DipEd

Mrs L Bos BSci(Hons), DipEd MACE

Ms M Busby BEd

Mr C Cheung BScIT, MTch(Sec)

Mrs C Collins BTch, BAppSci

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 D Growse Bacy, MTch

Mr G Hellard GradDipEd(Sec) MEngSc BE

Mrs B Hender BSc, GradDip(EdSt), GradDip(SpecEd)

Ms A Howard GCCarDevPract, BAppSci, BTch

Mr C Hudd BEd, BAppSci

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

Mr D Mowat

Ms T Nguyen

Ms A Oates

Mr M Oates

Mr J Ordona

Mr L Parsons

Mr B Pearce

Ms L Perry

Mr A Phillips

Ms C Platt

Mrs A Raiden

Ms S Reedy

Ms T Reynolds

Ms S Rossiter

Mr S Sakellaridis

Ms A San Martin

Mr A Sankey

Mr R Sappideen

Miss S Scholast

Ms K Sharp

Mrs T Sheehan

Ms K Sims

Mr A Smale

Mr J Smart

Mr D Smith

Mr T Survi

Mr S Tan

Mr C Warner

Mrs S Wilson

Mr A Wroe

BA, BTch

DipArts(Mus), GDipEd

BEd, BSc

BPsychSc, MTch

BA, MTch

BSc, BEd MEd

BA, DipEd

Bsurv, DipEd

BEd, GDipEd, BEdSt

BBus, GDipEd(Sec)

MTch, BA, MEd

BTch, BA, MEd

BPharm, MEd

BSc, BEd

BSc, BEd, MEd

BA(Hon)

PGDipEd(Sec), PGDipTchEngSecL, BA

BA, BSc, DipEd, MA MBusAdmin

BIndDes, BTch

BSc, MTch

MEd, BSc, DipEd

BEd

GDipEd, BMu

BSc, MEd

BEd, BSc

MPOL, BBioSci, GCert(Humanities), GDipEd

BEd, Dip CLIL

BSc

BA, MTch

BEd, Dip Arts (Theatre Technology)

BSci(Hons), PGCE

Staff Register

Junior School Teaching Staff

Mrs 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
Mrs C Nolan	BMus, MTch
Mrs K Prince	BEd
Mrs C Schokman	GDip(Sec) ADCC, DipRE, ASoc&Pol
Ms R Sinclair	BEd
Ms R Wallace	BEd(Prim)
Ms K Watson	BBioSci, PGDipEd(Prim)
Mrs S Whitrod	DipTch, BEd, MEd
Mrs K Williams	BTeach(Prim) GCeLearning, MICTEd
Mrs A Wilson	BBus, MTch, MIS

Secondary School Teaching Aide Staff

Mrs S Millar	
Ms E Womersley	BEd, MAppSci

Junior School Teaching Aide Staff

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

Wellbeing Staff

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

Library Assistant Staff

Ms M Mullan	DipLibIS
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Performing Arts Centre / AV Staff

Mr J Carrington
Mr A Fabrikant
Mr T Jansen
Mr E Piefke

Maintenance Staff

Mr O Bates
Mr D Bortoli
Mr J Bortoli
Mr G Di Rienzo
Mr R Moran

After School Care Staff

Ms R Bergman
Ms A Charlton
Mrs J Clapp
Miss M Tang
Mr S Zillmann

ICT Staff

Mr B Gardiner
Mr D Sheppard
Mr D Subasinghe

HSAC Staff

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

HT Uniform Shop Staff

Mrs C Bradwell
Mrs E Forbes

Staff Register

Instrumental Music Staff

Miss T An
Ms M Bramble
Mr E Chan
Ms M Chan
Mr J Cremer
Mr J de Graaf
Mr A Efron
Ms A Faith
Mr M Guerrini
Ms S Hatton
Ms L Jones
Mr S Lee
Mr S Marantelli
Ms N Munday
Mr C Nolan
Mr L Sasson
Mr N Schauble
Ms K Sellmer
Ms S Sheridan
Ms S Thiagarajah
Mr M Tsotsos
Mr L Werrett
Mrs J West

Administration Staff

Ms J Barlow
Mr C Doyle
Ms S Franklin
Ms D Goodsall
Mrs S Goodwin
Mrs J Growse
Mr B Hardcastle
Mr G Hardcastle
Ms J Hetherington
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
Mrs J Towns
Mrs G Tsirmbas



Know Thy True Self

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