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GENERAL NOTICE

NOTICE 361 OF 2010

DEPARTMENT OF BASIC EDUCATION

NATIONAL EDUCATION POLICY ACT 27 OF 1996

POLICY ON LEARNER ATTENDANCE

I, Angelina Matsie Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers, hereby, in terms of section 3 of the National Education Policy Act 27 of 1996, publish the Policy on Learner Attendance set out in the Schedule.

Angie Motshekga, MP
Minister of Education
Date: 09-02-2010

POLICY ON LEARNER ATTENDANCE

education

Department:
Education
REPUBLIC OF SOUTH AFRICA

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A. DEFINITIONS AND ACRONYMS

In this policy –

'absent' means absent as contemplated in paragraph 12;

'admission' means admission of a learner to a school, and has the same meaning as 'enrolment' (verb);

'AIDS' means Acquired Immune Deficiency Syndrome;

'CEM' means Council of Education Ministers;

'child support grant' means the monthly grant paid to a child's primary care giver by the South African Social Security Agency to provide for a child's basic needs;

'circuit' means education circuit, which is an administrative sub-unit of a district;

'circuit manager' means head of a circuit office;

'class' means a group of learners who are under the administrative supervision of a class teacher;

'class register' means an official document, which may be an electronic document, in which the attendance of learners in a class is recorded each school day;

'class registration period' means a period on a school timetable not exceeding 10 minutes when the class register is marked;

'class teacher' means a teacher to whom the principal has allocated administrative responsibility for a class for a school year;

'code of conduct' means the code of conduct for learners contemplated in section 8 of SASA;

'compulsory school-going age' means the age range contemplated in section 3(1) of SASA, namely from the first school day of the year in which a learner turns seven until the last school day of the year in which the learner turns 15 or the ninth grade, whichever occurs first;

'continuous absence' means absence of a learner from school for 10 consecutive school days without valid reason;

'district' means education district, which is an administrative sub-unit of a PED;

'district manager' means head of a district office;

'DBE' means national Department of Basic Education;

'educator' means an educator in terms of the Employment of Educators Act, 1998 (Act 76 of 1998);

'electronic administration system' means SA-SAMS or a similar electronic system for school administration and management;

'enrolment' (verb) means admission of a learner to a school; (noun) the number of learners enrolled in a class or at a school;

'exemption' means exemption of a learner from compulsory school attendance in terms of section 4(1) of SASA;

'expulsion' means expulsion of a learner from a school in terms of section 9(1D) of SASA;

'HIV' means Human Immunodeficiency Virus;

'HoD' means head of a provincial education department;

'home education' means home education as contemplated in section 51 of SASA;

'instructional period' means a period allocated for instruction in a subject or learning area;

'learner' means any person receiving education or obliged to receive education in terms of SASA;

'learner absentee day' means a school day on which a learner is marked absent in the class register;

'National School Calendar Policy' means *National Policy for Designing School Calendar for Ordinary Public Schools in South Africa* (General Notice 207 of 2000, published in *Government Gazette* No. 20945 of 1 March 2000);

'NEPA' means National Education Policy Act, 1996 (Act 27 of 1996);

'NSC' means National Senior Certificate;

'PAM' means Personnel Administration Measures published as Government Notice 222 of 1999 (*Government Gazette* No. 19767 of 18 February 1999).

'parent' means –

(a) the biological parent or guardian of a learner;
(b) the person legally entitled to custody of a learner; or
(c) the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school;

'PED' means provincial education department and includes a district office;

'period' means the time allocated on a school timetable for instruction in a subject or learning area, or for class registration;

'period register' means an official document in which the attendance of learners in an instructional period is recorded;

'principal' means an educator appointed or acting as head of a school;

'register' means a class register or a period register;

'RCL' means representative council of learners;

'SASA' means the South African Schools Act, 1996 (Act 84 of 1996);

'SA-SAMS' means South African School Administration and Management System;

'school' means public school;

'school activity' means an official educational, cultural, recreational or social activity of a school within or outside the school premises;

'school day' means a day in a school year;

'school office' means the administrative office of the school, which may be the principal's office;

'school year' means the dates specified by the Minister of Basic Education in the school calendar for ordinary public schools;

'SGB' means school governing body;

'SMT' means school management team;

'staff' means the management staff or teaching staff of a school;

'suspension' means suspension of a learner from attendance at school in terms of section 9(1) of SASA;

'teacher' means a school-based educator engaged in general classroom teaching, as described in ELRC Collective Agreement 1 of 2008;

'temporary class register' means a register maintained by a class teacher for no more than 10 consecutive school days from the first day of the first term of the school year;

'temporary school closure' means temporary closure of a school during the school year by the HoD in terms of section 16(4)(b) of SASA or by the SGB in terms of the National School Calendar Policy; and

'valid reason' means a valid reason for a learner to be absent from school as contemplated in paragraph 13 of this policy.

