

**Holy Family Primary School  
GOWRIE**



**LIBRARY**

**Policy**





# Library Policy

## Related Policies:

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Nil

## Policy

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### **Rationale**

This policy document serves as a guide for the teaching of information literacy, the love of literature and the management of the library at Holy Family Primary School. It is supported and developed using current educational theory and practice in the teaching of information literacy.

The role of the School Library in the 21st century is to make a real difference in student learning, contributing in tangible and significant ways to the development of human understanding, to mastery of skills and to constructing knowledge.

Understanding and knowledge contribute to lifelong learning and information literacy. Student learning will therefore be enriched by the provision of a multi-resourced Library and a dynamic Information Skills and Literature Program integrated with the Australian Curriculum.

The purpose of the school library is to support teaching and learning within the total curriculum of the school. Teacher-librarians collaborate with teachers in the planning, implementing and evaluating of teaching and learning programs, including the integration of Information Communications Technology and literacy.

The teacher-librarian provides students with opportunities to develop information skills and to use these skills competently and with confidence for lifelong learning.

Teachers at Holy Family Primary School agree that:

- Information literacy is a process of being able to find and use information in a meaningful and competent manner and to apply the knowledge to other situations.
- Information literacy is an essential part of a student's education.
- Competency of information literacy skills enables students to be independent learners who apply the inquiry process and use many different tools to research information as critical thinkers.
- Teaching and learning experiences are to be planned thoughtfully, sequenced and related for the development of student's skills and knowledge and understanding aligned with the Australian Curriculum.

- Fostering a reading culture of sharing and promoting the love of literature and the knowledge of literature awards develops positive attitudes to reading. Free and voluntary reading promotes critical thinkers who can express themselves in a variety of creative, innovative and imaginative ways.
- The integration of the Catholic values and beliefs is reflected in the teaching and learning environment. This environment needs to be enlivening, nourishing, nurturing and supporting a student's journey of development.

## Procedures

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### **Aims**

The library caters for staff, students and the wider Holy Family school community.

The library aims to:

- provide resources, reflecting the beliefs of our Catholic community;
- provide a vibrant and dynamic environment which is interesting, safe and welcoming for all the school community;
- provide students with the necessary skills to enable them to access a wide range of information both within the school library and also in the wider community;
- provide teaching staff with a variety of resources to support the Australian Curriculum and classroom programs.
- provide a supportive environment that promotes individual growth within the Australian Curriculum;
- maintain a high standard of up-to-date resources that will enrich and support the curriculum and stimulate growth in knowledge, technology, literary appreciation and ethical standards;
- provide materials representative of many cultural groups and emphasise the contribution to our Australian heritage;
- actively encourage and promote an interest in books, a love of reading and to encourage the development of life-long reading habits;
- provide an information skills program that enables students to locate and process information effectively, while using a variety of media and relevant technology;
- provide materials suitable to every student, taking into consideration the varied interests, abilities and maturity levels of students;
- provide materials that support the principle of inclusivity.

## **Library Collection Development**

### **Purpose**

This section of the policy outlines the library's role within the school and the criteria used in the selection, acquisition, and management of materials within the library's collection.

The Librarian has the responsibility for the professional co-ordination of the collection and has the best knowledge of existing resources, the overall school curriculum and what is available from publishers.

The library collection is continually developed to meet the educational needs of the staff and students of our school. It is designed to meet the students' recreational reading needs as well as providing a variety of resources to support and enhance the Australian Curriculum. It is designed to provide staff with access to resources that reflect the curriculum and professional development.

The collection contains:

- fiction books, including picture books, easy chapter books and novels of all genres, for students from Preschool to Year 6;
- non-fiction books to support the curriculum and to extend the students' knowledge;
- reference books including dictionaries and atlases; and
- a teachers' reference collection to support the curriculum and to enhance professional knowledge.

The collection includes a wide range of formats (books, DVDs, CDs of music and audio books), Internet access, computer programs (Mathletics and Lexiles), iPads, magazines, posters, kits and equipment for different Learning Areas (magnets, world globes, CD players), games and Multimedia equipment (digital cameras, digital video recorder, laptops).

### **Selection**

Selection is based on:

- curriculum requirements
- recommendations from colleagues
- lists of recognised children's literary awards
- reviews in reputable professional journals and publications
- booksellers
- personal appraisal
- staff and student requests
- Lamont Standing Orders (subscription for latest text releases)

The criteria for the selection of resources will be according to:

- relevance to current or future curriculum
- appropriateness of level to intended users
- appropriate physical format and appearance of material
- cost, value and suitability for library use
- accuracy and currency of content
- authority and reputation of authors, producers or publishers
- scope of the work, adequacy of coverage and level of detail
- treatment of subject matter, taking into account language, bias and approach
- organisation and accessibility of information, layout, index, table of contents, glossary, diagrams, photos etc

### **Acquisition**

Once items have been selected and purchased they advance to the acquisition process. Upon examination that the resource is the item ordered each resource would:

- have the invoice passed to administration for payment (adhering to all procedures set by Administration Staff);
- be accessioned (detailed records of supplier and costs are noted on the title page of the resource);
- be catalogued using 'Oliver' and the Schools Cataloguing Information Service (SCIS);
- be stamped with the school stamp; and
- be covered and labelled.

