

Westfields Sports Policies & Procedures



Library

The Westfields Sports High School has the dual goal of providing an educational environment in which the school population can excel both in the classroom and on the sporting field. The library seeks to support the resource needs of both the staff and students of this unique school.

The Library will be recognised as an accessible and exceptional user-focused centre of research, learning, and creativity. We will provide the best of contemporary and traditional research tools, unique local resources, and technology to the Westfields community and work to ensure that all its members are proficient information users. We will be leaders in developing and utilising the talents of everyone who works in the library to achieve excellence in service to students and staff.

Westfields Sports High School library will contribute to the improvement of student learning outcomes by providing services and programs, which support teaching and learning practices within the school. This contribution is translated into practise through the library's information services that seek to promote learning outcomes by linking learners and information resources. Effective access to the school's collection of resources is central to the achievement of learning outcomes.

The Library Policy of Westfields Sports High School has been developed within the context of the following documents.

- Australian School Library Bill of Rights (1981)
- Statement on Free Access to Information (2007)
- Statement on Library and Information Services in Schools (1984)
- Statement on Libraries and Multiculturalism (1991 – 94)
- Statement for School Libraries (2nd ed. 1996)
- Libraries in NSW Government Schools – Policy Statement (1987)

Rationale

Within the school, the Library is a major educational resource.

Its purpose is:

1. Statement for School Libraries (2nd ed. 1996)
2. To provide teaching and learning activities central to the whole school program
3. To promote and manage resources effectively and efficiently
4. To provide appropriate technology and support its effective use across the Key Learning Areas
5. To provide and promote social and recreational resources
6. To create a teaching and learning environment that stimulates interest and enthusiasm for learning
7. To co-operatively plan, teach and evaluate information literacy
8. To promote a culture of reading throughout the school
9. To contribute to the school's goal and priority of maintaining a personalised and safe learning environment which enhances the wellbeing of all students
10. To support wherever possible the implementation of the new Australian Curriculum for Years 7 – 10.

Mission Statement

We bring people and information together. Westfields Sports High School's Library Mission is:

To promote a positive and interactive environment which enables all members of the school community to access and enjoy the resources of the library on an equitable basis.

Role of the Teacher - Librarian

All staff of the school share responsibility for the development of the students' information literacy. However, students are more likely to become information literate if learning is undertaken within the context of class-based activities as isolated information skills instruction is less effective. The Teacher-Librarian plays a key role in this process.

- Australian School Library Bill of Rights (1981)
- Participating in the school's information literacy program within the context of the curriculum across KLAs
- Managing the school's information resources and services
- Identifying the information needs of the school community

- Professional involvement in the school's teaching and learning process by collaborating with teachers to plan, implement and evaluate learning activities with an emphasis on information skills and student-centred learning
- Work collaboratively with teachers to ensure students engage in ethical research practices, which will improve digital and information literacy skills
- Promote web literacy skills within the school community to empower web users with the skills to validate and critically appraise information accessed
- Select and develop appropriate technology to meet the educational, cultural, recreational and professional needs of the school community
- Facilitate access to sources of information outside the school
- Working co-operatively with staff to provide experiences which encourage reading, viewing and listening.

Responsibility for library management, including:

- a. Devising and implementing systems to efficient library operation
- b. Preparing and administering the library budget in conjunction with the HT
- c. Training and supervising library staff, both paid and unpaid
- d. Attending professional development days
- e. Training school assistants in specific library procedures
- f. Facilitating work practices
- g. Developing good working relationships with other library staff.
- h. Monitoring, managing and engaging with study groups throughout the day

The principal, as the educational and administration leader in the school plays as important role in establishing close co-operation between teachers and the teacher-librarian. Such co-operation contributes significantly to successful educational programs.

School Assistant Duty Statement

School Assistants work under the daily direction of the Teacher Librarian, but are ultimately under the authority of the School Administrative Manager (SAM) and the Principal.

Based on School Assistant duties as outlined in the Handbook for non-teaching staff in schools, the school assistant plays a valuable supportive role in the school library. The teacher librarian requires clerical assistance to fulfil teaching and library management responsibilities. They assist with the school's information literacy and other learning programs, as well as tasks associated with the provision of information services. Duties are assigned as part of a co-operative team creating a positive learning environment.