B. INTRODUCTION

Purpose of policy

1. The purpose of this policy is to –
   (a) promote punctual and regular attendance at public schools; and
   (b) provide public schools and provincial education departments (PEDs) with standard procedures for recording, managing and monitoring learner attendance.

Scope and application of policy

2. The Minister of Basic Education has determined this policy with the approval of the Council of Education Ministers (CEM) in terms of section 3 of the National Education Policy Act, 1996 (NEPA).

3. The policy includes the attached schedules and related instructions.

4. The policy applies to all public schools in the Republic of South Africa.

5. Where necessary, PEDs should bring their policies on learner attendance and procedures in line with this national policy, as provided in Section 2(2) of SASA, to ensure that all learners are treated equitably.

Interpretation of terms

6. Terms used in this policy have the meaning ascribed to them in the Definitions and Acronyms. In case of a conflict of interpretation, the definition of a term in NEPA or SASA prevails.

C. CONTEXT

7. Learners stay away from school for many reasons, but in many communities poverty is the root cause of irregular school attendance. Irregular attendance may be the result of parents' inability to pay school fees or buy uniforms; lack of transport to school;

parents' or children's chronic illness, including HIV/AIDS and tuberculosis; poor nutrition or hunger; child labour; unstable or dysfunctional family life; and gang violence.[1]

8. Several official programmes relevant to school attendance are aimed at alleviating the worst effects of chronic poverty. These include the extension of the child support grant to impoverished children aged 16 to 18; the implementation of HIV and AIDS programmes; the expansion of the Early Childhood Development programme; the National School Nutrition Programme; and the No-Fee School policy.

D. RATIONALE FOR THE POLICY

Importance of regular school attendance

9. Enrolment of learners and their regular and punctual attendance at school are prerequisites for an educated nation. Moreover, enrolment and punctual, regular attendance at school are (is) important because –
   (a) Each school has a duty to protect every learner's fundamental right to education;
   (b) Enrolment at a school places a learner under an obligation to attend school punctually and regularly unless there is a valid reason for absence;
   (c) A school that successfully curbs absence without valid reason will most likely improve learner retention and performance; and
   (d) Regular attendance at school is a powerful brake on teenage pregnancies and HIV infection.

Importance of attendance records

10. A daily record of learner attendance enables a school to monitor learners' absence and take appropriate follow up action with both parents and learners. Quarterly returns of learner absence enable district offices to track attendance trends at schools and to respond appropriately.

[1] Community Agency for Social Enquiry and Joint Education Trust, *Learner Absenteeism in the South African Schooling System. Researched for the Department of Education.* Johannesburg: December 2007.

11. Records of learner attendance may be required for legal purposes. It is therefore essential that a school maintains such records accurately. The principal and staff of a school act *in loco parentis* (in place of a parent) for a learner at a school. They therefore have a duty of care towards each learner who is recorded as present. If legal action were instituted against the school as a result of a mishap to a learner the accuracy of the learner attendance record could be an important issue before the court.

E. LEARNER ABSENCE

Definition of 'absent'

12. A learner is deemed to be absent from school when the learner is not present in class or not participating in a school activity when the register is marked.

Valid reason for absence

13. While punctual and regular attendance is necessary, from time to time it may not be possible or desirable for a learner to attend school. Any of the following is a valid reason for absence of a learner from school:

(a) study leave taken by a Grade 12 learner in terms of paragraph 16 of this policy;

(b) physical or psychological illness, for which a principal may require communication from the parent that the learner is unable to attend school, or written confirmation by a registered medical practitioner or traditional healer if the illness lasts longer than three days;

(c) giving birth, subject to written confirmation by a registered medical practitioner or registered midwife;

(d) religious or cultural observances approved by the School Governing Body (SGB) in terms of the National School Calendar Policy;

(e) death of a family member;

(f) appointment at court, social services or other official agency, for which a principal may require documentary proof;

(g) suspension by the SGB;

(h) acts of nature (that is, events that are outside of human control);

(i) exceptional circumstances for which, in the view of the principal, a temporary absence from school –

(i) is in the best interest of the learner; or

(ii) was unavoidable.

