

CRONULLA HIGH SCHOOL

LIBRARY POLICY

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Overview of the School

Cronulla High School is located in the southern suburbs of Sydney on the peninsular of Cronulla in the Sutherland Shire. The student population has a mainly English speaking background, with very few of non- English speaking background. The student population varies in academic ability and ranges from years 7 – 12. There are a few students with learning disabilities. The student population is approximately 750 pupils..

There is 53 teaching staff, 12 school assistants and 1 general assistant within the school. The school has two Deputy Principals.

The curriculum followed by the school is that set down by the Dept of Education and Training and the Board of Studies.

Overview of the Library

Cronulla High School has 1 fulltime teacher librarian and .9 full time school assistant appointed to the library.

The Library is an essential resource within Cronulla High School which supports teaching and learning in the context of syllabus and curriculum requirements.

The library provides teachers and the teacher-librarian 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 and a detailed description of the support the library provides to meet the particular needs of the students of the school

The library collection consists of approximately 12,000 items and 18 PC's with internet access and b&w and colour printer access as well as a photocopier.

The school has OASIS Thin Client Library. All resources, including equipment and school computer software, have been accessioned.

Library Policy Statement

Cronulla High School Library seeks to:

- Support the policies of the school.
- Support the Libraries of NSW Government Schools: A Policy Document (1987)
This states that:
“ The purpose of the school library is to enhance the teaching and students’ learning within the total program of the school”.
- Support the NSW Department of Education & Training and the school’s priorities for the given year.
- Provide a library service that strives to meet the educational, informational, emotional and recreational needs of the entire school community, including students, teachers and school assistants.
- Serve the school and school populations by empowering students with information that will enrich their lives and engender a love of life-long learning.

Cronulla High School Library supports the **Australian School Library Bill of Rights** and the **Australian Librarian and Information Association Freedom to Read** statements. These believe that a democracy allows its citizens access to information and ideas through books and other forms of information. The Library is not a censorship body but follows Federal and DET guidelines in issuing rated material.

The Library is an integral part of the functioning of the school and will continue to develop and change with the school.

Overall, the library is aimed at the users and will implement programs and procedures which give the users the best possible learning environment in the library.

Aims of the School Library

The Library aims to:

- Provide a high quality service to the students and staff at Cronulla High School.
- Meet the information needs of the staff and students, subject to availability of resources.
- Develop the collection to meet the needs of a changing curriculum.
- Assist in the development of information skills.
- Offer new advances in technology to the students and staff.
- Create an enjoyable, stimulating environment which encourages interaction and offers opportunities to learn.
- Offer a variety of resources to the staff and students, including print and non-print.
- Offer teachers resources for professional development.
- Develop programs and resources to facilitate the current, relevant curriculum statements and policies.
- Achieve effective and efficient management and control of available resources.
- Manage the library through full automation.

The library is part of the whole school community and will strive to meet the needs of the users.

Library

Curriculum Implementation

Information skills

The Environment of the library

Promoting the Library

Displays

External use of the Library

Accessing the Library

Sections of the Library

Timetabling

Curriculum Implementation

With a system of life-long education, we no longer have to pack into years of formal schooling in all the knowledge, which is need for success in life. What is important is that people leave school with a desire to be life-long learners, and be capable of life-long learning because they have the skills to access knowledge. People should also have the confidence to be life-long learners. (Ellyard, 1991) It is my view that such a system will go to creating a nation of people ready for the 21st century. (Ellyard, 1991)

The aim of the library's teaching and learning program to foster a love of life-long learning in students in preparation for the remainder of their lives; this will be done through "the library as an essential resource for the planning and the implementing of the teaching program of the school."
(Libraries in New South Wales government schools: policy statement 1987, pl)

The teaching of information skills across the curriculum will be the mechanism to allow students to access the knowledge they require, to manipulate it into a format suitable for use in the education setting, and transpose these skills into everyday life.

The teacher-librarian will:

- Co-operate in the planning, implementing and evaluating of teaching/learning programs, which involve library support.
- Participate in various school committees.
- Upon request, participate with classroom teachers in the planning and implementation of an integrated information skills program.
- Provide a variety of teaching/learning environments for classes, small groups and individuals.
- Where practicable, cater for individuals and groups with special needs.
- Ensure library management practices are consistent with various DET Policies.
- Identify relevant resource materials.
- Select and acquire resource materials to support the curriculum.
- Assist teachers and student in the selection and effective use of resources.
- Evaluate the availability and suitability of resources.
- Evaluate the effectiveness of the use of the library environment and resources by individuals, small groups, classes and staff.

