



# Powerstown Educate Together National School

Roll No: 20384J

Powerstown Road, Tyrrelstown, Dublin 15

Telephone: 01 8272018

Email: [info@powerstownet.com](mailto:info@powerstownet.com)

[www.powerstownet.com](http://www.powerstownet.com)

*Powerstown Educate Together National School*

## Attendance & Punctuality Policy

*This policy has been formulated by Powerstown ETNS to assist school management and staff to monitor & improve pupil attendance. Reference was sought from Education Welfare Act 2000, Don't let Your Child Miss Out (NEWB, 2004), Section 29, Education Act, "Empty Desks" – C.D.U. Mary Immaculate & Circular 56/2011.*

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## **Introduction:**

In Powerstown Educate Together National School we aim to promote the good attendance and punctuality of our pupils. The BoM through the Principal, the Staff and the Parent Teacher Association first drafted this Attendance policy in May 2012.

The principal and teaching staff expressed concern at the amount of time that children were absent from school. A major factor for our particular school is that many of our parents often arrange family trips abroad during school/term time for family reasons.

Important times		
Supervised Morning Assembly	8.20am – 8.30am	Basketball courts
Children received by teachers	8.30am	Escorted to class by teacher
Classes commence	8.30am	Formal instruction begins
Roll call	9am	Children arriving after this time will be marked “absent but late”

## **Rationale**

The main factors contributing to the formulation of this policy can be summarised as follows;

- The pupil profile of our school (i.e. 95% children from international families)
- The role of the NEWB
- Levels of language deficit and the consequences of absenteeism to progress in this and other areas

- Legislative requirements such as the Education Welfare Act 2000
- Changing attitudes to education

## **Aims:**

The aims of the attendance policy in Powerstown Educate Together National School are to:

1. Encourage pupils to attend school regularly and punctually.
2. Develop parents' understanding of the need for good attendance and punctuality.
3. Share the promotion of school attendance amongst all in the school community.
4. Inform the school community of its role and responsibility as outlined in the Education (Welfare) Act, 2000.
5. Identify pupils who may be at risk of developing school attendance problems.
6. Ensure that the school has procedures in place to promote attendance/participation.
7. Develop, subject to resources, links between the school and the families of children who may be at risk of developing attendance problems.
8. Identify and remove insofar as is practicable, obstacles to school attendance.

## **The school will ensure that:**

- The importance of school attendance is promoted throughout the school.
- Pupils are registered accurately and efficiently.
- Pupil attendance is recorded daily.
- Parents or guardians are contacted via Aladdin (automated texting service via school administrative system) when reasons for absences are unknown or have not been communicated.
- Pupil attendance and lateness is recorded and monitored via Aladdin (school administrative system).
- Parents can access their child's attendance and punctuality record via the Aladdin App.
- School attendance statistics are reported as appropriate to:
  - ✓ The Education Welfare Board (Túsla).
  - ✓ The Education Welfare Officer.
  - ✓ The Board of Management.

## Compliance with School Ethos

This policy complements the school ethos of nurturing potential in a caring environment where the welfare of children is paramount.

## Punctuality

Pupils are encouraged to arrive in school between 8.20am and 8.30am. Children congregate in the basketball courts, under the supervision of the principal, ISM Team and Special Needs Assistants. (Children in Holly and Hawthorn Class go directly to their rooms and are supervised by staff from 8.20am – 8.30am)

Pupils line up at 8.30am and are received by their class teacher in the basketball court. The children are then escorted to their classrooms by their class teacher at 8.30am to commence classes.

Children are required to be in their classrooms not later than 8.30am.

All pupils and staff are expected to be on time. The Principal is obliged under The Education Welfare Act, to report children who are persistently late. The school will contact parents/guardians in the event of pupils being consistently late and are obliged to contact the Education Welfare Board.

- Children arriving to school after 8.30am are **registered as late**. Parents must sign in, in the **LATE BOOK**, located at the office at the school entrance. Date, child's name, name of adult dropping child to school & time must be recorded in the Late Book.
- All children who arrive to class after 8.30am have their arrival time logged on Aladdin by class teachers. This will indicate the number of minutes the child is late.
- Parents can access punctuality record of their child via the Aladdin app.
- If a child is persistently late, class teacher will organise a meeting with parents/guardians and an Action Plan put in place.
- If there is no significant improvement in punctuality within the agreed time-frame of action plan, a meeting is held with parents/guardians, class teacher and principal.

