



# **Rotorua Boys' High School**

## **Job Description**

### **Whakaaturanga Mahi**

<b>Position / Tūranga:</b>	<b>School Nurse</b>
<b>Responsible to / E here nei ki tēnei hunga:</b>	<b>Principal via the Head of Guidance</b>
<b>Functional relationships with / He hanonga tāu me tēnei hunga:</b>	<b>Head of Guidance Housemasters Assistant Housemasters Director of Boarding Deputy Principals Teaching Staff Support Staff Students</b>
<b>Dated / Marama:</b>	<b>February 2025</b>
<b>Position Term / Roanga:</b>	<b>Fixed Term position</b>

#### **School background:**

#### **Ngā hitoria a te kura :**

Rotorua Boys' High School is a State boys' secondary school of approximately 1250 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 Whakaue
- 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**

**Management of nursing care:**

- obtain consent for delivering health services within nursing scope of practice
- carry out holistic health assessments on year 9 students and opportunistic assessments of other high need students
- undertake Headss Assessments as per the established agreement with Lakes DHB
- use advanced nursing knowledge and skills to assess, plan, implement and evaluate student health needs
- manage medical appointments and specialist appointments made for/required by Hostel Students (shared with Director of Boarding)
- manage medical appointments made for/required by International Students
- provide direct nursing care for students, staff and visitors to achieve best health outcomes
- educate and provide information to students / family / whānau to improve their knowledge of health services
- refer students to appropriate health, school and social services and ensure they receive appropriate follow up
- provide services and resources that are culturally sensitive and respectful of family values and diversity
- address the unique adolescent needs of young people with complex health concerns and chronic illnesses and disabilities
- facilitate the development of onsite health services to meet student health needs e.g. mental health, oral health, sexual health, drug and alcohol, healthy eating / healthy exercise
- contribute to the development of integrated service delivery across the continuum of care; linking young people into primary care and other relevant youth health and social services using referral systems
- accurately document assessment of student's health status, diagnosis and decisions made regarding interventions and referrals or follow-up
- apply critical reasoning and professional judgement to nursing practice issues/ decisions
- role model culturally safe nursing practice
- maintain and provide First Aid Kits for all teams and onsite/offsite activities as required

**Interpersonal relationships:**

- work in collaboration with student support services, such as guidance counsellors and social workers, student health council, families/whānau and external health and social agencies to co-ordinate services to meet student health and social needs
- work closely with education staff to identify and assist students with health concerns
- encourage active participation of students in relation to health care and prevention activities
- provide ongoing communication with the school and wider local community to help raise student and parent awareness of services available and how to access them
- work with school initiatives that promote youth development and youth supportive philosophy e.g. Restorative Justice, Drug Free Contracts and Rock and Water
- establish effective relationships and ongoing liaison with appropriate health and social services

**Interprofessional healthcare and quality improvement:**

- evaluate the effectiveness, efficiency and safety of clinical practice
- participate in the implementation of nursing models of care appropriate to youth health needs
- assist in the revision and development of best practice clinical standards / guidelines / policies that are research based and facilitates clinical audit processes
- demonstrate commitment to quality improvements, risk management and resource utilisation
- collect statistical information and evaluation from students, parents, communities and staff to help identify health needs and enable review and update of health care provided
- participate in case review and debriefing activities as required, including attending monthly nursing cluster meetings
- identify situations of clinical risk and take appropriate actions to ensure a safe environment for students, families/whānau and staff
- record keeping is accurate and reports are provided as required
- participate in health projects and national initiatives as appropriate

**Professional responsibility:**

- practice in accordance with legal, ethical, culturally safe and professional standards, including the Privacy Act, Medicines Act and Regulations, Health Practitioners Competence Assurance Act 2003 and the Contraception, Sterilisation and Abortion Act 1997, Care of Children Act 2004, Code of Health and Disability Services Consumer Rights (1996)
- develop specialist skills and knowledge in youth health including undertaking appropriate post graduate study
- pro-actively participates in own performance development and review
- attend training and clinical supervision sessions to maintain competencies
- complete regular CPR and first aid updates
- work toward endorsement with the NCNZ to give Emergency Contraceptive Pill
- attend educational opportunities/conferences relevant to secondary school nursing role and working with young people

- foster inquiry and critical thinking amongst colleagues to advance nursing practice and patient/client care
- participate in peer review/feedback

**Relationships:**

**External**

- Primary health care providers
- Professional bodies & associations
- Referral services (including mental health, sexual health, oral health, maternity services, disability services)
- Iwi and Maori services
- Pacific services
- Health promoting schools co-ordinator
- Other health and social support agencies including General Practices and PHO
- Consumer advocates & agencies e.g Youth Law
- DHB Director of Nursing
- DHB health professionals

**Internal**

- Students at the school
- Parents, caregivers, whānau
- School management team
- Pastoral care team
- Student support team and teachers
- Principal and Senior Leadership Group
- School Board

**Committees/Groups**

- Regional and local networks of secondary school and youth health service providers

**Person specifications:**

	<b>Essential</b>	<b>Desired</b>
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Registration with Nursing Council of New Zealand and evidence that they are competent to practice within the Registered Nurse scope of practice</li> <li>• Current First Aid certificate</li> <li>• Able to provide ECP</li> <li>• CPR training</li> <li>• Computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate certificate /diploma in youth health or willing to work toward an appropriate post graduate qualification</li> </ul>
<b>Experience/ Knowledge</b>	<ul style="list-style-type: none"> <li>• Experience working with people from a variety of cultural backgrounds and an understanding of Maori and Pacific cultures and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with young people in a community setting</li> <li>• Research skills including data analysis and critical appraisal skills and clinical audit</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of advanced level of clinical skills, competency and leadership able to be demonstrated in a professional portfolio</li> <li>• Knowledge of quality improvement processes and principles</li> <li>• Knowledge and understanding of the Treaty of Waitangi and implications in nursing practice</li> <li>• Knowledge of health service provision / services</li> <li>• Knowledge of Nursing Code of Conduct, and legislative requirements</li> <li>• Knowledge of nursing professional development issues</li> <li>• Understanding of the importance of confidentiality and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience as a senior level nurse in a clinical or nursing management role</li> <li>• Strategic planning and policy development skills</li> <li>• Understanding of government health policy</li> <li>• Experience in Health Promotion</li> </ul>
<p><b>Personal Attributes</b></p>	<ul style="list-style-type: none"> <li>• An interest and respect for working with young people</li> <li>• Strong organisational skills, able to manage conflicting priorities</li> <li>• Self-confidence and the ability to work with internal and external clients and organisations</li> <li>• Is proactive and displays initiative</li> <li>• Reliable</li> <li>• Non- judgemental, empathetic</li> <li>• Able to work as an autonomous practitioner in a multidisciplinary team</li> <li>• Is able to work with others, to draw together a range of perspectives</li> <li>• Sets high personal standards and strives to achieve stretching goals</li> <li>• Displays drive and energy and persists in overcoming obstacles</li> <li>• Expresses information effectively, both orally and in writing, adjusts language and style to the recipients and considers their frame of reference</li> <li>• Actively listens, drawing out information and checking understanding</li> <li>• Empathises with others and considers their needs and feelings</li> </ul>	

**General Requirements**

- Attend meetings with the Principal as required.
- Assist the Principal in special assignments as required from time to time.
- Personal appearance – A reasonable standard of dress and presentation is required.
- 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.

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<b>Signed by</b>	<b>Date</b>
_____	_____
<b>Signed by J Kendal on behalf of the School Board</b>	<b>Date</b>