F. RESPONSIBILITIES

Promoting a culture of attendance

14. Many public schools have a culture of punctual and regular learner attendance. The government's goal is that all South African public schools will establish and maintain such a culture, which is a mark of pride in our schools and a prerequisite for quality teaching and learning. This will be achieved if –

(a) principals, teachers and district officials show zero tolerance for absence from school without valid reason;

(b) schools tackle the alienation of learners by creating a supportive and safe school environment; providing interesting and challenging curricula, including stimulating extracurricular activities; and teaching learners well;

(c) schools and social agencies give appropriate support to learners whose families struggle under the burden of poverty, serious illness and bereavement, especially learners who are compelled by circumstances to be caregivers or to head their own households;

(d) district offices support schools by promoting and monitoring learner attendance and following up where there is evidence that a school has a problem of learner absence; and

(e) provincial and national education departments raise public awareness of the importance of regular and punctual school attendance.

Learner's responsibilities

15. A learner has a responsibility to attend school punctually and regularly. The government depends on parents, SGBs, school management teams (SMTs), teachers and PEDs to play their part in ensuring that learners accept and act on this responsibility. The example set by parents, SMTs and teachers is of decisive importance in building the culture of punctual and regular attendance.

16. Except for Grade 12 learners, a learner may not take leave from school to study for examinations or when examinations have ended. Grade 12 learners may take study leave to prepare for the National Senior Certificate (NSC) examinations five school days before the first day of the NSC examination. Such learners need not attend school on days when they do not write examinations and after completing the examinations.

17. In schools with Grade 8 and above, the representative council of learners (RCL) should –

(a) contribute to the development and application of school policy on learner attendance; and

(b) inform the SMT of barriers to learner attendance.

Parent's responsibilities

18. A parent is expected to –

(a) ensure that the learner attends school daily, on time and for the whole school day unless there is a valid reason for absence;

(b) ensure that the learner is not taken out of school without valid reason (family holidays are not a valid reason);

(c) inform the principal or class teacher if the learner is absent or expected to be absent or to be late for school with valid reason;

(d) cooperate with the school in resolving the problem if the learner is absent from school without valid reason; and

(e) encourage and if possible assist the learner to make up for time lost for absence from school.

School's responsibilities

19. The school community, led by the principal and SGB, is responsible for promoting and monitoring school attendance in order to give learners the best chance of benefiting from their school experience.

SGB's responsibilities

20. Rules dealing with punctuality and regular attendance should be part of an SGB's code of conduct for learners.

21. An SGB is expected to take an active interest in the rate of attendance of learners at its school. In particular, an SGB should request from the principal a quarterly report on learner attendance trends (in terms of section 16A (2) (c) of SASA) and consider the report at a meeting.

Principal's responsibilities

22. A principal, working with the SMT and the SGB, is responsible for developing a culture of punctual and regular attendance at a school.

23. A principal is responsible for fostering a caring school environment in which the SMT and educators take an interest in each learner's well-being and are alert to problems that might affect a learner's attendance.

24. **Subject to section 16A of SASA and section 4 of the Personnel Administrative Measures (PAM), a principal may allocate a duty or responsibility envisaged in this policy to a member of staff.**

25. The principal must develop a school policy on learner attendance after consultation with the school staff, RCL (where applicable) and SGB. A school attendance policy must –

(a) make clear that absence without valid reason is unacceptable and will be followed up promptly;

(b) specify how the parent should communicate with the school if a learner is absent;

(c) specify whether the class register will be marked once or twice per day;

(d) state what follow-up action the school will take if a learner is absent;

(e) state what support the school will give a learner who has been absent, in order to make up for time lost or assessments missed;

(f) specify when the class register must be brought to the school office for safekeeping;

(g) specify how often the period register must be marked and when it must be brought to the school office for safekeeping; and

(h) state how staff duties and responsibilities for (d)-(g) are allocated.

26. A principal must ensure that staff members who are allocated responsibility for school attendance matters understand the importance of accurate records and careful monitoring, and carry out their responsibilities competently.

27. A principal is responsible for ensuring that class registers and period registers are compiled, marked and monitored properly and are stored safely in terms of this policy. At schools with electronic administration systems, the principal is responsible for ensuring that electronically generated registers are properly maintained and backed up and that hard copies are made in accordance with this policy.