Please see school website on the importance on Punctuality which is shared with parents ([click here](#)).

## Attendance

Individual attendance is recorded on our school's administrative system Aladdin.

- Roll call is taken daily at 9am.
- If a pupil does not attend on a day when the school is open for instruction, his/her non-attendance will be recorded by the class teacher on Aladdin.
- Parents will receive a text message if class teacher is not informed of reason for absence in advance of roll been taken.
- Children arriving to school 9am are marked "absent but late." All children who arrive to class after 9am have their arrival time logged on Aladdin by class teachers. This will indicate the amount of minutes the child is late.
- Parents can access their child's attendance record via the Aladdin app.
- Parents are contacted via text message when their child misses 10, 15 and 20 days of school in an academic year to ensure they are aware of their child's attendance.
- Absences can be characterised as the following:
  - ✓ Irregular Absentee: 5/10 days absent without a valid reason on return. For irregular absenteeism, the teacher will inform the parents of her/his concerns about the child and seek to have explanation of absence returned in writing or if deemed necessary to meet the parents to discuss the matter. If necessary, an Action Plan will be put in place.
  - ✓ Seriously Irregular Absentee: 10/15 days absent without a valid reason on return. For seriously irregular absenteeism, the Principal will write to the parents inviting them to a meeting to discuss the problem. An Action Plan will be put in place, and a review meeting occur within a month.
  - ✓ Chronic Absentee: Over 20 days absent in an academic year. For chronic absenteeism the Principal will inform the Education Welfare Officer and notify the parents of this by letter.

## Explanation of Absence Form

Reasons for pupils' absences must be communicated by parents/guardians to the school and will be retained by the school. To facilitate this, such communications

- ✓ should be emailed to the child's **classroom teacher**.

- ✓ Should be submitted via Aladdin app
- ✓ Should be phoned to school (01) 8272018 from 8.20am.
- ✓ should use the school Explanation of Absence template (See Appendix 1),
- ✓ should use templates provided in child's homework journals

The Explanation of Absence Form is accessible on the school website, is emailed to parents at the beginning of every school year and is available on the school website to download.

A hard copy of the Explanation for Absence Form is available in the school office.

These notes/communication will form a record which may be inspected by the Education Welfare Officer on a visit to the school.

### **Guidance for Parents on holidays during term time**

Section [(21) (9)] of the Act states that: "a pupil's absence can only be authorised by the Principal when the child is involved in activities organised by the school or in which the school is involved". The school principal cannot authorise a child's absence for holidays during school time.

However, it is essential that parents inform the school of any such arrangements.

### **Parents/guardians can promote good school attendance by:**

- Ensuring regular and punctual school attendance.
- Notifying the school if their children cannot attend for any reason.
- Working with the school and education welfare service to resolve any attendance problems.
- Making sure their children understand that parents support school attendance & attendance initiatives.
- Discussing planned absences with the school.
- Refraining, if at all possible, from taking holidays during school time.
- Showing an interest in their children's school day and their children's homework.
- Encouraging them to participate in school activities.
- Praising and encouraging their children's achievements.

- Instilling in their children, a positive self-concept and a positive sense of self-worth.
- Informing the school in writing of the reasons for absence from school.
- Ensuring, insofar as is possible, that children's appointments (with dentists etc.), are arranged for times outside of school hours.
- Contacting the school immediately, if they have concerns about absence or other related school matters.
- Notifying, in writing, the school if their child/children, particularly children in junior classes, are to be collected by someone not known to the teacher.

## Pupils

Pupils have the clear responsibility to attend school regularly and punctually.

Pupils should inform staff if there is a problem that may lead to their absence.

Pupils are responsible for promptly passing on absence notes from parents to their class teacher.

Pupils are responsible for passing school correspondence to their parents, on the specified day.

