



# Saint Maroun's College



## Library Policy



St Maroun's College policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

St Maroun's College Anti-Bullying Policy

St Maroun's College Attendance Policy

St Maroun's College Bus Travel Policy

St Maroun's College Child Protection Policy

St Maroun's College Code of Conduct

St Maroun's College Community Consultation Policy

St Maroun's College Complaints and Grievance Policy

St Maroun's College Consultation Policy

St Maroun's College Discrimination, Harassment and Bullying Policy

St Maroun's College Duty of Care Policy

St Maroun's College Excursion Policy

St Maroun's College Facilities Policy

St Maroun's College First Aid and Medication Policy

St Maroun's College Homework Policy

St Maroun's College Learning Support Policy

St Maroun's College Playground Supervision Policy

St Maroun's College Sports Handbook and Policy

St Maroun's College Risk Management Policy

St Maroun's College Suspension and Expulsion Policy

St Maroun's College Student Development Policy

St Maroun's College Work Health and Safety Policy

# LIBRARY POLICY

## INTRODUCTION

St Maroun's College, at Dulwich Hill, is an independent Catholic co-educational school from Preschool to Year 12. The College is under the care of the Maronite Sisters of the Holy Family with a dedicated and professionally qualified teaching staff.

St Maroun's College Library in the centre of the College campus, serving the collective needs of the whole St Maroun's College community.

St Maroun's College Library serves as a vital component in the education process of the students at St Maroun's College. It for the use and benefit of all staff and students of the College and the resources particularly support the college curriculum and the teaching programs.

Through a planned program of acquisition, organisation and dissemination of information and skills, the library's goals are evidenced in the following functions:

### **Informational**

The College Library helps students turn information into knowledge. The library provides students with the opportunity to use information to enhance their knowledge, understanding, imagination and enjoyment of information, regardless of format.

### **Educational**

Through integration with classroom teaching, the library supports all students in acquiring and practising the educational skills that are imbedded in the College's goals and Mission Statement.

### **Cultural**

The College Library provides access to local, regional, national and global resources that encourage cultural and social awareness and sensitivity.

### **Recreational**

The College Library develops and sustains in students the habit and enjoyment of reading, through the provision of a wide variety of reading material.

## VALUES

St Maroun's College library policy has been developed in keeping with the Values of the St Maroun's College Community.

1. The library supports the task of the College to provide an education of the highest possible standard for our students, using the resources available.
2. The library equips students with life-long learning skills and develops their imagination, enabling them to live in the community as responsible citizens.
3. The library seeks fair access to programs, resources and support structures.
4. The library provides materials that promote the free flow of information and ideas, through open access to materials that offer a variety of viewpoints on contemporary issues.
5. The library offers the opportunity to develop literacy skills that will allow students to manage complex information, regardless of format, in this age of information.
6. The library provides access to local, regional, national and global resources, that expose learners to diverse ideas, experiences and opinions.
7. The library develops an awareness of the diversity and individuality of all people.
8. The library promotes its resources and services to the whole College community.
9. The library seeks to provide excellence in professional service to the College community.

## VISION STATEMENT

The motto of St Maroun's College is *Faith, Friendship & Honesty*, and our faith in Jesus Christ is the foundation of our work in the College community. The education of our students in the Maronite Catholic Tradition and the ongoing support of our parents in the faith development of their children is a primary concern. This philosophy provides the basis on which the College Library operates.

## PRINCIPLES OF ST MAROUNS COLLEGE LIBRARY

St Maroun's College Library will:

- support and be consistent with the educational goals of the College, the Catholic Education Office, NSW Board of Studies and the aims and objectives of the College's teaching and learning programs.
- reflect the cultural interests of value to the students' families.
- provide materials that will stimulate growth, expand literary and aesthetic values and support ethical standards.
- meet the individual needs, abilities, emotional development and learning styles and interests of students and staff.