Many tasks are shared by the teacher librarian and SASS staff depending on urgency and who is doing what at the time a task is required to be performed.

School Assistants are responsible for:

- Providing assistance in school routines, classroom activities and financial and administrative matters
- Designated tasks associated with the efficient operation of the school library
- Use of computerised library systems for accessioning, ordering, invoicing, budgeting and cataloguing, data input and retrieval
- Shelving, filing, circulation, retrieval of library and text over-dues, maintenance inventories and stocktaking routines
- Accessing databases, basic, reference services, culling, book repairs, laminating, audio visual processing
- Operating and caring for the equipment and machinery, including computer equipment
- Barcoding, loaning and collection of all text books for Maths, PDHPE and Science Faculty
- Photocopying and duplicating
- Preparing and maintaining learning environments and materials
- Servicing school committees
- Implementation of learning and other programs under the supervision of a teacher
- Assisting with the supervision of students in the library during recess and lunch breaks, monitoring (i.e. Checking, observing and recording) student behaviour when teachers are periodically absent from the school library
- Assisting students with library research
- Assisting teachers

- Undertaking other related duties as determined by the Principal or supervisor
- Sorting NAPLAN papers for distribution
- Sorting VALID/AGAT usernames and passwords for testing

Office related duties

- Telephone duties
- Mail – delivery to office or to be filed
- Photocopying orders (on occasions)
- Taking orders to Leeanne or Virginia
- Operating and caring for library or classroom machinery
- Assisting in writing off equipment
- Using computer based programs/systems to design, layout and print learning materials or library administration materials
- Photocopying etc. of learning or administration material as directed by librarian
- Designing signs related to library operations using Excel, Word, Google Images, Microsoft Clipart etc.
- Typing up and loading into Moodle, Library news, book reviews etc.
- Using various computer operating systems e.g. OLIVER, Windows, Scisweb, and OPACs
- Faculty meeting notes

Administration related duties

- Recording, entering and maintaining library data in computerised systems such as OLIVER
- Maintaining OLIVER catalogue in Collaboration with librarian
 - Accessioning items – entering invoice information, cataloguing, data input and retrieval
 - Disposing of items under librarian's direction
 - Adding special notes
- Checking, unpacking, shelving materials and orders
- Preparing resources for circulation – hinge taping, covering, writing Dewey stickers, checking PRC list, adding blue stickers, stamping library resources, gluing date due sheets
- Refresh of students and staff (computer function)
- Run necessary reports (computer function)
- Repairing items
- Stocktaking stationary supplies and making librarian aware of supply status
- Organising the availability of change for student photocopying and taking to office any monies needing banking
- Lost property, e.g. USBs, pencil cases etc. – trying to track owner, send note to student via roll

Stocktake duties

- Culling books under direction from teacher librarian in preparation for stocktake
 - Disposing of books to be culled
 - Stamping books to be disposed with cancelled stamp
 - Getting rid of books to be disposed
- Scanning all books in each section using remote scanner
- Downloading scanned items to computer
- Checking all barcodes being entered have scanned correctly
- Adding any extra barcodes manually
- Generate a report after each small download
- Checking missing items from each section
- Cull any old and dilapidated items. Check borrower usage etc.
- Clean shelves, re-stack and reorganise shelves if space is required
- Scan items kept in special areas such as DVD's, teacher resources, books SCISed but not yet ready for shelves
- Note any books needing replacement from new budget

Teacher and student support

- Providing services related to Information Literacy for staff and students
- Preparing and maintaining a learning environment and necessary materials
 - Maintaining equipment
 - General tidying of learning space e.g. chairs, books etc.
 - Maintaining order of books on shelves – a daily job
 - Creating/Assisting with displays
 - Sorting and storing display material