## A strategy for promoting good school attendance

The Board of Management is committed to providing a positive school atmosphere which is conducive to promoting good school attendance. In this regard:

- Children who attend school every day during a month period, will be acknowledged at whole school assembly, photograph taken and uploaded to school website.
- The class with the best attendance during a month period, will be acknowledged at whole school assembly.
- A special reward system will be introduced for promoting good attendance at school. At the end of every term, (December, Spring Break, June), all children who have 100% attendance will receive a reward. In June, all pupils with 100% attendance will receive a plaque.
- The school curriculum, insofar as is practicable, is flexible and relevant to the needs of the individual child.
- The school will promote development of good self-concept and self-worth in the children.
- Support for pupils, who have special educational needs, are in place in accordance with Department of Education & Skills guidelines.
- Internal communication procedures are in place to inform teachers of the special needs of pupils.

- The assistance of the Education Welfare Officer will be utilised.
- The attendance rates of pupils will be monitored by the class teacher in the first instance, and the class teacher will notify the Principal of any concerns regarding the attendance of any child.
- Pupils with a poor attendance record will, insofar as is practicable, be supported in an effort to improve their attendance.
- School will complete an annually review of attendance and punctuality and set appropriate targets for the next academic year based on review. These targets are shared annually with parents via school website.

## School Principal

The School Principal will:

- Ensure that the school register of pupils is maintained in accordance with regulations.
- Send standardised letters to parents (see Appendix 2) at the end of each term detailing child's attendance record via school administrative system Aladdin.
- Send standardised letter to parents (see Appendix 3) at the end of each term detailing child's punctuality record via school administrative system Aladdin.
- Insofar as is possible, support parents and families where there is a concern about attendance.
- Inform the Education Welfare Officer:
  - If a pupil is not attending school regularly.
  - When a pupil has been absent for 20 or more days during the course of a school year and/or their attendance level is of concern.
  - If a pupil has been suspended for a period of six or more days.
  - When a pupil's name is removed from the school register.
- Inform parents of a decision to contact the Education Welfare Officer of concerns regarding a pupil.
- Insofar as is practicable, promote the importance of good school attendance among pupils, parents and staff

## Class Teacher

The class teacher will:

- Maintain Aladdin attendance and punctuality records in accordance to this policy
- Take roll call daily at 9am.
- Record time of all "late" arrivals i.e. after 8.30am



- Keep a record of explained and unexplained absences and record same on Aladdin.
- Contact the parents in instances where absences are not explained in writing.
- Promote a class reward system for pupils with exceptional attendance.
- Encourage pupils to attend regularly and punctually.
- Inform the Principal of concerns s/he may have regarding the attendance and punctuality of any pupil.

### **Communication with other schools.**

Subject to the restrictions of the Data Protection Act, when a child transfers from Powerstown Educate Together National School to another school, the schools records on attendance, academic progress will be forwarded (in compliance with Circular Letters 56/2011 and 45/2014) on receipt of written notification of the transfer. (See Appendix 4)

When a child transfers into Powerstown Educate Together N.S. confirmation of transfer (Appendix 3) will be communicated to the child’s previous school and appropriate records sought.

Pupils transferring from Powerstown ETNS to a Post Primary school will have their records forwarded (in compliance with Circular Letters 56/2011 and 45/2014 ) on receipt of confirmation of enrolment. See [www.ncca.ie/transfer](http://www.ncca.ie/transfer) for further details of Education Passport requirements.

### **Evaluation**

The success of an Attendance Policy is measures through

- Improved attendance levels
- Happy, confident, well-adjusted children
- Positive parental feedback
- Teacher vigilance

### **Implementation / Ratification and Review.**

This policy came into operation on 31<sup>st</sup> August 2012.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chairperson

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal



## Appendix 1: Student Absence Explanation Form



Name of child: \_\_\_\_\_ Date(s) of absence: \_\_\_\_\_

Total number of days absent: \_\_\_\_\_

Reason for absence:  illness  urgent family reasons

holidays  religious observations  other

If 'other' please give details: \_\_\_\_\_

\_\_\_\_\_

Date the child returned to school: \_\_\_\_\_

Parent's/guardian's signature: \_\_\_\_\_



Name of child: \_\_\_\_\_ Date(s) of absence: \_\_\_\_\_

Total number of days absent: \_\_\_\_\_

Reason for absence:  illness  urgent family reasons

holidays  religious observations  other

If 'other' please give details: \_\_\_\_\_

\_\_\_\_\_

Date the child returned to school: \_\_\_\_\_

Parent's/guardian's signature: \_\_\_\_\_



## Powerstown Educate Together National School

Roll No: 20384J

Powerstown Road, Tyrrelstown, Dublin 15

Telephone: 01 8272018

Email: info@powerstownet.com

www.powerstownet.com

{{ address }}

{{ current\_date }}

Dear Parents/Guardians,

I am writing to you regarding {{ first\_name }} {{ last\_name }}'s attendance at school.