- reflect student diversity in culture, gender, levels of maturity, special learning needs or socio-economic background.
- identify the format, be that text, online, digital, audio-visual, that best serves the intended use of material.
- enrich the curriculum and support the Coordinators and teaching staff in the delivery of educational programs to students.
- select acquisitions, after due consideration is given to the reputation and strengths of the author, producer and publisher.
- critically assess online resources before recommendation for use by students.

St Maroun's College Library will enable students to:

- develop their full spiritual, academic, personal and cultural potential.
- deepen their understanding of the values of Christ and appreciation of the Maronite Catholic faith.
- access material from the collection that is best suited to their ability level and needs.
- connect to ideas that support and foster intellectual freedom in all forms of communication.
- utilise developing technology in order to locate and evaluate information to answer educational and recreational needs and interests.
- obtain skills that will promote lifelong learning.
- foster a love and appreciation of literature and reading.
- access current and accurate content in a variety of media.
- develop and attain proficiency in the many literacies which are required to succeed in an ever-changing technology-based society.

## SECTION 1 – STAFFING

St Maroun's College Library provides essential information services for the planning and implementation of the College's teaching and learning programs. The quality of this service depends critically on the quality of the teaching and support staff that provide it.

*Both **professional** and **support** staff are needed for the effective functioning of the school information services centre (school library resource centre) and the achievement of the desired learning outcomes. The person responsible for managing the college library resource facility should be a qualified teacher librarian.*

[Learning for the Future: Developing Information Services in Schools. 2001 p.59]

### LIST OF PERSONNEL

**Margie Tubbs**, College Teacher Librarian – full-time

**Doreen El Asmar**, Administration Assistant – part-time (6 hours per week)

### ROLE DESCRIPTIONS

The Teacher Librarian is both a teacher and an information manager, and is responsible for the integration of curriculum and teaching and learning styles, with resources and information services, including Information & Communication technologies (ICTs). The Teacher Librarian should have an active role in curriculum design, support and implementation, and collaborate with teachers to deliver outcomes.

St Maroun's College Teacher Librarian should:

- Promote excellence in information literacy skills as part of the curriculum;
- Work collaboratively with staff and with students to achieve an excellent standard of information literacy, which includes how to use the Library and the online library catalogue; how to search the internet safely and effectively; how to evaluate the usefulness and credibility of websites; the use of search engines, databases and the deep web to enhance research skills.
- Provide training for staff in the use of the online library catalogue.
- Promote the library as a place for useful study, reading for enjoyment and other appropriate leisure activities, including the creation of a stimulating environment.
- Develop and maintain policies.
- Oversee the efficient day-to-day administration of the library, including resource collection and budgeting.
- Collaboratively devise and implement programs for resource discovery, literacy and the encouragement of reading.
- Have a role in the development and implementation of the College's cybersafety program.

- Develop, organise and manage information resources that meet the educational, cultural and recreational needs of students and the professional needs of teachers.
- Devise and deliver professional learning opportunities to College staff, as well as participate in library-related professional learning activities.
- Be responsible for all library management, including:
  - collection development and management
  - preparation and administration of library policy for the College
  - equity of access to resources
  - preparation and administration of the library budget
  - training and supervising library personnel, including volunteers
  - evaluation of library programs
  - devising and implementing systems for efficient library operation

### **St Maroun's College Teacher Librarian Break Periods**

The Teacher Librarian is entitled to a recess and lunch break. Currently, this is not practicable due to level of staffing and the fact that primary and secondary recess breaks are not concurrent. In addition, both primary and secondary students need access to the library during lunch.

When possible, the Teacher Librarian takes one break from 10.30am to 11.00am. Year 11 or 12 students timetabled for a study lesson at this time need to be directed to the area outside the library, or be supervised by a teacher until the Teacher Librarian returns to the library.