- Making display materials when required
- Liaising with staff about materials and ideas for displays
- Monitoring (i.e. checking, observing and recording) student behaviour when teachers are periodically absent from the library
- Caring for distressed students or referring them to librarian or other teacher
- Assisting students with loans, photocopying information needs etc. during recess and lunch
- Assisting students to develop research/information and computer skills of their own as instructed by librarian
- Instructing students on use of photocopier and coin machine
- Assisting with library bookings
- Assisting with loans and returns
- Assisting with resource box loans, returns and printing of lists
- Assisting with teacher inquiries
- Passing resource requests from students on to librarian
- Prepare class areas for library lessons
- Troubleshooting computer, printing, scanning for students and staff

PRC

- Keeping PRC list updated and available on school website
- Check new books against the list
- Add challenge level stickers to books included in the 7-9 PRC list
- Add PRC ID number to each book
- Follow up PRC enrolled students
- Creating events for award recipients
- PRC Procedure
 - Students logon using their DEC portal and username and password to access the PRC website
 - New students need to have details uploaded by the school Co-ordinator
 - All books read are added on to their online student reading record which must be completed by the closing date
 - Once validated by the co-ordinator students will be eligible for a PRC certificate.

General Library Usage

| | |
|-----------------------|--|
| Opening Hours: | 7.30am – 3.06pm |
| Before school: | All students are welcome |
| Recess: | All students are welcome |
| Lunch: | All students welcome |
| During class: | Only under direct supervision of the classroom teacher |
| After School: | Homework Centre operates in the Library from 3.06pm to 4:15pm Tuesday to Thursday |

Students are issued with an ID card after school photos. This is also their Library and photocopying card. If this card is lost or stolen, a replacement card will be issued (by HT Administration) at a cost of \$10 to the student. Prior to school photos students will use the barcode on their school diary.

Money will not be lent to students for photocopying. Change is readily given but large notes present a problem and may not be changed. Students may update their ID card balance using the machine provided.

Student behaviour must be appropriate at all times. No insolence will be tolerated. The school's Student Discipline and Welfare Policy guidelines will be used to deal with students acting in an inappropriate manner. School uniform guidelines will be followed – all shirts must be tucked in and hats removed upon entry to Library. Non-uniform notes must be produced upon request.

Mobile phone use for research purposes is permitted through the school's BYOD policy. However, students must have a BYOD charter completed and registered on Gateway. Mathematics games, Mathletics, Chess, Word Flyers, Cool Maths Games, are permitted to be used for educational purposes. Food and drinks are not to be brought into Library by students. Chewing gum is banned within the school and is therefore not to be eaten Library. Destruction of Library resources as a result of the above items being brought in will result in the student replacing the damaged item or paying for its replacement.

Students who come to the Library during class time will be sent straight back to class. This includes coming to borrow or photocopy 'between' periods.

| | | |
|-------------------|--------------|--|
| Borrowing: | Year 7 - 8 | - 4 fiction and 6 non-fiction items for 2 weeks - No borrowing if the items are overdue |
| | Year 9 - 10 | - 4 fiction and 6 non-fiction items for 2 weeks - No borrowing if the items are overdue |
| | Year 11 - 12 | - 6 as required, negotiated with the Teacher-Librarian - No borrowing if the items are overdue - Study Guides only a one week loan |

Other items may be borrowed after consultation with the Teacher-Librarian. Books not selected for borrowing can be placed on the trolley near the Circulation Desk for the staff to return to the shelves.

Over-due Books/Resources: Overdue notices are printed weekly and placed in rolls. Three class notices are given before an individual student is asked to see the Teacher-Librarian. If this fails to gain a response, a letter will be sent home, requesting the overdue items be returned or replaced. The letter sent home will be noted on gateway, including the replacement cost. If no response is received from the letter, students may be issued with a detention by the Head Teacher Secondary Studies and the cost of the outstanding items will be added to the student's school fees. If the items are subsequently located, the student/parent can write a letter and request for the money to go towards any outstanding school fees.

Internet access and use of the computer network must be negotiated with the Teacher-Librarian. Bookings are essential to avoid disappointment and enable a fair and equitable use of all technology.

Students do not have access to Librarian's office at any time.

LIBRARY PROCEDURES (Information for Teachers)

The library is available for bookings that must be completed online. There are 4 areas available for teacher use.