### **Evaluation**

The library's collection needs to continually evolve with the Australian Curriculum, teaching and learning styles, and recreational interests. To complement the selection process the teacher librarian will regularly evaluate the collection for areas of strengths and weaknesses.

Evaluation will be conducted using the following methods:

- Annual stocktake
- Under-used Resources Reports
- Loan History Reports
- Collection Summary
- Current Stock Reports
- Annual report of library acquisitions

These methods will provide information that can be analysed to answer some of the following questions about the library collection:

- Does the collection support the Australian Curriculum?
- Does the collection contain books that interest users to recreational reading?
- Where are the strengths and weaknesses in the collection?
- How old are the materials in the collection? Are they still relevant?
- How often are the materials borrowed? Do they need special promotion to help users see the value of these materials?

## **Library Collection Management**

### **Stocktake**

It is important to undertake regular audits and edits of library stock to ensure that resources remain relevant and attractive and to plan for the informed acquisition of new stock.

A school library collection needs to be relevant, accessible and attractive. Stocktaking and weeding are necessary activities for achieving these goals. It ensures that the database reflects the actual collection. An accurate stocktake ensures that items are labelled correctly and housed in the appropriate collection, which assists accessibility. Accurate stocktake figures are used to identify areas that have had losses in stock and to assist with identification of strengths and weaknesses in the collection for ongoing collection development.

A stocktake also enables each resource to be handled at least once a year, checked and put aside for mending if required. It can also assist with finding those items that have not been returned properly or misshelved. It is preferable that the books are placed in perfect order as part of the stocktaking procedure. This ensures that at least once a year everything is in its right place. If an area is still in perfect order since the last stocktake, that area is a good candidate for weeding, as obviously no students or staff have been near it in that time.

### **Weeding**

Weeding and de-selection is an important aspect of collection management. De-selection keeps the collection up to date and user friendly.

The teacher librarian will de-select materials regularly and during the end of year stocktake. The teacher librarian may consult subject coordinators or relevant teaching staff about some materials that are being considered for de-selection but the final decision to de-select items is the responsibility of the teacher librarian.

Materials in the collection may be deselected on the following criteria:

- publication dates are over 10 years old or contain dated themes and pictures;
- materials are worn, damaged or unattractive;
- materials no longer support the curriculum;

- materials contain incorrect or inappropriate information;
- materials have not been borrowed for over 5 years and not used even after promotion; and
- need to make room for new materials.

The teacher librarian shall dispose of the material according to the following guidelines:

- Worn and damaged items that cannot be repaired shall be thrown away.
- Incorrect or dated items in good condition shall be given to Life Line.
- Items that are in good condition that no longer support the curriculum or that have not been borrowed for over 5 years even after promotion may be donated to Life Line or other schools.

## References

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Nil

## Forms

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Nil

Approved by:	Holy Family School Board
Implementation Date:	2006
Policy last Updated:	September 2014
School Contact Officer:	Anne-Marie Marek

### Situational Context

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In using this Library policy document, teachers are able to embrace the school mission statement and integrate it into the Library for the acquisition of the information and literature skills that form the basis of lifelong learning.

#### ***Holy Family: Educating in faith for tomorrow's possibilities.***

In 1992 a library policy was developed to guide the teaching and learning of information literacy, the development of the love of literature, and the administration and management of the library.

In 2005 a Library Scope and Sequence was developed for Early Stage 1, Stage 1, Stage 2 and Stage 3.

The development of these documents continued in 2008 with the structure of the policy reflecting new and appropriate documentation that guided the teaching of information literacy and the management of the Holy Family Primary School Library.

The Scope and Sequence review began in 2008 in response to the *Every Chance to Learn – A Curriculum Framework for ACT* and the review of the essential capabilities and attributes for lifelong learning of the Holy Family students.

In 2008 all Australian governments agreed that a national curriculum would have a key role in delivering quality education for young Australians. They committed to the development of a Foundation to Year 12 national curriculum.

In 2010 the The Australian Curriculum described what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas.

Teacher librarians make an important contribution to the implementation of the Australian Curriculum. Their role is crucial for schools, and class teachers as they familiarise themselves with new tools, skills and content within the curriculum.

One of the innovative features of the Australian Curriculum is the embedding of general capabilities in learning area content. The application of the seven general capabilities in the learning areas offers many opportunities for teacher librarians to collaborate with teachers.

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

These skills and processes are essential learning in all learning areas. Teacher librarians are in a strong position to support class teachers in addressing the critical and creative thinking demands of learning-area content being most evident in the Literacy strand of English, the Historical skills strand

of History, the Inquiry skills strand of Science and the problem-solving and reasoning skills of Mathematics.