### **Library Assistant**

The Library Assistant allows the Teacher Librarian to more fully commit to the role. The Library Assistant provides the Teacher Librarian with clerical support, and:

- helps staff and students access print, audio visual and electronic resources and other facilities the library offers
- processes and prepares resources
- assists with the maintenance of borrower records, stocktake, maintenance of facilities including displays, shelving and security procedures.
- circulates resources
- when available, frees the TL to better support staff and students with teaching and learning, while maintaining and staffing the library facilities

### **Related documents**

ALIA/ASLA Statement on Teacher Librarians in Australia accessed at <http://www.alia.org.au/policies/teacher-librarians.html>

Standards of Professional Excellence for Teacher Librarians accessed at <http://www.alia.org.au/policies/teacher-librarian.standards.html>

## **SECTION 2 – USING THE LIBRARY AND RESOURCES**

### **POLICY STATEMENT**

St Maroun's College Library is a cornerstone for teaching and learning at St Maroun's College.

- ❖ Libraries are an essential resource within education centres to support teaching and learning in the context of syllabus and curriculum requirements.
- ❖ Libraries provide teachers with resources to teach the curriculum, and students with resources for individual learning and recreational reading.
- ❖ The Principal and the Teacher Librarian are responsible for the development of an educational program by which the College Library can provide the support needed to meet the needs of the students and staff of the College.

The resources in St Maroun's College Library collection cater for all KLA integration, and provide support for teaching and learning programs. Resources are continuously updated to accommodate for the interest, wants and needs of students and staff.

St Maroun's College Library operates using the OLIVER system. OLIVER is provided by SoftLink, through CEO Sydney. Students and staff have access to using the OPAC inquiry and account inquiries via the internet, through the use of St Maroun's website library portal or directly by following this web link:

<http://oliver.stmarouns.nsw.edu.au/oliver/libraryHome.do>.

### **TEACHING AND SUPPORT STAFF BORROWING**

Teaching and support staff are permitted to borrow up to 200 resources at one time. Each term, staff will be issued with a list of current loans. This will occur one week prior to the end of term. Resources which are still required will need to be renewed. Resources can be renewed at the Circulation Desk or by accessing Oliver via the internet or portal link on the St Maroun's College website.

Whenever resources are borrowed from the library, teachers are expected to have barcodes scanned under their account. This will prevent missing resources and it will allow other teachers in search of the resource ease of location. Should teachers decide to share resources, it is expected that these resources be returned to the library and rescanned to the new borrower.

Teachers who are passing on resources to other staff members are expected to inform the library in person or via email so the Teacher Librarian can change the borrowing records accordingly. Where resources are missing in action, the staff member held responsible for replacing the resource will be the person who has the resource held under their account.



## **BORROWING AND RETURNING RESOURCES**

Each staff member is expected to become familiar with the use of OLIVER. Staff who need professional development in the use of OLIVER are required to organise an appropriate time with the Teacher Librarian to receive the required training.

The procedures on how to use OLIVER are also located on the OLIVER website (<http://oliver.stmarouns.nsw.edu.au/oliver/libraryHome.do>) under *Help for New Users*. Teachers can watch the online video and follow the instructions.

## **BORROWING RESOURCES**

All resources need to be recorded at the Oliver Circulation Desk.

When the circulation terminal is un-operational, all resources borrowed need to be recorded in the manual borrowing book – located in the Circulation Desk drawer. Should staff members require resources, with the aid of the Teacher Librarian, they should show consideration for the library lesson timetable and allow appropriate time for that help to be provided. Minimal disturbance during library lessons is appreciated.

## **RETURNING RESOURCES**

When returning resources, staff members are expected to place them in the Returns Box. Resources will then be processed by the Teacher Librarian and returned to their location on the shelf, or placed in the allocated spot on the blue trolley behind the circulation desk.

## **DIGITAL EQUIPMENT**

All digital equipment will require authorisation and recording by the Teacher Librarian. The components of the digital resources will be verified upon borrowing and again upon return.