28. A principal must follow up learner absence as contemplated in paragraphs 50-53.

29. A principal must cancel a learner's record in the class register in terms of paragraphs 54-59.

30. A principal must monitor and analyse learners' attendance rates by grade and must include such information in the reports the principal makes to the HoD or SGB in terms of section 16A of SASA.

31. A principal must consult the district office in order to find an acceptable solution if, during the NSC examination period, learner attendance is likely to be disrupted by accommodation difficulties or the absence of teachers on examination marking duty.

Class teacher's responsibilities

32. A class teacher is responsible for compiling and marking the *class register* in the class registration period on each school day, maintaining it accurately and taking it to the school office for safekeeping.

33. A class teacher must inform the principal when a learner is absent without explanation for three consecutive school days and must draw the principal's attention to cases of repeated absence so that the matter may be followed up with the parent in an appropriate manner.

Teacher's responsibilities

34. A teacher is responsible for marking the *period register*, maintaining it accurately and taking it to the school office for safekeeping.

35. A teacher who has reason to believe that a learner is absent from a period without valid reason must report such absence to the school office.

PED's responsibilities

36. An HoD, acting mainly through district and circuit managers, has the responsibility to promote punctual and regular learner attendance by –

(a) raising public awareness of the educational and social importance of regular school attendance;

(b) giving appropriate administrative direction and management support to district offices and schools in accordance with this policy and PED policy;

(c) ensuring that authorised district office staff monitor class registers when they visit a school;

(d) analysing school quarterly attendance returns to identify patterns of absence in schools; and

(e) taking appropriate follow-up action in the case of schools that have high rates of learner absence.

37. An HoD must ensure that specific staff members are allocated responsibility for school attendance matters in the PED head office and at each district and circuit office; that they understand the importance of accurate attendance records and careful monitoring; and that they carry out their responsibilities competently.

38. An HoD must ensure that every school that does not have an electronic administration system has sufficient class registers, period registers and quarterly returns.

G. PROCEDURES

Note: Schools with electronic administration systems may skip to paragraph 48.

Registers

39. Registers are official documents of the PED. The following registers will be used in accordance with this policy:
    (a) *class register* (which includes a temporary class register), maintained by a class teacher; and
    (b) *period register,* maintained by a teacher.

40. If a class teacher or teacher is absent, another staff member must mark the class register or period register.

41. A register must be made available to an authorised official of the PED or an authorised judicial officer upon request.

Class register

42. A class register must be marked in the class registration period on each school day in accordance with the instructions in Schedule 1.

Class registration period

43. The school timetable must include a daily registration period of no more than 10 minutes to enable a class teacher to mark the class register. A class registration period may be scheduled at the start of each morning session or, if the register is marked twice a day, at the start of each morning and each afternoon session.

Temporary class register

44. A temporary class register may be used for no longer than 10 consecutive school days, starting on the first day of the first term, while class lists are being finalised.

45. A temporary class register must be maintained in the same manner as a class register in terms of this policy.

46. When the 10-day lifespan of a temporary class register has elapsed, the data must be copied into the class register.

Period register

47. A period register must be marked at least once a month in every period on a day designated by the principal. However, in order to improve monitoring of learner attendance, a principal may direct that the period register be marked more frequently.

Schools with electronic administration system

48. A principal of a school that keeps learner attendance data in an electronic administration system –

(a) may use a class register to record daily learner attendance, or may print out a class list from the school's electronic administration system for use by a class teacher;

(b) must ensure that attendance data is captured on the electronic administration system at least once a week;

(c) must ensure that a hard copy of the attendance record of each class is generated monthly for the previous month, signed by the principal, and filed for audit purposes;

(d) must ensure that quarterly attendance returns are generated; and

(e) must adapt and apply paragraphs 39-47.

49. Any attendance record or return generated by an electronic administration system is an official document of the PED.

Following up learner absence

50. If a learner is absent for three consecutive school days without explanation, the class teacher concerned must report the absence to the principal. The principal must, as soon as possible, make a reasonable effort to contact the parent by whatever means are suitable for the circumstances of the school and of the family concerned.

