

HANK BOYER

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target: HEAD OF PRIMARY SCHOOL | HAILEYBURY COLLEGE

“Driving Academic Excellence through Program and Curriculum Innovation.”

21 Years of Educational Leadership Success | Strong Teaching and Administrative Background at Rivermount College (RMC)

High-Integrity Deputy Head of Primary ... nurturing academic, social, physical, emotional, and spiritual development of culturally diverse students of all ages through curriculum design, pedagogy improvement, and staff professional development.

Engaging Educator and Program Facilitator ... optimising student learning experience and peaking productivity levels by designing, developing, and implementing innovative and dynamic curriculum and extra co-curricular activities and programs.

Empowered School Administrator ... embracing and promoting mission, vision, and ethos by gaining alignment and building collaborative partnerships with staff, families, students, and alumni via strategic communication and intensive engagement.

Resilient Educator: Promoting Utilisation of Online Blended Learning Resources | Passionate in Early Years Child Education

STRENGTHS SNAPSHOT

Educational Operations Management – Curriculum Development – Program Management – Parent & Teacher Relations
Pastoral Care – Records Management – Community Relations – Workplace Health & Safety Compliance – Customer Service
Academic Evaluation & Reporting – General/Office Administration – Problem Resolution Management – Staff Development
Recruitment & Enrolment – Behaviour Management – Classroom Administration – Budgeting – Performance Management
Student Learning & Wellbeing – Teaching Pedagogy – Risk Management – Module Development – Building Bridges

PERFORMANCE HIGHLIGHTS

LEARNING AND TEACHING ADMINISTRATION

Drove establishment of online learning capabilities at home during Covid-19 by collaborating closely with IT department and guiding staff on “How-To” on implementing Google classrooms (Year 5 and 6) and Zoom classes (Prep to Year 4).

PASTORAL CARE PROGRAM DELIVERY

Generated positive outcomes for students learning and wellbeing by designing and implementing innovative teaching and learning programs aligned with set national, state, and college standards, values, and guidelines. Worked collaboratively with the Wellbeing team to support student’s social and emotional growth.

PARENTAL CONTACT

Improved parent-teacher relations by promptly conveying updates, discussing issues, answering enquiries, and addressing complaints—achieved through regular communication with parents via meetings, phone calls, and personal/mail contacts.

CAREER EXPERIENCE

HAILEYBURY COLLEGE (HC) | MELBOURNE, VIC | 2000 — PRESENT

Non-denominational, co-educational Christian College providing education excellence to 1K+ students from Prep to Year 12.

DEPUTY HEAD OF PRIMARY – PREP to YEAR 6 | 2019 – PRESENT

Promoted to provide general administrative leadership and guidance—HOP strategic support, student assessment, event and assembly management (co-curricular activities), kindergarten setup, parent relations, and staff mentoring and development. Worked in partnership with Head of Support Services, Director of Sport, and Learning Support Team to facilitate smooth daily operations within the Primary School.

Enabled smooth transition from live classroom to home-based online learning setup due to global pandemic through hands-on staff leadership and student guidance on using innovative technology tools (Google Classroom and Zoom).

- **Drove establishment of online learning capabilities at home during Covid-19** by collaborating closely with IT department and guiding staff on “How-To” on implementing Google classrooms (Year 5 and 6) and Zoom classes (Prep to Year 4).
- **Strengthened inter-teacher relationships** after resolving multiple professional issues and partnering with counsellors to facilitate problem resolution to ensure minimal disruption to classroom operations.
- **Built bridges (and links) with the Indigenous community** by being cognisant of the school’s mission to make education opportunities available to all students. Expanded Aboriginal and Torres Strait Islander cultural awareness within the school community, by enabling the Indigenous Liaison Officer to support classroom teachers with programs and activities.
- **Supported the Primary Environment club** with their connection with ReGen and the Albert River Rejuvenation project and walking trail. Played an instrumental role in establishing and launching the Primary School’s recycling project.
- **Helped launch Kindergarten 2021**—currently ongoing—by supporting newly appointed Director of Kindergarten in developing educational standards, devising policies, and establishing recruitment drives to attract new student enrollees.
- **Improved parent-teacher collaboration** by regularly conveying updates, discussing issues, answering enquiries, and addressing complaints—achieved through prompt communication via meetings, phone calls, and personal contacts.
- **Mitigated potential risks** by enforcing strict adherence to workplace health and safety (WHS) compliance measures.