- Evaluate the co-operation between the library, classroom teachers, school executive and the principal.
- Carry out such duties as stated by DET.

Information Skills

In order to encourage the effective implementation of information skills across the school, the teacher-librarian will:

- Take each Year 7 class for an introductory course on Information Skills. The unit will be designed by the Teacher-Librarian.
- Work to ensure that the whole school population understands the changing nature of the curriculum and the importance of high-order information skills.
- Guide and assist years 11 and 12 with research and study in the Library.
- Work with small groups and individual students on their information skills through their assignments, essays and assessable tasks as their assigned teacher schedules them.

The Environment of the Library

The aim of the teacher librarian is to create a warm, friendly, non-threatening environment within which the staff and students feel comfortable and to enhance the learning that takes place.

The teacher-librarian will achieve this by:

- Ensuring there is comfortable seating for all users
- Ensuring the design of the library allows all users access to the areas they need so as not to disturb others in the library. For example the people who are using the library for reading do not want to be disturbed, so this areas is located away from the group / class study tables.
- Ensuring there are directional signs that give the users easy informed access to the areas of the library.
- Teaching a library orientation program to all Year 7 students.

- Promote interest and reading through displays and activities.
- Ensuring there is adequate lighting, ventilation and heating.
- Provide up-to-date resources so that clientele may feel confident in their access to resources.

Promoting the Library

The promotion of the library is very important to the efficient operation of the total School Enterprise. Promotion of the library will be made to both students and staff.

The library will be promoted in a number of ways. These include:

- Announcements concerning the Library being made at school morning assemblies.
- Email alerts from the teacher-librarian regarding new resources.
- Displays of new resources. The staff will also be informed of anything happening in the library and the teacher librarian will constantly encourage the staff to take advantage of cooperative planning and teaching.
- Displaying the students' work around the library.
- Provision of opportunities for promotion of the library as might present themselves from time to time. These may include competitions, reward programs, guest speakers and authors.

Promoting Literature

Promotion of literature and the benefits of reading for recreation are aspects of the teacher-librarian's responsibility. This encourages students to read, thereby creating better readers in the school community.

Literature will be promoted in a number of ways.

The teacher-librarian will:

- Guide and support a wide reading program.
- Talk to teachers and student about any new fiction books that are in the library.
- Provide material which supports the DEAR program.
- Allow borrowing during the last five minutes of a classroom period. During a booked period in the Library students may browse with their teacher's permission.
- Ensure the students know their teacher-librarian reads for pleasure.
- Promote novels to the Head Teacher, English as suitable for classroom novels.
- Invite authors to speak about their work.
- Have displays in the library that promote reading.
- Encourage students to ask for books to be purchased for their reading pleasure.

Displays

Displays are important to make the library attractive and give the students a sense of pride in their work. The teacher-librarian will organize and change displays in the library at least once a week, with a major display being prepared for book week.

There will be different displays in the library. These will consist of:

- The students' work. These displays will be changed often so students will have the opportunity to have something displayed in the library through out the year.
- Displays that will promote activities occurring in the school. These may be school based activities, or they may be displays of more universal activities.
- Displays of new books and resources.
- Various theme displays in the library throughout the year. This will allow the children to see the variety of books the library has on particular themes. These displays will include fiction and non- fiction.
- There will be a major display in the library for book week. This will be based on the theme for the year.

Displays will be changed regularly so the library will remain an interesting and attractive place for everyone.

Non Teaching/Learning Use of the Library

The library will be available for use for various school activities not associated with the information process provided these activities do not interfere with the main purpose and function of the library. The teaching/learning process should always be the central concept of the library.

Non specific teaching/learning events, such as committee meetings, speakers, school hospitality and public relations may be booked by using the Event Booking Process. Bookings need to be made in advance with all details. The teacher librarian's approval is required as they are cognizant of other activities at that time.

If an outside organisation wishes to use the library justification as to why they want to use the library should be provided. Permission from both the principal and the teacher-librarian will need to be granted.

Accessing the Library

The library aims to be available at times which are suitable for users and the teacher librarian, and allows the users to gain the greatest possible access. When the library is open the teacher librarian will be available to assist any person.

The library will be available at various times for the teachers and students.

The library will be available all of lunchtime and recess generally every day. The teacher-librarian will be in the library during recess to provide supervision and assistance for students. This supervision and assistance will be provided at lunchtime by rostered teachers whilst the teacher-librarian has their lunch break.