It is school policy to inform parents and guardians of their child's absence via text message daily. The school also notifies parents when their child misses 10, 15 and 20 days of school..

It is school policy for the class teacher to meet with parents/guardians and discuss attendance concerns. If attendance continues to be a concern, a meeting is arranged with class teacher, parents/guardians and principal.

Under law, every child must attend school regularly up to sixteen years of age or complete at least three years post primary education whichever comes later. When a child is absent, you as parent must let the school know the reason for the absence every time. It is school policy to do this in writing and/or via email.

If you wish to discuss {{ first\_name }}'s attendance, please contact the school to arrange an appointment to meet with {{ teacher\_name }} as soon as possible.

{{ absence\_table }}

Thank you for you co-operation in this matter.

Yours faithfully,

Helena Trench (Principal)

School Attendance - What every Parent needs to know

## Appendix 3: Letter template to invite parents to attend meeting re Attendance



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Email: info@powerstownet.com

www.powerstownet.com

{{ address }}

{{ current\_date }}

Dear Parents,

I am writing to you regarding {{ first\_name }}'s attendance at school.

{{ first\_name }} has now been absent for {{ days\_absent }} days so far this year.

{{ first\_name }}'s class teacher and Helena would like to discuss {{ first\_name }}'s attendance with you as soon as possible.

**Please phone the office on 01 8272018 and make an appointment.**

Because {{ first\_name }} has now been absent for 20 days and/or we are concerned about {{ first\_name }} attendance, the school must pass the information to the National Educational Welfare Board. An Educational Welfare Officer may therefore be in contact with you to discuss the matter further.

Yours sincerely,

Helena Trench (Principal)

{{ absence\_table }}



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## Appendix 4: Student Transfer Letter

DATE

Dear Principal,

NAME enrolled in Powerstown Educate Together National School, Roll Number 20384J on DATE ENROLLED

<b>Student Name:</b> <b>Parent /Guardian Names:</b> 1. 2.	<b>Address:</b>
<b>Date of Birth:</b>	<b>PPSN:</b>

If you require any further information please do not hesitate to contact me.

Kind Regards,

\_\_\_\_\_  
Helena Trench (Principal)

School Stamp

## Appendix 5: Student Transfer Form PETNS (See notes overleaf)

<b>Student Name:</b> _____ <b>Parent / Guardian Names</b> 1. _____ 2. _____	<b>Address:</b>  
<b>Date of Birth:</b> _____	<b>PPSN:</b> _____
<b>Nationality:</b> _____	<b>Religion:</b> _____

### General report – Current Year

<i>More than one box may be ticked</i>	Excellent	Very Good	Good	Unsatisfactory	Consistent	Inconsistent
Behaviour & co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Academic Achievement \*

The comments hereunder arise from both formal & informal class-based assessments supported by the professional opinion of the teacher

<i>More than one box may be ticked</i>	Exceptional	Above Average	Average	Below Average	Reaching Potential	Not Reaching Potential
Gaeilge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Personal & Health Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Work & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Work & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standardised Assessment – Literacy & Numeracy

English Assessment Used: \_\_\_\_\_ Date Given: \_\_\_\_\_ Percentile \_\_\_\_\_

STEN Score \_\_\_\_\_

Mathematics Assessment Used: \_\_\_\_\_ Date Given: \_\_\_\_\_ Percentile \_\_\_\_\_

STEN Score \_\_\_\_\_

### Special Education Needs – where applicable

Psychological Assessment Undertaken \_\_\_/\_\_\_/\_\_\_\_ Report(s) available from Parents

Other relevant reports (Speech and language/OT/etc)

Additional Resource (Low Incidence) hours per week \_\_\_\_\_  Learning Support / General Allocation hours per week \_\_\_\_\_

Special Needs Assistance hours per week \_\_\_\_\_  English as a Second Language resource hours per week \_\_\_\_\_