1. **E150 - The multimedia room** which has a projector and large screen suitable for showing DVD's and accessing the Internet. The space is also useful for group based projects
2. **E151 - Class area** and 4 computers which provides space to draw a class together, discuss a task, then release to shelves or computers for research
3. **E152 - The reading area** which has comfortable lounge chairs, is located close to the fiction shelves and provides a great situation for silent reading, sharing literature or book talks
4. **E153 - Computers** in a class area. Useful for internet research and access to non-fiction shelves

All bookings can be made online. If a teacher needs to delete a booking they can request for Library staff to assist with this. Where a swap is made, consultation must be had with the original staff who booked the area. If staff are making bookings and if they aren't needed any longer please notify staff the morning of. If available the TL is very happy to assist in any way in team teaching. This will ensure maximum use of the Library facilities.

Guidelines for Library Use

1. Active supervision of your class while in the Library is essential for ensuring successful research. Assistance will be given, if required, but student behaviour is the responsibility of the classroom teacher
2. It is essential to notify the Teacher Librarian of assignments given to whole year groups which require library research so that resources are fairly available. It would be desirable if the library also had a copy of the assignment
3. Computers / Rooms must be booked in advance to avoid disappointment. It is the responsibility of the classroom teacher to monitor the safe, respectful use of the computers. Any issues with equipment must be reported using a work request. Library staff will also monitor any issues with computers during recess, lunch
4. Photocopying is available through library at a cost:

| | | |
|-----------------|------------------------|------------------------|
| • Black-n-white | A4 - 10 cents per page | A3 - 20 cents per page |
| • Colour | A4 - 60 cents per page | A3 - \$1.20 per page |

5. All equipment must be borrowed and recorded in OLIVER and returned in the appropriate time period. No student will be allowed to borrow on behalf of teachers unless they have a written permission from the teacher
6. Students are not to be sent to the library during class time for printing or private study unless this has been negotiated with the library staff on an individual basis. All students must have adequate supervision
7. The Teacher Librarian is available for
 - faculty meetings
 - programming and planning
 - co-operative teaching
8. All requests for purchasing of curriculum resource material will be seriously considered.

Staff Borrowing

Staff have at their disposal all the resources of the library for teaching or their own recreational purposes. Borrowing periods do apply but library staff are flexible to meet the needs of teachers. If resources are needed for longer than the 30 days provided, this can be adjusted at the time of borrowing. If other staff members need the resource then the original borrower will be requested to return item after a reasonable period of time.

Overdue notices will be sent out at the end of each term. Lost items must be paid for from faculty funds.

LIBRARY SYSTEMS

Selection

Selection of material for inclusion in Library Resource collection is primarily the responsibility of the Teacher Librarian. However students, teachers and community members may request specific purchases at any time for consideration. All resources accepted for inclusion must meet the selection criteria.

The TL will communicate with Heads of Departments and the Learning Centre to ensure materials selected address the pedagogical needs of the school.

Suppliers

Endeavour Education is our main source of supply, supplemented by BookTopia, Sydney Books Online and PRC Books.

Australian Standing Orders has also been a valuable resource for fiction. Graphic novels have been purchased through Kinokunya Australian Business Sales Department.

TYPES OF RESOURCES TO BE INCLUDED IN THE COLLECTION

Non Fiction

These are shelved under the Dewey Decimal System. This area of the library has reduced in importance over the last few years with the upsurge in web based resources. A cull of over a thousand very dated books occurred in 2012 in an attempt to make the collection more attractive and pertinent to student needs. A modest, but relevant and up to date book collection is still worth maintaining (**See Appendix 7**)

Non-fiction items will be considered on the following basis:

- Appropriate for the school community
- Importance of subject
- Contribution to the curriculum (scope)
- Validity and currency (accuracy and treatment)
- Format (where appropriate e-resources will be given preference due to user demands)
- Usability
- Quality of the publication (Physical quality)
- Authority (often based on Scan reviews and recommendations from other librarians)
- Cost

This also includes requests for 'off air' taping.