- The library will be closed at lunchtime on Thursday due to sport arrangements and at recess on some Fridays for staff meetings.
- The teachers may use the library whenever they wish. The library staff must check out any items they wish to borrow.
- A log will be kept of library usage, consisting of all classroom teachers' bookings, notes and senior student usage. The size of the Library prohibits any more than two classes occupying the main area at any one time.
- A group of four students may use the library during class time, providing they have a note from the teacher explaining what they wish to do in the library. It must also be understood that the teacher-librarian may not be able to assist the students especially if there is a class in the library. If for any reason the librarian is out of the school, students may not go to the library unaccompanied, as clerical staff cannot meet Duty of Care requirements.
- Year 11 and 12 students may use the library during class time when on study periods. It is mandatory they sign in and behave in an appropriate manner. Students who are unable to behave inappropriately will be asked to leave the library and may have library privileges withdrawn for a period of time.
- Students without a teacher (i.e. Classroom teacher is absent, on excursion or conducting other business) may not use the library during class time. It is not the responsibility of the teacher-librarian to cover the classes of absent colleagues when they may already be teaching or have the Duty of Care of senior students on a study period.
- Students may not remain in the library without a teacher or teacher/librarian present. The library assistant is not responsible for supervision or management of students.
(see attached appendices as this is a duty of care issue.)

Sections of the Library

The library is divided into nine sections. The sections help the users to locate the form of information they need at the level they require.

The sections are:

- Fiction: this is divided into categories of fiction. This encourages students to easily locate their favourite genre with minimal disruption to shelving. It also has been found to encourage reading, as students find it easy to locate their preference. All fiction books are prefaced with F.
- Non-Fiction: This collection will consist of all non-fiction material that is able to be borrowed. These are shelved using the Dewey decimal system. Each section is identified with a sign. This is the largest section of the library.
- Reference: This will include all the material that is unable to be borrowed. It will include encyclopedias, atlases and valuable books. This will have the prefix R. These resources are shelved separately and are identified with a 'REFERENCE' sign. This is a small section in line with the philosophy of making information freely available.
- Audio-Visual: Videos and DVDs will be housed in separate collection. They are available to all members of the school on an overnight basis only. Videos rated M+ will not be lent to students under 15. Videos will have the prefix AV.
- Teachers' Reference: this collection will include the material that is for use by teachers for professional development and includes Departmental documents and policies. Borrowing in this section will be restricted to teachers unless special arrangements have been made. The prefix for these items is TR. All items are located in the Open high School, opposite the Librarian's office. Videos and DVD recorded from television are available for teacher use only and prefixed TV.
- Dictionaries: The library houses a collection of dictionaries not only in English, but various other languages. They have the prefix DIC.
- Periodicals: Also known to students as magazines, the current editions are displayed on a shelf end. Older editions are boxed and shelved in subject areas. These are not accessioned.
- IT Faculty: Located on the mezzanine level of the library consisting of a staffroom and computer classroom
- Classrooms. L41 and L42 are located on the top level of the library and are timetabled rooms for senior students..

Prefixes should be self explanatory to those people shelving them.

Timetabling of Library

Cronulla High School Library uses a flexible timetable allowing teachers to make bookings as the need arises and to ensure equity of access. As well the teacher-librarian may be booked to cooperatively team-teach a class after consultation with the class teacher.

There are also Year 7 and senior classes which are timetabled into the library. These classes must take precedence over classes which have allocated rooms.

It remains the teacher-librarian's discretion as to whether a class may also be in the library at the same time as a standard timetabled lesson.

Collection Development

Philosophy and Introduction

Aims of the Collection

Collection Parameters

Collection Acquisition

Collection Appraisal

Challenged Materials

Philosophy and Introduction

Cronulla High School Collection Program Policy is a written statement, which provides guidelines for developing the collection. It allocates staff responsibilities and reduces personal bias in selection. Basic Criteria standards are set for selection and deselection as recommended by the DET and ALIA. This ensures that resources are of maximum usefulness and quality and reduces the number of disputed items. The collection is developed via a formalised plan, and users are informed of the collection scope. Clear resource selection guidelines and procedures also aid in the justification of controversial material (Gorman and Howes, 1988. pp 3-4)

The collection program policy caters for the broad needs of the school community. This includes students, teachers and parents. The collection supports the curriculum taught by teachers, their professional development, administrative duties and personal interests. The school library media collection contributes to the total development of the student and includes physical, social, cognitive, moral and affective realms. Adolescent development, family issues and modern educational practices are available in the collection to support the need of all users.