Exemption from Gaeilge – Date of Certification \_\_\_/\_\_\_/\_\_\_\_\_

**Additional Notes:** Please use additional sheets for supplementary notes

**Sending School Declaration**

**Receiving School Declaration**

Class Teacher \_\_\_\_\_ Principal  
\_\_\_\_\_

This Student has enrolled in \_\_\_\_\_ on

\_\_\_/\_\_\_/\_\_\_\_\_ Roll Number

**Evidence of Enrolment to be returned to Sending School\***

**Receiving School Retains Original Copy of Student Transfer Form –**

A Photocopy of this form must be signed and stamped by or on the behalf of the Principal of the Receiving School and Returned to The Principal of the Student's *Sending School*

## NOTES

1. The main purpose of the Student Transfer Form is to convey relevant information to a school (second-level or other primary school) for the educational benefit of the child. In the case of primary to second-level transfer, this form should only be sent to the second-level school that has confirmed enrolment of the child in question. This is to ensure that the data contained does not influence enrolment prospects. Where there is any doubt about multiple enrolment, clarification should be sought from the parents of the child.
2. This Student Transfer Form serves a number of functions as follows:
  - ✓ Transferring information re. student academic achievement to the receiving school
  - ✓ Transferring any relevant information re. Special Education Needs
  - ✓ Transferring any relevant information re. school attendance
  - ✓ Creates an opening for a meaningful conversation between 1<sup>st</sup> year – year head and 6<sup>th</sup> Class Teacher
  - ✓ Under the Education Welfare Act, the 'Sending School' must receive written confirmation that a student has been enrolled in the 'Receiving School' before the student can be taken off the Rollbook. This Student Transfer Form facilitates an efficient means of fulfilling this requirement.
  - ✓ In addition to primary/second-level transition, each year thousands of pupils transfer from one Primary School to another. This Student Transfer Form will therefore also serve an important function in transferring essential information between primary schools.
3. The generic term 'Sending School' refers to the school from which a student departs. The 'Receiving School' refers to the new school in which a student has been enrolled.



4. A Standardised Student Transfer Form (STF) was in use between Primary & Post Primary Schools up to the early 1980s. It ceased usage as its design and layout became obsolete.
5. In the academic achievement section the terms *Exceptional*, *Above Average*, *Average* and *Below Average* are based on a combination of the Class Teacher's observations of the student's achievement levels matched against the objective criteria of the revised Primary Curriculum.
6. Standardised assessment instruments such as Drumcondra (numeracy and literacy), Micra-T (literacy) and Sigma-T (numeracy) are used to complement teacher observation and other non-standardised forms of assessment
7. Standardised Assessment *Percentiles* and *STEN scores* will provide a 'check and balance' against the selected ratings by the class teacher in Maths and English.
8. In accordance with general guidelines for student report forms, this Student Transfer Form is designed to limit teacher comments to (a) facts e.g. percentiles and (b) professional opinions e.g. academic achievement levels related to curriculum objectives.
9. The concept of *Reaching Potential /Not Reaching Potential* is an important indicator particularly in relation to children that maybe be below average achievers but in fact reaching their potential e.g. children in the category "borderline mild general learning disability".
10. As in the case of any other student records, parental permission is required by the sending school before the Student Transfer Form can be forwarded to the receiving school.



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## Appendix 6: Punctuality Letter

{{ address }}

{{ current\_date }}

Dear Parents/Guardians,

I am writing to you regarding {{ first\_name }}'s punctuality at school.

Our records indicate concerns in relation your child {{ first\_name }}'s punctuality.

{{ tardy\_table }}

When pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel uncomfortable arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised.

{{ first\_name }}'s class teacher and Helena would like to discuss {{ first\_name }}'s punctuality with you as soon as possible.

**Please phone the office on 01 8272018 and make an appointment.**

Because {{ first\_name }}'s punctuality record is concerning, the school must pass the information to the National Educational Welfare Board. An Educational Welfare Officer may therefore be in contact with you to discuss the matter further.

According to the terms of the Education Welfare Act, the school is obliged to submit details of all children in the school who were absent for 20 days or more and/or when there is a concern about attendance and/or punctuality , for whatever reason during that time.

Yours sincerely,

Helena Trench (Principal)

<http://www.powerstownet.com/punctuality-is-important/>