Fiction

This has been a targeted area from 2012. The library endeavours to have a wide range of fiction items to cater to the diverse backgrounds of all students. Shelves are now clearly labelled and books attractively shelved which has resulted in a significance increase in borrowing. A focus on the Premier's Reading Challenge in years 7, 8 and 9 has also increased the need for up to-date contemporary books to be included.

Fiction items will be considered on the following basis:

- Appropriate for the school community
- Contribution to the curriculum (scope)
- Positive review, (particularly in Scan)
- Shortlisted by the Children's Book Council
- Quality of the publication
- Cost

Quick Reads

These cover both fiction and non-fiction and are important resources to support the school's Multilit Program. As implied, these titles have more simple text and assist students who struggle with language to become more comfortable with written English in a less stressful context.

DVD's

These are still purchased for classroom use, but are not available for student borrowing. The collection has been updated to match the National Curriculum changes, new resources will be purchased throughout 2016 to continue to update the collection of available visual resources.

Graphic Novels

These are a very popular part of the schools collection and include fiction as well as non-fiction. This section will continue to grow significantly while ever they remain such a popular resource.

Picture Books

This is a small but important section of the library. A small number of excellent titles are produced each year and those should continue to be seen as worthy of inclusion. Picture books are studied in Year 8 English so it is important to maintain this section. Focus is particularly placed on "Picture Books for Older Readers."

Study Guides

This has been another priority area for purchase. Student use of these by Years 11 and 12 has continued to increase. The Library will liaise with faculty Head Teachers to ensure that the study guides purchased are current and relevant to updated programs. Faculties have been asked to contribute to expand 1 – 1 ration. One week loan for students.

Magazines

We currently keep a small list of journals. The focus is on sporting and car magazines, food as well as some educational and current affairs titles. A full list is available in Appendix 8. These are not heavily borrowed but are used regularly for recreational reading in the library.

Equipment

Current technology now makes the majority of our equipment obsolete. We still have several still and video cameras that are occasionally borrowed. Ditto with CD players. Laminator purchased also. Refer to asset register for complete list. (Appendix 7)

Digital and Online Resources

Currently no e resources are available through the library. When the library catalogue changes over to an online system this will enable the library to provide access to a small number of e-books which will be able to be downloaded to their laptops or e-reading device. At this point the school's managed collection will be able to be accessed off site. Oliver system to be implemented next year.

Free websites and e-books which meet the selection criteria and are reviewed in Scan, will be included in the collection. Online magazines will be evaluated for inclusion when the library system goes online. Cost seems to be a significant factor in many worthwhile e-resources.

Donated Items

Donated items will be assessed on their relevance the educational and recreational needs of the school population. They are not automatically added to the collection.

Culling

Culling is a continuous and regular process, occurring throughout the year. It is necessary for the collection to remain, appealing, relevant and up to date.

Weeding will occur annually before stocktake and is the responsibility of the TL assisted by Library Assistants according to the following criteria

- Physical condition – torn, ragged, damaged, beyond repair, mildewed.
- Content and form:
 - beyond intellectual and reading ability of students
 - dated or obsolete information and or formats
 - stereotyping of race, culture or sex roles
 - bias and irrelevance to school curriculum and current teaching methods
- Declining or non-existent use patterns
- Lost while borrowed to a member of the school community

Disputing materials

Complainant must set out their objections in writing. Please see – Disputed Materials Form (Appendix 1)

- The Principal and Teacher Librarian will then consider the request
- Resources challenged will remain on the shelf as part of the collection until a decision is finalised.
- A response will be communicated to the complainant in writing preferably within 2 weeks of the school receiving the complaint.

Acquisitions

After selection, orders will be processed according to OASIS Administration Finance procedures. A Purchase Request form will be submitted with a proposed order.

Booksellers are required to make appointments to meet with the Teacher Librarian at a suitable time. No visits are accepted without prior notice.

As items are received into the school and checked in the Front Office, they will be received and accessioned upon arrival into the library. At this point a barcode will be added.