All content will be the responsibility of the staff member borrowing the equipment. Please ensure that the equipment is collected before 8.30 am after 3.15pm, or during recess and lunch. During library lessons the Teacher Librarian is not able to assist teachers seeking equipment.

## **BORROWING FOR STUDENTS**

Students are able to borrow from all Fiction and Non Fiction locations. Borrowing is open to all students before and after school, during library lessons, study lessons, lunch and during normal lessons (with a note from teacher in student's diary).

The Teacher Librarian may refuse students borrowing or visiting the library during lesson time if it will disrupt activities already booked in the library. This is at the discretion of the Teacher Librarian.

Secondary students are encouraged to borrow books over the autumn, winter and spring holidays.

The loan period for primary students is one week; the loan period for secondary students is two weeks. Books can be renewed, unless reserved by other borrower.

Students are encouraged to borrow books that are suited to their reading level and books that interest them. There are limits on the number of books students can borrow, as follows:

- |                |                          |
|----------------|--------------------------|
| ➤ Kindergarten | 1 Fiction                |
| ➤ Years 1 to 6 | 1 Fiction, 1 Non Fiction |
| ➤ Years 7 -12  | 2 Fiction, 2 Non-Fiction |

These limits can be altered for students who prove they are reliable borrowers and avid readers. This is at the discretion of the Teacher Librarian.

Where a student has misplaced or damaged a book, a letter will be sent to the student's parents or guardians and the cost of the book will need to be settled with the Teacher Librarian.

Secondary students who fail to return a book/s after a month, and after receiving an overdue letter, will receive an after-school detention until the item is returned or the cost reimbursed to the College.

## **TECHNOLOGY IN THE LIBRARY RESOURCE CENTRE**

Secondary classes can be booked in to use the computer technology with their class teacher. If there is a study lesson also timetabled in the library, the booked class has priority on the technology. Study students do not have an automatic right to computers or library equipment when there is a class booked.

Staff should encourage the correct use of technology at all times, including the use of applications and the internet, and the handling of the laptops / netbooks, the keyboard, the mouse, and headphones. It is expected that staff demonstrate a good example of technology use and enforce the same expectations upon the students in their class and the whole college.

Teachers are responsible to direct the use of technology during their lessons and not just sit passively and let the students be self-directed.

The class teacher is required to:

- seat students on entering the library
- organise the laptop or net book the student will use
- use the laptops on the wall first before allowing the use of netbooks to students

When using netbooks, the teacher running the lesson is responsible for:

- handing out and collecting the netbooks
- checking that each netbook is turned off properly, before returning to its numbered locker.
- checking that there is no damage to the netbook
- making sure all netbooks are returned and placed in the correct locker
- making sure the power is connected properly to the netbook before closing the locker

This helps minimise damage and vandalism to computer equipment. Teachers who fail to follow this procedure may lose library privileges for future lessons.

The Teacher Librarian may assist, but is not responsible for, the class or the lesson undertaken in the library. The supervising teacher is responsible for running and managing their lessons in the library.

If a teacher needs the Teacher Librarian to take part in the lesson, it needs to be planned outside primary library lesson times.

## **SECTION 3 – RESOURCE PROCESSING**

This section details the procedures to be followed when cataloguing and physically processing new resources. The standardisation of tasks ensures that support staff and parent volunteers can sometimes work independently on the processing line, and that items are uniformly presented in the collection.

While the key tasks of cataloguing are the responsibility of the Senior Teacher Librarian, other accessioning and processing activities may be delegated to the Administration Assistant and/or volunteers (when available on Thursday mornings).

The general steps in the processing of resources are described below.

### **GENERAL PROCEDURES FOR RESOURCE PROCESSING**

#### **Acquisition**

‘Acquisition’ is the process of obtaining previously-selected resources for the library’s collection. The Teacher Librarian and Coordinators are jointly responsible requisitioning then acquiring new resources for the College library.

#### **Searching**

The Teacher Librarian and Coordinators are responsible for searching and verifying the price and supplier for resources, then submitting a requisition for approval.