Teacher librarians are an important source of information and support for classroom teachers in seeking a range of resources to meet the requirements of the three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The introduction of the Australian Curriculum offers opportunities for teacher librarians on a number of fronts. At Holy Family Primary School our agreed practices are such that information literacy skills are taught across all year levels from Kindergarten to Year 6 and are integrated throughout the curriculum. The library lessons are an integral means by which the teaching and learning takes place. Students are given guidance in selecting books and many different opportunities to acquire the love of literature through the sharing of stories. Specific Literature and Information literacy skills are taught to a class group in the library each week. The skills targeted in each year level are integrated with the Australian Curriculum. The content used when teaching these specific skills has its focus within the wider curriculum of the school.

Renovations to the physical aspects of the library in 2009/2010 provided students and teachers with a library designed for the future – incorporating flexible learning spaces, integration of ICT and innovative spaces which are inviting to adults and children.

In 2011 Holy Family School Library updated its library software system from 'Alice for Windows' to 'Oliver' for all of its circulation and management operations. Oliver is a reliable, easy-to-use, web-based library system. It caters for staff and students of all ages, information needs, literacy levels, learning strengths, and cultural backgrounds. It will allow anyone to search the library catalogue at school and at home 24/7.

Oliver navigation is intuitive and friendly. Its interface works like an intelligent website, predicting searching pinpoints for the correct search term, making searching more accurate and simple to use, providing search results that are relevance ranked and preventing the user having to scroll through pages of data. It is an easy to use virtual noticeboard.

Oliver provides a hugely powerful and precise search tool for physical and electronic resources:

- Online Cataloguing of new and established titles
- Reports and Overdues easily accessible
- Research and access online resources 24/7/365
- Track external usage

Open up your library to the community



## Teacher-Librarian Duty Statement

### HOLY FAMILY SCHOOL

<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>• Support the implementation of the Vision and Staff Mission statement in all aspects of school life.</li> <li>• Ensure that Catholic beliefs and practices are integrated into the curriculum.</li> <li>• Ensure that Catholic beliefs and practices are integrated into classroom programs.</li> <li>• Promote and develops the Catholic Ethos of the School, ensuring that the School's Vision and Mission permeates all areas of the curriculum and school life.</li> <li>• Offer meaningful liturgy and prayer to celebrate the Liturgical Year, special events and feast days.</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>• Ensure that the RE curriculum policy 'Treasures New and Old' permeates all areas of the school curriculum.</li> <li>• Demonstrate an interest and involvement in innovative curriculum design.</li> <li>• Demonstrate innovative teaching practices that result in effective learning.</li> <li>• Align School Policy and Procedures, essential content, assessment, teaching/learning strategies and reporting.</li> <li>• Follow agreed practice School Policy and Procedures and Key Learning Area curriculum policies.</li> <li>• Use a variety of strategies to assess student's understanding at all stages of the learning process.</li> <li>• Accurately report to parents.</li> <li>• Follow school policies and agreed practice.</li> </ul>
<b>Stewardship</b>	<ul style="list-style-type: none"> <li>• Support opportunities to nurture the spiritual needs of staff, students and parents/carers.</li> <li>• Foster the welfare of all staff, students and members of our community in a manner reflecting Gospel values.</li> <li>• Support early career teachers where possible.</li> <li>• Support and implement strategies applicable to maintaining our school as a <i>Waste Wise Accredited</i> School</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Collaboratively work with all stakeholders in the school community.</li> <li>• Support the Parish Sacramental Program</li> <li>• Maintain positive relationships to build a welcoming, harmonious and vibrant community.</li> <li>• Implement effective communication strategies such as Term Letters, letters home, phone calls, parent/carer interviews, Learning Journeys, etc.</li> <li>• Attend and support school community functions.</li> <li>• Work and plan collaboratively with all members of the school community.</li> <li>• Work as a team with colleagues in stage groups.</li> <li>• Support and assist students and parents/carers in student management and pastoral care.</li> </ul>

<b>Future Focus</b>	<ul style="list-style-type: none"> <li>• Supports effective and purposeful change within the school community.</li> <li>• Demonstrates an interest and involvement in innovative curriculum design.</li> <li>• Displays a commitment to the advancement of ICT within the school.</li> <li>• Manages and maintains school resources</li> <li>• Develops and engages in a personal professional development plan.</li> <li>• Frequently self evaluates teaching and learning.</li> </ul>
<b>Teacher –Librarian administration</b>	<ul style="list-style-type: none"> <li>• a member of the school's total teaching staff and as such is actively involved in collaborative teaching and learning, school curriculum planning and in program development;</li> <li>• involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the Australian Curriculum;</li> <li>• a specialist teacher who develops, manages and evaluates systems and procedures which include: <ul style="list-style-type: none"> <li>▪ library budgeting</li> <li>▪ selection and weeding</li> <li>▪ ordering and acquisitions</li> <li>▪ cataloguing and classification using the Schools Catalogue Information Service (SCIS)</li> <li>▪ processing of materials</li> <li>▪ circulation</li> <li>▪ stock control.</li> </ul> </li> </ul>

### **MONITORING**

The Teacher Librarian will monitor the implementation of this policy and will report as required, to the School Principal.