



# Rotorua Boys' High School

## Job Description

### Whakaaturanga Mahi

<b>Position / Tūanga:</b>	<b>Attendance Advisor</b>
<b>Responsible to / E here nei ki tēnei hunga:</b>	<b>Head of Guidance</b>
<b>Functional relationships with / He hanonga tāu me tēnei hunga:</b>	<b>Teaching staff Support Staff Deputy Principals Students Parents and Caregivers</b>
<b>Dated / Marama:</b>	<b>February 2024</b>
<b>Position Term / Roanga:</b>	<b>Permanent</b>

#### **School background:**

#### **Ngā hitoria a te kura :**

Rotorua Boys' High School is a State boys' secondary school of approximately 1150 students. It is one of five Rotorua high schools and caters for students from Year 9 to Year 14. The school opened in 1914 as the Rotorua District High School before becoming Rotorua High and Grammar School in 1927. Rotorua Boys' High School evolved from these beginnings in 1959.

The school includes an off-site attached unit based in Pererika Street known as the Rotorua Activity Centre, or more commonly known as Awhina School. The School also has a 140 bed Hostel known as Tai Mitchell House.

Rotorua Boys' High School is known to many in the community as 'Raukura'. Don Stafford explains the historical background to this name.

*"It has always been my understanding that 'Raukura', though literally referring to a feather or special plume, in fact conveyed a much more significant shade of meaning. In some measure those described as possessors of the 'Raukura' were of particularly significant stature. They were considered to have justified such a privilege by reason of illustrious lineage, extremely noteworthy leadership or some remarkable achievement in another field – perhaps warfare, diplomacy or unparalleled knowledge. Being considered worthy of the 'Raukura' would undoubtedly have been an accolade sought by aspiring tribal members in the past. When ultimately bestowed (by general consensus) on a deserving individual, it clearly indicated a level of excellence of the greatest merit. Academic achievement has, particularly during the 20<sup>th</sup> century, been recognised as the single most vital element in the advancement and well being of us all. I can only presume that this was clearly apparent to those of the 1920's whose efforts resulted in the establishment of Rotorua High and Grammar School in 1927. The remarkable and farsighted education endowment made by the Ngāti Whakaue*

*people some 40 years even before that, is evidence enough of their support of and belief in education. I have no doubt that the use of 'Raukura' was a subtle message of encouragement for all to take advantage of education, to seek excellence and thus justify the 'Raukura'.*"

#### Ngā Taonga a Raukura

- The concept of 'Raukura'
- The administration block
- The school's relationships with Ngāti Whakauae
- The foyer and Memorial Hall carvings
- The Trevor Nathan Sculptures "Raukura" and "Te Hokinga"
- The Roi Toia Sculpture "Tāne Raukura"
- The school magazine that carries the title 'Raukura'
- The trees that adorn the school's grounds
- The prefect system
- The house competition
- The house group system
- Tai Mitchell Hostel
- The Former Students of the school
- The 'Hall of Fame'
- The 'Pro Patria' Rolls of Honour
- The Annual Prizegiving Ceremony
- The Harwood Library
- The Ryder Gates
- The Millennium Centre

#### **Our motto:**

**Tā mātou whakapepeha:**

***"AD ASTRA PER ASPERA"***  
***"To the stars through hard work"***

This motto is, so far as I have been able to determine, not a quotation from ancient literature. It may well have been composed by the school's foundation Principal. If so, he almost certainly had in mind the famous motto of the Royal Air Force (and the Royal New Zealand Air Force) PER ARDUA AD ASTRA, which means "Through steep ways to the stars" and makes the same suggestion as the school motto. The RAF motto was created for the Royal Flying Corps (forerunner of the RAF) in 1913; the reference to the stars was, of course, particularly appropriate for that body, but the motto as a whole was certainly intended to have the wider implication indicated above. (*Dr W.F. Richardson, Senior Lecturer in Classics, University of Auckland*).

Our motto caters for our students who come from all walks of life, and who bring with them their own special talents and needs. Our motto helps us to work with each of our students and to assist them to succeed, whilst at the same time providing them with the tools to make that success possible.

Our original Latin motto and the equivalents in both Māori and English combine together to give us as a school not only a special identity, but also a common purpose.

***"WHĀIA TE ITI KAHURANGI"***  
***"Aim high despite all difficulties"***

#### **Our vision is:**

**Tā mātou whakakitenga:**

***To become the outstanding Boys' High School in New Zealand***

**To achieve the vision, we will focus on:**

- The academic achievements of our students.
- The sporting achievements of our students.
- The achievement of our students in cultural activities.
- The development of leadership qualities of our students.
- The development of citizenship qualities in our students.