Where a resource is offered by several suppliers, then the Teacher Librarian and/or Coordinators will search for the best price and service available.

#### **Ordering**

The Teacher Librarian will order resources from suitable, dependable, fast and efficient suppliers and keep a copy of each order for Library records.

#### **Accounting**

The Business Manager is responsible for paying accounts for goods ordered and received. The Teacher Librarian will keep a running record of all resources ordered in the College Library Orders Folder. It will list the total yearly budget allocation, goods ordered, money spent and a running budget total annually.

#### **Orders Received**

The Teacher Librarian will check the condition of the items for faults and damage and notify the supplier of any discrepancies with respect to the invoice or the item itself.

## Stamping

The Teacher Librarian will stamp all items with the College library stamp, in the following position:

Books, periodicals, notes and instructions manuals – on title page or as close to front as possible.

Kits, audio visual, video cassettes – outside labels and on individual parts (eg. on the label of the CD/DVD, and in written notes/booklets)

## Cataloguing

All resources are allocated a call number comprised of:

- *Location symbol* eg T.REF
- *Dewey classification number* eg 371
- *First three letters of author* eg COI

SCIS bibliographic services (SCIS web) provide the majority of cataloguing records. The Teacher Librarian will access SCIS records online. SCIS is automatically accessed through Oliver Inquiry by using the Z-cataloguing option.

The Teacher Librarian will create manual cataloguing records, when those items are not listed by SCIS. When completing a manual record, care must be taken when to create helpful *Keyword Searches*. This will ensure that books can be located by their subject and title, rather than only their title.

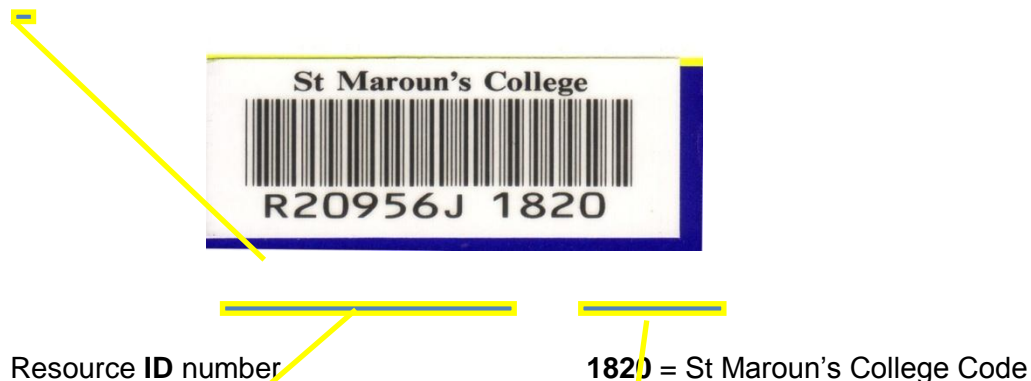
The Teacher Librarian will use the OLIVER data entry sheet and the following standard cataloguing reference:

*Abridged Dewey Decimal classification and relative index*, 13<sup>th</sup>edn. 1997, Forest Press,

## Barcodes

The barcode has a unique number for every resource, comprised of are three different sections:

R = Resource



The Resource ID number is recorded in or on the resource within or just outside of the college stamp. It is recorded with the complete resource ID number.



Resource **ID** number within college stamp

### Location Symbols

Resources which are shelved in particular locations, have a symbol written above the classification number. The symbols which are used are listed the OLIVER Authority file.

Examples are:

JF – Junior Fiction (located in Primary Library area)

BB – Big Books (housed in Primary Literacy Room)

HS – High School Non Fiction

### GUIDELINES FOR RESOURCE PROCESSING

All College teaching and learning resources (whether purchased, donated or issued), should be centrally recorded in the College Library collection.

The cataloguing and physical processing of resources is to be conducted by the Teacher Librarian as efficiently as possible, to enable items to be available for use within the shortest possible time of being received.