DIRECTOR OF EARLY YEARS LEARNING & COORDINATION – PREP TO YEAR 3 | 2015 – 2018

Positioned to address inconsistencies and align learning objectives of Prep to Year 3 students. Delivered multiple classroom-based teaching classes, practical tutorials, creative demonstrations, and engaging lectures. Formulated short- and long-term goals to drive continuous improvements of early years learning based on State and Haileybury’s educational standards.

Helped fully established and integrated consistent 5-Rule PIE system (Perseverance, Integrity and Excellence)—in partnership with Head of Support Services, Indigenous Support Officer, Counsellors, and others.

- **Uplifted reading literacy rate of students from Prep to Year 3** by spearheading intensive use of industry known “Fountas and Pinnell” Levelled Literacy Intervention System (LLI)—approved by Head of Primary.
- **Contributed to successful formulation and implementation of consistent behavioural management program (PIE system)** that provided classroom-wide rewards and counselling avenues for students to address good and bad behaviour.
- **Improved reporting efficiency** after eliminating time consuming reports—utilising Australian Curriculum guidelines.

PRIMARY TEACHER – PREP TO YEAR 2 | 2000 – 2015

Recruited to provide day-to-day classroom administrative services encompassing teaching facilitation, lesson plans and materials development, student discipline, and performance assessment. Partnered closely with co-teachers and parents in observing, evaluating, and reporting student progress to ensure optimum learning experience (social, mental, behaviour, and physical health). Delivered active support and promotion of Haileybury’s Christian philosophy, mission, ethos, and values.

Recognised for embedding real-life experiences and inspiring student collaborations during in- and out-of-the-school learning lectures and activities—following Haileybury’s highest educational standards.

- **Appointed as Prep to Year 3 Coordinator**—providing a voice for P-3 Staff at the top-level after being invited to join the Self-Improving Schools (SIS) committee to address staff and resources concerns.
- **Achieved 95% participation rate after creating positive sense of family through championing the “Father’s Day Breakfast”** celebration—adopted as an annual event to date at Haileybury College.
- **Led successful environmental-friendly “2-Day Outdoor Camp Event” for 10 years** in partnership with Indigenous groups to perform artistic body painting and Environmental club to plant 600 trees along the riverbank.
- **Facilitated consistent and coherent academic classes** that overall improved students’ spiritual, academic, physical, social, and emotional development while meeting educational needs of gifted, talented, and special needs students.
- **Delivered positive learning outcomes for students** by designing and implementing innovative teaching and learning programs aligned with national, state, and college standards, values, and guidelines.
- **Optimised student learning and wellbeing** by building and maintaining supporting and caring learning environment, facilitating holistic approach in monitoring student performance, and providing suitable discipline only when necessary.

CREENTIALS

Bachelor of Science - Education | University of Cape Town | South Africa | 1993

Diploma in Education | University of Witwatersrand | South Africa | 1983

Member | Victorian College of Teachers | 1998 – Present

REFEREES

Mr Steve Thomas, Principal, Haileybury College, Melbourne, VIC

Mr Bruce Gibbs, Deputy Principal, Haileybury College, Melbourne, VIC

ENDORSEMENTS & RECOGNITION

“Hank shares my vision for creating a sustainable and environmentally friendly Kindergarten environment and as we are currently developing our new play space and curriculum, he has been invaluable in her guidance and collaboration to bring this vision to life.” — *Alice Bray, Director of Kindergarten, Haileybury College*

“Being a newly qualified teacher, Hank has been a tower of strength for me over the past year and a half. I have encountered many obstacles during this time, and I have often gone to Hank feeling deflated and searching for some direction and support. Each time I have walked back out of Hank’s office feeling fully supported and armed with various new strategies to assist me with the issues that face me.

Hank recently invited me to observe as he skilfully obtained the truth about a sensitive issue that occurred during lunch time, involving some of my students. From observing Hank, I have grown so much as a teacher and learned how to handle sensitive situations with the delicacy and accuracy which they require. Hank has been an incredible mentor to me, and I will always be eternally grateful for the time and energy that he has invested in helping me to become the best teacher that I can be.” — *Dana Timbs, New Graduate, Haileybury College*

“I had the privilege of becoming one of Hank’s newest teaching partners in 2003. As I was only a second-year teacher, Hank took me under his wing and mentored and guided me through what was a very challenging year.

I will be forever grateful for his guidance and still count him as one of my most trusted colleagues and friends after all of these years. Hank is very supportive, easy to communicate with and always approachable. He has an amazing ability to organise and ensure that all the events he is involved in, run smoothly to the enjoyment of all involved.” — *Kelly Spring, Year 2 Teacher, Haileybury College*