PROCESSING OF RESOURCES

OLIVER is the automated system used in library. The Teacher Librarian carries out cataloguing and the ensuing data is then entered onto the computer by the library assistants. SCIS Web is used for standardised cataloguing. A complete record for each resource can be found on the OASIS computer.

The Teacher Librarian is responsible for overseeing the processing operations and is accountable to the Principal for ensuring that all resources are accounted for.

CIRCULATION

To maximise the availability of all resources and materials it is essential that there be consistent records of their use. OLIVER allows for all transactions to be carefully followed and recorded. All Library staff are trained in this area.

STOCKTAKE

In accordance with Department policy, an inventory of the library's collection will be completed every 12 months in order to determine lost or missing stock. The library will be closed during this time to ensure accurate recording but consideration for ongoing needs of teachers and students to access the library and its resources will always be given. The time needed for this procedure will be negotiated with the Principal.

BUDGETING

To provide efficient financial management and stock control, a budget will be formulated in Term 4 for the following year. It will contain one year proposals specifically based on collection evaluation and learning needs. Consultation with the Principal is essential for accurate forecasting and allocation of funds.

Heads of departments are encouraged to apply for their own budget for library resources. This allows materials to be bought in consultation with the TL and ensures that each faculty has current and relevant resources in the library covering all curriculum areas for student use.

Implications of Digital and e resources for the Budget

Westfield Sport Library currently has few online resources. Only further research will reveal the degree of financial commitment needed to begin the collection of Digital resources. This will need to be done in co-operation with faculty staff to ensure value for money. Decisions need to be made slowly and often with input from librarians from other schools.

From experience it appears that online journals which give access to up to the minute data can be quite expensive to subscribe to and the cost is reoccurring. This is the same situation with World Book Online, where the cost of an **annual** subscription is around \$2000. These are prices which we have not had to consider in the past. The evaluation of resources will be very important before any purchase takes place.

On the other hand, some digital resources are relatively inexpensive and can be downloaded onto computers so that a single purchase gives multiple students access at the same time. E.g The Board of Studies is bringing out

It is inevitable that text format resources will have a reduced budget to allow for this upsurge in digital.

Library Management Plan for 2015 - 2016

Rationale

This management plan acknowledges the challenges of being a relevant and vibrant part of implementing the Australian Curriculum at Westfields Sports, but affirms that the basic focus remains the same. This is best defined as “working with learners and teachers, selecting resources to support the curriculum. Organising curriculum resources and facilitating access to these resources at a school level.”

Vision for 2015 - 2016

In terms of books the focus should be on

- An extensive fiction collection to support teachers promoting the Premier’s Reading Challenge
- Multiple copies of study guides for senior years as well as adding Junior Excel Grammar
- Copies of textbooks on the general nonfiction shelves that are not used in class and which provide keen students with a breadth of information
- A small addition annually to the picture book section. This can support English in the junior school in their study of intermodal texts as well as the creative arts faculties
- Maintain a small but relevant collection of nonfiction books, particularly in the areas of personal interest and curriculum support. (See Appendix 7 The case for Westfields Sports Library containing a broad range of intermodal resources)
- Graphic Novels continue to be the most heavily borrowed section of the library and needs to grow to support borrowers interest in this area

E Resources

The biggest and most exciting change will come when the library system finally goes online.

This will enable us to provide far more meaningful searches for students when seeking to locate relevant information. E resources, web sites and books will be listed together in a powerful and accessible way. Websites will be listed in the library catalogue, hyperlinked as well as listed under extensive subject headings. There will also be access to all types of academic sites including relevant full text journal articles listed under subject headings. Journal subscriptions can also be transferred to online.

It is important to note that online resources are not the total answer to all our information needs. (See Appendix 5)

APPENDICES

- Appendix 1** Disputed Materials Sample Form
- Appendix 2** Copyright Warning Notice
- Appendix 3** Policy Statement - School Library Bill of Rights (ALIA, 1981)
- Appendix 4** Statement of free access to information (2007)
- Appendix 5** Impact of E-Reading
- Appendix 6** Westfields Sports High School Magazine Subscription List
- Appendix 7** The case for Westfields Library containing a broad range of intermodal resources

APPENDIX 1

Disputed Materials: SAMPLE FORM

REQUEST FOR RECONSIDERATION OF SCHOOL AND LIBRARY RESOURCES

Author: _____
Title: _____
Publisher (if known): _____
Request initiated by: _____
Complainant represents:
Self
Organisation (please name) _____
Other group (please identify) _____

Please answer Questions 1–10 in spaces provided or on a separate page if necessary

1. What do you object to in this material? (please be specific: cite sections/pages)

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material?