New items will be processed in order of need (by staff and students), then by the order in which they were received.

Generally, resources should be processed before they are available for loan. However, if an item is required urgently by a staff member, it may be loaned before being processed, as long as the resources are written in the Manual Circulation Book.

Original cataloguing will only be used for those items which don't appear on the SCIS database. If a SCIS bibliographic record is not available, the Teacher Librarian should contact SCIS and request assistance. A Temporary original cataloguing entry may be created by the Teacher Librarian for particular resources, utilising the OLIVER data entry form and standard cataloguing reference as detailed above.

Local additions and changes may be made to the SCIS records, including limiting the Dewey numbers for NF resources to three decimal places. When appropriate, books can be located in the Library eg NF books may be re-catalogued as HF, JF or F, if the Teacher Librarian believes the books will be better accessed from that location.

The collection is divided into two branches (Senior and Primary), with each containing many separate collections, for ease of storage and access.

Each resource format will have specific procedures regarding the positioning of barcodes, call number tags and the form of protection required to increase the items' durability. The standardisation of such procedures is necessary for the neat appearance and uniformity of the library collection, to assist users and for ease of shelving and stocktaking.

Equipment such as computers, monitors, Listening Posts, Bee Bots and other electronic devices will also be catalogued as a means of reliable tracking of such items.

## **PHYSICAL PROCESSING DETAILS**

### **Plastic DVD Covers**

Used to store DVDs, CDs, CD Roms etc. Place barcode and call number label on disc. Place sticker containing accession number on container.

### **Plastic hanging bags**

Used to protect and store Big Books, Guided Reading Books, RE resources etc. Place label in middle of front and barcode on the bottom right hand side of the bag. Label every item in bag. Cover barcode and labels with contact.

### **DVD, CD and CD Rom labels**

Apply the barcode to the label and also write the accession number, using permanent black pen.

### **Barcodes for Kits**

Allocate the same barcode number to all parts of a kit. Apply the barcode to the inside front cover of every resource book. Apply barcode to front of container and cover with contact.

### **Call Number Labels**

Use label maker to produce call number labels (black on silver for Primary, black on yellow for Senior). Apply in the following positions, before covering with contact:

- The base of the spine of books, folders, DVD cases and kit boxes (when the spine is wide enough)
- The bottom left hand corner of books, periodicals, notes and instruction manuals (where the spine is relatively narrow)
- The back top right hand corner of picture kits and maps

### **Covering**

Most is completed by trained parent volunteers and Administration Assistant)

- Paperback books – staple along spine, if required, then cover with contact
- Hardcover books – Cover with contact
- Dust jackets – Remove (laminates and display) and cover book
- Posters – laminate before processing

### **Fully Processed Resources**

- Advise staff via group email or display at staff meetings, prior to being available for loan
- Display on the Senior Library's *New Resource Table* (in front of HS Fiction) and Primary Library's *New Books Display Shelf* (adjacent to Primary Reference shelf)

### **Audio Visual Shelving**

- Audio-visual resources and computer software should not be stored near any magnetic fields (electrical appliances)
- CDs, CD Roms, VHS and DVDs are to be shelved vertically

## **REPAIRS**

When carrying out minor repairs (recovering, taping), sticky tape should not be used on books. Magic mending tape and contact should to be used to avoid long term damage. Items requiring major repair may need replacement and should be referred to the Teacher Librarian.



## **SECTION 4 – RESOURCE SELECTION**

### **PURPOSE OF SELECTION**

The purpose of the selection and acquisition policies are to develop a well-balanced collection that supports the curriculum and teaching needs, and caters to the interests and abilities of the students. It should also provide quality literature, to foster a love of reading.

### **RESPONSIBILITY FOR SELECTION**

Selection is the process of deciding which resources the College acquires, either through purchase or other means.