51. If the learner is absent without valid reason for three consecutive school days, the principal must –

(a) inform the parent of the importance of regular attendance;

(b) emphasise the learner's duty to attend punctually and regularly in terms of the school's code of conduct for learners;

(c) if the learner is of compulsory school-going age, inform the parent of the legal implications of section 3 of SASA;

(d) inform the parent of the risk of the learner's record in the class register being cancelled for continuous absence;

(e) request the learner's return to school;

(f) where necessary, elicit the support of the district office; and

(g) where necessary, elicit intervention from government or non-government social development agencies.

52. If despite the intervention of the principal, a learner persists in being absent without valid reason –

(a) the learner must be charged with breach of the school's code of conduct for learners; or

(b) the learner's record in the class register must be cancelled if the learner is absent for 10 consecutive school days.

53. A record of all communication with a parent must be kept in the learner's profile.

Cancellation of a learner's record in a class register

54. Cancellation of a learner's record in a class register is an administrative action, not a disciplinary action. It is not the same as suspension or expulsion in terms of section 9 of SASA.

55. A learner's record in a class register may be cancelled for one of the following reasons:

(a) exemption from compulsory school attendance;

(b) expulsion;

(c) transfer to another school;

(d) registration for home education;

(e) continuous absence;

(f) notification by the parent that the learner will not return to school; or

(g) death of the learner.

56. If a learner is absent from school for 10 consecutive school days a principal must make reasonable attempts to ascertain from the learner's parent whether the learner has been withdrawn from the school. If the learner has been withdrawn, or if no valid reason for absence is given, or if the principal is unable to make contact with the parent or the learner, the principal must cancel the learner's record in the class register on grounds of **'continuous absence'**

57. A female learner's record may not be cancelled on grounds that she is pregnant or has given birth.

58. When a learner's record is cancelled, the principal must, in writing –

(a) inform the parent and class teacher of the date of and reason for the cancellation; and

(b) if the learner is of compulsory school-going age, inform the district office of the date of and reason for the cancellation.

59. If a learner's record has been cancelled and the learner is later readmitted to the school, the class teacher must make a new entry for the learner in the class register.

Temporary closure of school

60. A school may be closed temporarily by the HoD in case of emergency in terms of section 16(4)*(b)* of SASA.

61. An SGB may apply to the HoD in terms of paragraphs 3.1.7 and 3.1.8 of the National School Calendar Policy for permission to close a school temporarily for religious commemorations (if a majority of learners in the school are members of the faith in question), or for sporting or cultural events. In either case, the school may be temporarily closed for no more than two school days per year.

62. A learner may not be marked absent in the class register on a day when a school is temporarily closed. The instructions in Schedule 1 include appropriate notations for temporary school closure.

School quarterly return on learner attendance

63. The school quarterly return on learner attendance must be compiled, verified and signed according to the template provided in Schedule 4 and must be submitted to the district office either electronically or in hard copy by not later than one week after the beginning of the following school term.

H. DATE OF COMMENCEMENT

64. The policy comes into effect on 1 January 2011.

I. SCHEDULES

65. The following schedules form part of this policy:

1. Class register;
2. Period register;
3. Summary register by grade, which is a document for guidance only, not an official template; and
4. School quarterly return on learner attendance.

Provincial Logo

Class register

Name of school: _____

Name of class teacher: _____

Grade and class: _____

Room number: _____

Year: _____

INSTRUCTIONS

1. **Responsibility.** The register is an official document which may be used in legal proceedings. The principal of the school is responsible for its safety. The register must be managed as follows:
   - 1.1 **Daily management.** The register must be kept safely by the class teacher and locked up in the school office when not in use.
   - 1.2 **Archiving.** The principal must keep the register securely for at least three years after the last entry has been made.
   - 1.3 **Inspection.** The principal must produce the register for inspection if requested by a duly authorised official of the Provincial Education Department or by a duly authorised judicial officer.
   - 1.4 **Compilation and marking.** The class teacher is responsible for compiling and marking the register in a professional manner. The class teacher must mark the register during the designated class registration period (or periods) each school day. A learner may not mark the register.
   - 1.5 **Additions and alterations.** Additions and alterations must be made only by the class teacher. An error must be crossed out neatly so that the underlying text is legible and an alteration must be written clearly and initialled and dated. Correcting fluid may not be used.