4. Is there anything worthwhile about this material?

5. Did you examine the whole item? If not, what parts?

6. Are you aware of the educational/literary assessments of this material?

7. Are you aware of Department commitments to values and equity in education?

8. What do you believe is the intention/theme of this material and its place in the curriculum?

9. What would you like your school to do about this material? (please indicate)

10. Reconsider its suitability for inclusion in the school library.

11. Reconsider its suitability for inclusion in the teaching program.

12. Do not give it to my child.

13. Use it with teacher support only.

14. Withdraw it from all students as well as from my child.

15. If you wish it to be withdrawn, what item would you recommend to replace it in the collection?

Signature of complainant _____ Date _____

Office use only

Follow up action: _____

Principal or delegate _____ Date _____

HANDBOOK FOR SCHOOL LIBRARIES **APPENDIX 7**
HANDBOOK FOR SCHOOL LIBRARIES (1996) NSW DEPARTMENT OF SCHOOL EDUCATION APPENDIX 7 UPDATED 2005
© 2005 Curriculum K–12 Directorate, NSW Department of Education and Training. 109

APPENDIX 2

Copyright Warning Notice

COMMONWEALTH OF AUSTRALIA

Copyright Regulations 1969

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. Certain dealings with copyright will not constitute an infringement, including:

- A reproduction that is a fair dealing under the Copyright Act 1968 (the Act), including a fair dealing for the purposes of research or study; or
- A reproduction that is authorised by the copyright owner.

It is a fair dealing to make a reproduction for the purposes of research or study, of one or more articles on the same subject in a periodical publication, or, in the case of any other work, of a reasonable portion of a work. In the case of a published work in hardcopy form that is not less than 10 pages and is not an artistic work, 10% of the number of pages, or one chapter, is a reasonable portion.

In the case of a published work in electronic form only, a reasonable portion is not more than, in the aggregate, 10% of the number of words in the work.

More extensive reproduction may constitute fair dealing. To determine whether it does, it is necessary to have regard to the criteria set out in subsection 40(2) of the Act.

A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringement involving the conversion of material into digital or electronic form.

APPENDIX 3

Policy Statement - School Library Bill of Rights

School libraries are concerned with generating understanding of freedom and with the preservation of this freedom through the development of informed and responsible citizens.

The responsibility of the school library is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards.
- To provide a background of information which will enable pupils to make intelligent judgements in their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the library.

Re-approved: August 2000

APPENDIX 4

Statement on Free Access to Information (2007)

There are several different levels at which the free flow of ideas can be impeded. At the societal level, legislative bodies of all kinds are expected to consider the legal and regulatory frameworks they put in place to support the free flow of information and ideas about the interests and concerns of citizens. At the institutional level, library and information services are expected to encourage the free flow of information and ideas within the scope of their roles and responsibilities. At the individual level, citizens are expected to make informed decisions in exercising their rights and responsibilities.

The Australian Library and Information Association believes that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas including:

1. asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socioeconomic status, lifestyle choice, political allegiance or social viewpoint
2. adopting an inclusive approach in developing and implementing policies regarding access to information and ideas that are relevant to the library and information service concerned, irrespective of the controversial nature of the information or ideas
3. ensuring that their clients have access to information from a variety of sources and agencies to meet their needs and that a citizen's information needs are met independently of location and an ability to pay
4. catering for interest in contemporary issues without promoting or suppressing particular beliefs and ideas
5. protecting the confidential relationships that exist between the library and information service and its clients
6. resisting attempts by individuals or groups within their communities to restrict access to information and ideas while at the same time recognising that powers of censorship are legally vested in state and federal governments
7. observing laws and regulations governing access to information and ideas but working towards the amendment of those laws and regulations which inhibit library and information services in meeting the obligations and responsibilities outlined in this Statement.