Although the Principal is accountable for all educational and administrative matters in the College, the Teacher Librarian is responsible for coordinating the selection of library resources. Selection is made within the budget available to the Teacher Librarian. In addition, Coordinators with responsibility for a budget for their specific Key Learning Area can requisition appropriate resources for the library collection.

Donations of the Library resources may be made by members of the College community. In such cases, the Teacher Librarian will acknowledge the donation and use discretion in placing them into the library collection. These materials are subject to the same selection criteria as College-purchased items.

### **SELECTION CRITERIA**

The Library collection currently consists of print, graphic, audiovisual and electronic resources. All resources at St Maroun's College (including donations and loans) will be evaluated and selected according to the following general criteria:

- Authority
- Scope
- Reliability
- Treatment of subject
- Suitability for particular age groups
- Subject interest
- Special features
- Format
- Price
- Potential use

All resources will reflect departmental policies on multiculturalism, equity for boys and girls, education for the gifted and talented and integration of students with Special Needs. The resources will support resource-based learning, taking in to account students' abilities, ages and cultural backgrounds.

## **SELECTION TOOLS**

Resources will be selected based upon the use of standard reviewing tools such as, selection aides, publishers' catalogues and review journals, eg. SCAN, CBC, Books+Publishers, Australian Standing Orders.

Materials for St Maroun's College Library will be physically examined, if evaluative reviews are unavailable.

Non-print materials (DVDs, CDs, Computer Software) will be previewed prior to purchase.

St Maroun's College Library will select, where possible, a range of resources to support the major language, cultural, religious and ethnic groups represented by the College community.

## **FORMATS INCLUDED**

The resources selected will include print materials (Fiction and Non-Fiction books, Teacher Resources, Big Books, Reading Resource packs, Posters, Subscription magazines), computer software, video recordings and internet services.

## **A FRAMEWORK TO DETERMINE THE VALUE OF ONLINE RESOURCES**

- Does the online learning resource enable independent learning?
- Does the online learning resource provide an opportunity for a unique sort of collaboration?
- Does the online learning resource create an authentic context for learning?
- Does the online learning resource capture and sustain students' participation in the learning activity?
- Does the online learning resource support students in the learning process?
- Does the online learning resource enable students to access the extent of their learning and the quality of the product they have generated?
- Does the online learning resource promote higher order thinking?
- Does the online learning resource promote a constructivist approach to learning?

Taken from Cummins & Lewis 2003, *Evaluating online resources and incorporating them in the classroom: a framework for teachers*, SCAN, 22 (2), pp 25 – 27.

## **COLLECTION EVALUATION**

Collection evaluation ensures that the library collection remains a dynamic and relevant source of support to St Maroun's College.

The library collection must be evaluated regularly, so that it reflects the needs of its users.

The Teacher Librarian is responsible for on-going collection appraisal through:

- collection mapping,
- user surveys,
- comparisons with DET& CEO lists and
- analysis of usage patterns and trends.

## **DE-SELECTION OR WEEDING OF RESOURCES**

De-selection or weeding involves the removal and disposal of resources that are considered unsuitable for continued inclusion in the collection. Weeding is done to maintain an up-to-date and useful resource collection, appropriate to the aims and needs of the College.

The resources of St Maroun's College Library will be culled regularly and continuously, based on the following criteria:

- physical condition
- content and form
- use patterns
- no longer meeting the selection criteria

The purpose of culling is to make a collection relevant and inviting, even if it's not a large one. Quality is better than quantity.

Resources in the library must reflect the perspectives and priorities of the Department of Education and Training. In this endeavour, the library doesn't process donations of resources which don't fit within the selection criteria noted above.

Withdrawn materials are written off using the "Weed" option in the Management area of OLIVER. Disposal is by way of paper recycling, when appropriate.