2. **Compiling the register.** The register must be compiled as follows:
   - 2.1 **Gender.** In a co-educational school, list boys and girls on separate pages, first boys then girls. Write 'Boys' or 'Girls' in the space provided at the top of the page.
   - 2.2 **Multi-grade class.** In a class with more than one grade, a separate class register may be used for each grade.
   - 2.3 **Grade & Class.** Example: 'Grade 6B'.
   - 2.4 **Quarter ....** Insert 1, 2, 3 or 4.
   - 2.5 **No.** Give each learner a number starting with 1.
   - 2.6 **Surname/First name.** List the learners' names in alphabetical order by surname. **NB:** If a class teacher cannot accommodate the names of all learners on the register, a second register may be used.
   - 2.7 **Admission No.** Insert the learner's admission number.
   - 2.8 **Week ending.** Insert the date of the last school day of the week.
   - 2.9 **Learners' biographical details.** This section is optional and is for use by the school for administrative and management purposes. Schools are free to add additional columns.
   - 2.10 **New learner.** The name of a learner who is admitted after the register has been compiled must be entered at the end of the class list. Rule a horizontal line in the row across the days that the learner has not attended. Write **N** in the square for the learner's first day of attendance.
   - 2.11 **De-registered learner.** Write **D** in the square for the day that a learner is de-registered. Rule a horizontal line in the row from the following school day until the end of the quarter. A de-registered learner who is re-admitted during the same school term must be treated as a new learner and the class teacher must make a note to that effect against the original entry.

3. **Marking the register.** The register must be marked in ink as follows:
   - 3.1 **When a learner is present.** Leave the square blank except on a new learner's first day, when **N** must be written in the square.
   - 3.2 **If a learner is absent.** If the register is marked once a day, write a single **a** in the centre of the square. If the register is marked twice a day, write a morning **a** in the top left corner and an afternoon **a** in the bottom right corner.
   - 3.3 **Temporary school closure.** If the school is officially closed on a school day, write the reason in capital letters in the column for the day (for example, EMERGENCY, RELIGIOUS HOLIDAY).
   - 3.4 **Public holiday.** When the school closes for a public holiday, write in capital letters in the column for the day 'PUBLIC HOLIDAY'.
   - 3.5 **NSC Exams.** A horizontal line and the words 'NSC EXAMS' in capitals must be inscribed on a grade 12 class register for the period from the start of the study leave period until the end of the school year.

4. **Daily summary.** The class teacher must each day compile a daily summary at the bottom of the page as follows:
   - 4.1 **Number of learners absent.** Add the column for the number of learners absent on that day and insert the sum in the correct space. If the register is marked twice a day, add only whole day absences.
   - 4.2 **Number of learners enrolled.** Insert the number of enrolled learners listed on the page. This number will remain the same from day to day except when a new learner is admitted or a learner is de-registered.

5. **At the end of each quarter.** The class teacher must fill the last column of the register as follows:
   - 5.1 **Days absent per learner.** For each learner add horizontally the number of days absent in the term and insert the sum in the correct space in the last column. If the register is marked twice a day, add only whole day absences.
   - 5.2 **Total number of learner absentee days.** Insert the total of all the figures in the correct space in the last column.

6. **Signatures**
   - 6.1 **Class teacher's signature.** The class teacher must sign the register at the end of each quarter to indicate that it is complete and correct.
   - 6.2 **Principal's signature.** The principal must sign the register at the end of each quarter to indicate that it is complete and correct.

7. **Biographical details (optional)**
   - 7.1 In the columns headed 'Mother deceased', 'Father deceased', 'Both parents deceased', 'Repeater', and 'Child support grant', write 'Y' if applicable.
   - 7.2 In the columns marked 'Home language' insert the code for the language or languages spoken most frequently in the learner's home.

Boys or Girls:				Grade and Class:																						
No	Admission number	Surname	First name	Week ending:					Week ending:					Week ending:					Week ending:								
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Quarter: _____

No	Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					No. of days absent per learner	No
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Class teacher's signature: _____ Principal's signature: _____

Boys or Girls: _____				Grade and Class: _____																					
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Class teacher's signature: _____ Principal's signature: _____

Boys or Girls: _____ **Grade and Class:** _____

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Class teacher's signature: _____ Principal's signature: _____

Boys or Girls: _____				Grade and Class: _____																					
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Boys or Girls: _____ Grade and Class: _____

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Class teacher's signature: _____ Principal's signature: _____

Boys or Girls: _____ **Grade and Class:** _____

No	Admission number	Surname	First name	Week ending:					Week ending:					Week ending:					Week ending:				
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Quarter: _____

No	Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					Week ending: _____					No. of days absent per learner	No
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Total number of learner absentee days																																				