Amended 2007

(Replaced "Free library services to all, freedom to read. Adopted 1971, amended 1979, 1985)

APPENDIX 5

Impact of E-Reading

There is sufficient research available to suggest that:

1. The majority of people still prefer paper, particularly if reading with concentration
2. E-readers do not adequately recreate the pleasurable and tactile experience associated with reading books
3. It is more difficult for the reader to navigate long texts in a way that is intuitive and satisfying
4. Reading on paper assists the reader to create a coherent “mental map of the text”
5. When trying to return to a previously viewed piece of text, readers anecdotally recount (and research confirms) that when reading a book they have visual clues that assist them to locate the desired passage
6. These visual clues are absent when reading from an e-reader, smart phone or tablet. Instead readers are confronted with a “seamless stream of words”
7. Some studies suggest that because of the limits imposed in navigating e-text, some readers experience impairment to their comprehension
8. “Because of their easy navigability, paper books and documents may be better suited to absorption in a text.”
9. In a survey of students in Taiwan, many commented that they read the first several pages on a screen then printed the article out for more in-depth reading
10. Some researchers suggest that reading on a screen reduces comprehension because the action of such reading is far more physically and mentally tiring
11. Working memory seems to be reduced. Information gained from books seems to be more easily held
12. Studies seem to suggest that people do not bring as much attention to the screen as they do to a book. This may be because their use of technology is usually for very short interactions
13. No doubt people’s attitudes to the issue of paper or screen will continue to change
14. Engineers continue to design a technology that comes as close to the experience of reading a book as possible.

APPENDIX 6

School Magazine Subscription List

Westfields Sports High School subscribes to the following subscriptions:

- Australian Muscle Car
- Better Homes & Gardens
- Diabetic Living
- Four Four Two
- Girlfriend
- Good Taste
- Inside Sport
- Mad Australia
- Mad Classics
- Magpies
- PC Authority
- The Literature Base

APPENDIX 7

The case for Westfields Library containing a broad range of intermodal resources

Extracts from “Resourcing 21st century online Australian Curriculum: The Role of school libraries” by Pru Mitchell

“The description and definition of the Australian Curriculum as online seems to have become translated in some quarters by a kind of false logic into a belief that the Australian Curriculum can or should therefore only be resourced by online content. There is no rationale in this argument, which seems to be a gross distortion in the face of research such as Jewitt (2008) into the importance of multimodal learning resources. It also contradicts the evidence of engagement and rich learning experience enjoyed through interaction with the physical world, and with the community beyond the school including the cultural sector that are given such weight in a statement from **Learning for the Future**. A key role for school libraries is to be an agency for a broadening of this understanding, to challenge those delivering the curriculum to be more inclusive, and to incorporate resources that are both ‘high touch and high tech’ to maximise student engagement and learning.

The Australian Curriculum provides an opportunity to rethink the way things have been done. Most curriculum planners and implementers would agree with Polos (1964) that with a new 21st century curriculum there is no justification for maintaining 20th century models of resourcing the curriculum, which particularly in secondary schooling, have centred on expensive, highly sanitised, regularly outdated textbooks that serve up curriculum in ready-made, one-size-fits-all chunks – ready to serve for teacher as well as student. There is, however, a danger now that in our efforts to achieve national consistency, realise economies of scale and deliver curriculum resources in extremely tight timelines, we may end up simply dishing up a replacement to the ready-to-serve textbook, but in an online format. Resourcing the Australian

Curriculum is much more complex than an either/or debate about p-books versus e-books, about libraries versus digital content portals or about national versus school-based resources. This should not be a dichotomous, or indeed a one size fits all argument. Resourcing a 21st century online Australian Curriculum requires curriculum resources that are fit for purpose – that purpose being supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens” (Melbourne Declaration on Educational Goals for Young Australians 2008, p. 13).”

Bibliography

Learning for the future: developing information services in Australian schools 2nd edition 2001, Curriculum Corporation, Carlton South

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