**Key responsibilities and outcomes  
Ngā haepapa me ngā whakataunga****Vision:**

- The Attendance Service vision is for every learner to be attending school every day. Attendance Service providers are allocated a region with a catchment of schools who can refer students to the Attendance Service via Attendance Service Application (ASA) when the student is persistently not attending (unjustified absence) or not enrolled in school.

**Objectives:**

- To encourage positive attendance by students from Rotorua Boys' High School for each school day.

**Core Duties and Responsibilities:**

- Provide Attendance Service to schools in the Rotorua region
- Liaise and collaborate with the school principal or their nominee responsible for school attendance
- Build relationships and work collaboratively with support agencies, referring students and their families to these agencies where appropriate. These agencies include, Police, Mental Health, Oranga Tamariki, Drug and Alcohol, Strengthening Families, Social Work Agencies and Youth Workers.
- Develop culture of *"every child attending school every day"* throughout the region.
- Identify barriers to attendance and work proactively to introduce strategies to break down barriers where appropriate.
- Identify and report vulnerable children as required in the Children's Act 2014.
- Attend interagency, local governance and strategic management group meetings in Rotorua region where appropriate.
- Maintain records compliant with Datacom/MOE requirements for ecase and respond to requests for information as and when required
- Adhere to ecase policies and procedures.
- Meeting the needs of Māori and Pasifiika learners and their families. Attendance Service providers must be culturally responsive in their practice.
- Responding to referrals from schools, locating and engaging the learners back into a learning environment, working with the student and their family/whanau to identify the root causes for their absence.
- Proactive initiatives to address the identified underlying root causes of unjustified absence. Working in collaboration with schools, social service agencies, community stakeholders and iwi. Using the Advisory Group to identify and undertake proactive, collaborative initiatives (where appropriate).
- Early intervention. Working proactively with primary school aged children who persistently not attending school and addressing the underlying causes of their non-attendance at school with their parents, family/whānau, and community via the ASA referral system. Longer term, this should reduce the number of older students who have entrenched patterns of absence from school.
- Attend and organise engaging youth forum meetings.

## **Specific Duties**

### **a) Responding to Referrals:**

- Unjustified Absence. Support schools on the management of persistent unjustified absence, after the school has made all reasonable attempts to engage the students.
- Non Enrolled Students. Locate students who have been absent from school for more than 20 consecutive days without justified reason and where appropriate facilitate engagement and enrolment in a school or another legal learning facility.

### **b) Responding to Casual Truancy:**

- Return casual truants back to the school.
- To establish with students downtown during the school day the authority for them to be off site by the sighting of leave passes etc. Follow up as required.
- To record in diary form details of students spoken to, actions taken etc on a day to day and time basis.
- To ensure students are promptly in class during the school day.

### **c) Responding to MSB concerns:**

- To support the wearing of correct school uniform during the school day.
- To take students home during the day as required by the Senior Masters and/or Deputy Principals.

### **d) Other:**

- To undertake special duties as required from time to time by the Principal, Deputy Principal Senior Master and Guidance Counsellor.
- Support Te Ao Māori and celebrate the success of young Māori achieving success as young Māori.
- Support Rotorua Boys' High School as a high performing school where academic excellence, sporting achievement and participation in a range of quality cultural endeavours are emphasised.

## **Performance Measures**

- Every non enrolled case that has been open longer than 6 months must have a documented plan in place to re-engage the student back into a school or legal learning environment.
- At least 75% of unjustified absence referrals are :
  - Monitored (processed through state 1 'open' to state 2 'monitoring') within 22 school days.
  - Closed processed through from state 2 'monitoring' to state 4 'closed' within 20 school days.
- At least 90% of school in Rotorua Attendance Service providers catchment region are registered ASA users.

## **Person specifications**

- Strong problem-solving skills
- Excellent communication skills – both written and verbal
- Excellent time management skills
- Resilience
- Seeks to improve own skills and performance
- Meet set goals, objectives and commitments
- Personal integrity and reliable work ethic
- Work effectively within a team but able to work independently

- Be adaptable, adjust to changing situations
- Police clearance and meets all the safety check requirements under the Children's Act 2014
- Have a current full New Zealand Driver's License
- Knowledge of the Privacy Act

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<b>Signed by</b>	<b>Date</b>
_____	_____
<b>Signed by A.C. Grinter on behalf of the School Board</b>	<b>Date</b>