Class teacher's signature: _____ Principal's signature: _____

Learners' biographical details

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				Initial and Surname	Contact number	
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No	Mother deceased	Father deceased	Both parents deceased	Repeater*	Child support grant	Home language 1**	Home language 2**				No
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***Repeater:** Means a learner who is repeating the grade in the current year

****Home Language codes:** [1] Afrikaans, [2] English, [3] IsiNdebele, [4] Sepedi, [5] SiSwati, [6] Xitsonga, [7] Tshivenda, [8] Setswana, [9] IsiXhosa, [10] IsiZulu, [11] Sesotho, [12], South African Sign Language

Learners' biographical details

No	Surname	First name	Date of Birth (yy-mm-dd)	Parent or guardian		Address
				Initial and Surname	Contact number	
41						
42						
43						
44						
45						
46						
47						
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49						
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51						
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73						
74						
75						
76						
77						
78						
79						
80						

No	Mother deceased	Father deceased	Both parents deceased	Repeater*	Child support grant	Home language 1**	Home language 2**				No
41											41
42											42
43											43
44											44
45											45
46											46
47											47
48											48
49											49
50											50
51											51
52											52
53											53
54											54
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61											61
62											62
63											63
64											64
65											65
66											66
67											67
68											68
69											69
70											70
71											71
72											72
73											73
74											74
75											75
76											76
77											77
78											78
79											79
80											80

*** Repeater:** Means a learner who is repeating the grade in the current year.

****Home Language codes:** [1] Afrikaans, [2] English, [3] IsiNdebele, [4] Sepedi, [5] SiSwati, [6] Xitsonga, [7] Tshivenda, [8] Setswana, [9] IsiXhosa, [10] IsiZulu, [11] Sesotho, [12], South African Sign Language

Provincial Logo

Period register

Name of school: _____

Name of class teacher: _____

Grade and class: _____

Room number: _____

Year: _____

Notes

1. The period register is teacher based. The register moves with the teacher and NOT with the class.
2. The period register is an official document for internal school use.
3. The number of pages will correspond with the number of days on which the register is kept.

Period	Subject/ learning area	Grade and Class	Number of learners enrolled in the subject/ learning area	Number of learners absent	Names of absent learners			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

Period	Subject/ learning area	Grade and Class	Number of learners enrolled in the subject/ learning area	Number of learners absent	Names of absent learners			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

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9								
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Class teacher's signature: _____ Principal's signature: _____ Date: _____

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3								
4								
5								
6								
7								
8								
9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

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10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

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11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

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11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

Period	Subject/ learning area	Grade and Class	Number of learners enrolled in the subject/ learning area	Number of learners absent	Names of absent learners			
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6								
7								
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9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

Period	Subject/ learning area	Grade and Class	Number of learners enrolled in the subject/ learning area	Number of learners absent	Names of absent learners			
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9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

Period	Subject/ learning area	Grade and Class	Number of learners enrolled in the subject/ learning area	Number of learners absent	Names of absent learners			
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2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Class teacher's signature: _____ Principal's signature: _____ Date: _____

Summary register by grade for quarter _____

GRADE _____

Notes

1. The summary register is a working document for internal use by the school only.
2. This document must not be submitted to the District office.
3. The data for this table must be taken from the class registers. The grade total for each grade should be transferred to the School Quarterly Return on Learner Attendance.

Grade and Class	Total number of learner absentee days			Number of learners enrolled on last day of quarter		
	Boys	Girls	Total	Boys	Girls	Total
Grade total						

Name of compiler: _____

Signature: _____

Date: _____

School quarterly return on learner attendance
Quarter _____, 20____

Name of district: _____

EMIS number of school: _____

Name of school: _____

Name of principal: _____

Signature of principal: _____

Date: _____

Notes
1. This return for the previous quarter must be submitted to the District office not later than one week after the beginning of every school quarter (term).
2. The data for this table must be transferred from the Summary Register by Grade.

Grade	Total number of learner absentee days			Number of learners enrolled on last day of quarter		
	Boys	Girls	Total	Boys	Girls	Total
R						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total						
			A			B
			Learner absentee rate for the quarter			

Calculation of learner absentee rate:

$$\frac{A}{B} \times \frac{100}{\text{Number of school days for the quarter}}$$

Example of learner absentee rate:

$$\frac{1\,000}{500} \times \frac{100}{50}$$

= 4%

School stamp