## **CONDITIONS OF REMOVING AN ITEM**

### **Physical condition**

- Torn and generally ragged
- Mildewed, yellowed pages

- Unsuitable for the students' abilities, although subject matter may be relevant
- Out of date or misleading
- Damaged beyond repair, through vandalism or use

### **Content and Form**

- Inaccurate or misleading information
- Dated information and/or superseded formats
- Stereotyping of race, gender, or culture
- Content no longer relevant to the curriculum, current teaching and learning practices of the NSW Board of Studies
- Content is irrelevant or inappropriate to the needs or interests of the users
- Does not include a realistic portrayal of a multicultural society

### **Use Patterns**

- Use of the resource has declined, due to lack of interest
- Non-existent relevance to curriculum or interest needs of the users
- Resource not used over a period of time (longer than 2 years)

## **DEALING WITH CHALLENGED AND DISPUTED MATERIAL**

From time to time, the College Library collection may include some materials which express attitudes and opinions or include information to which some students, staff or community members may object. If the College receives a complaint about a resource, then staff will attempt to resolve the matter informally. The Principal, Teacher Librarian and/or classroom teacher will explain the College's selection procedures, criteria and that particular resource's contribution to the College's program.

If the complainant wishes to make a formal complaint, then they must do so in writing and a review will be conducted. The disputed resource will remain part of the collection until the review is completed.

A meeting involving the appropriate staff (Principal, Teacher Librarian, executive staff or class teacher) will be held to re-evaluate the resource. General and specific selection criteria are reapplied to the challenged resource. This meeting should be convened within two weeks of the written request being received by the College.

When a decision is reached, the Principal will file a written report. A copy will be sent to the complainant, advising them of the committee's decision. The complainant will be notified within a week of the meeting being held. The disputed item may remain in the collection, be relocated to Teacher Reference or removed permanently from the Library's collection.

## **SECTION 5 – LIBRARY STOCKTAKE**

### **DEFINITION**

Stocktaking is the process of checking each item in the library's collection against each item's record, to determine if the item is present or missing from the collection.

### **PURPOSE**

A stocktake is undertaken for the following reasons:

- For economic accountability, and to meet audit requirements
- To provide the College with overall loss rate statistics and for specific areas of the collection
- To assess the effectiveness of the library's stock control measures, with respect to the circulation and storage systems
- To ensure the computer catalogue accurately reflects the current collection

### **RESPONSIBILITY FOR THE STOCKTAKE**

The Teacher Librarian is responsible to the Principal for the efficient management of the library resources, including stocktakes. The Teacher Librarian and the Administration Assistant will perform the stocktake. The Teacher Librarian may be released from teaching duties during this time. Additional assistance from administrative clerical staff and parent helpers may be requested.

A stocktake should occur every two years within the Library Collection. This may be segregated with Fiction one year, and Non Fiction the following.

### **THE NATURE OF A STOCKTAKE**

Ideally, a full stocktake of the library collection must be carried out at least once every two years. The only exception is computer software, which must undergo a stocktake manually. If possible, stocktakes will be conducted more frequently, with the Teacher Librarian taking into account the impact on teaching programs and circulation. Regular stocktake procedures would result in more current and accurate assessment of stock management.

In most circumstances this will occur towards the end of each term, as negotiated with the Principal, and will involve the allocation of set locations to be stocktaken in rotation across a two-year period.

Weeding and the setting aside of books for repair will be conducted concurrently with the stocktake. The OLIVER system will be used to administer library stocktakes and to create reports.

With an annotated stocktake, all loaned resources do not need to be returned. If the stocktake is conducted during the year, the library does not need to be closed for borrowing. However, the location being stocktaken will be unavailable to students for borrowing when stocktake occurs. For the stocktake at the end of Term 4, it is desirable to have the majority of resources returned and to restrict borrowing to staff only.

The Teacher Librarian will discuss the stocktake reports with the Principal. These reports will be signed by the Principal and filed. Loss rates for various sections of the collection will be examined and, if necessary, recommendation made and acted on to ensure future improved control measures.

### **Policy Review**

**Last Reviewed:** November 2013

**Approved By:** College Principal

**Renewal Date:** 2015