The collection provides resources that represent both genders of various political, cultural, ethnic and religious groups and their contribution to society. Controversial issues are represented but balanced by materials on opposing sides, so that students may develop the practice of critical reading and thinking. The school library program challenges its students to develop their potential and to prepare them for accepting a productive role in the community.

This philosophy is based on Appendix 2 of the DET Handbook for School Libraries.

Aims of the Collection

The following aims have been adopted to ensure that Cronulla High School Library collection becomes an integral part of the total school and its associated programs. Its aims are to:

- Provide resources to meet the educational, informational, emotional and recreational needs of the entire school community.
- Cater for the differing learning styles of students and their development levels by providing resources in a variety of formats and intellectual levels.

- Provide materials which are of a high standard in both production and content.
- Provide material on opposing sides of controversial issues so that students may develop the practice of critical reading and thinking.
- Provide resources which represent objectively both genders of many different political, cultural, ethnic and religious groups and their contribution to society.
- Provide daily access to local, regional, state, national and international current affairs and information which recognizes different points of view.

Collection Parameters

Collection Boundaries

The collection supports subjects in the school curriculum (as determined by the DET and the Board of Studies) and extra activities, as well as informational and recreational needs of the school community. Student resources reflect the development ages of 10 to 20 years and provide for a range of learning modes.

Programs Supported

Apart from these general programs the collection supports a number of special programs. These include:

- DEAR (reading scheme across all years).
- Vocational education courses in senior years.
- Literacy across the curriculum.
- Information technology.

Priorities and Limitations Governing Selection

The collection consists of approximately 12,000 computer registered items as well as periodicals and vertical files. Information technology resources include multimedia items.

There is good support for the languages taught in the school. There are grammar books and novels in those languages available for borrowing.

The library does not hold or purchase class sets of resources, these are found in subject faculties. Textbooks used in the school are not part of the library collection. The resources in

the library are designed to support those texts. The library should not be considered a repository for textbooks.

School textbooks are now registered and lent/returned the school library. Please see appendix for this procedure.

Collection Acquisition

Selection Responsibility

The Principal is legally responsible for resources within the school. The Principal gives the teacher-librarian the authority to coordinate resource suggestions and overall responsibility for the selection process.

Interested school community members in consultation with the teacher-librarian may suggest resources by following a clearly defined selection process, ensuring that the collection is balanced and objective and reflects the needs of the school as a whole.

Funding

During the fourth term the teacher-librarian will prepare a budget. This is submitted to the Principal for approval. These funds are for the use of the school library only. Subject faculties have separate funding allocations. The teacher-librarian supervises and approves expenditure throughout the year.

Selection Material Criteria

The teacher-librarian will ensure resources are selected that will support the goals and objectives of the school collection development program. Resources will be evaluated individually as well as against the collection holdings.

Specified selection principles will be applied to all resources considered for selection. General principles include authority, scope, treatment, readability, subject interest, format, special features, intended audience, cost and potential use.

Reviewing Sources

The teacher-librarian will use the following selection tools to build and refine the library collection:

- The information supplied by the teaching staff about the content of their courses.
- Journals, bibliographic essays, online databases, reviews and professional publications.
- Viewing resources, recommendations by students, commercial fliers sent to the school and resource lists.

Donations and Gifts

Donations and gifts are positively received and treated as part of the selection process. These resources will be subjected to the specified selection principles before added to the collection.

Lost Items

The borrower, student or staff, must pay for the lost item. Items lost will be evaluated and replaced with an equivalent resource.

Policies of Acquisition

Library requests and ordered resources will be recorded through OASIS finance. All orders are to be signed by the Principal. Resources may only be ordered when the finance is available and must have approval of the teacher-librarian.

Resources will be ordered via the most cost effective source. A supplier such as local booksellers therefore will be used rather than a publisher as the booksellers give discounts and do not charge freight. A select number of traveling booksellers will be seen at a time convenient to the teacher-librarian. Ordered resources must be available for preview or approval before being finally purchased, especially computer software.

Collection Appraisal

The collection will be evaluated in two ways – the whole collection and the individual items within the collection.

Collection Evaluation

The teacher-librarian will constantly evaluate the collection by a combination of methods, allowing resources to respond to the needs of the users and rectify any inadequacies.

Topic areas in the collection will be mapped and each area measured to assess adequacy of coverage. All topic areas will be evaluated over a two year period. Both qualitative and quantitative strategies will be used. Available bibliographic lists will be checked against current holdings.

Co-operative program planning and teaching in the library allows the teacher-librarian to directly assess the adequacy of coverage of specific curriculum units and to obtain both teachers and students opinions.

The results of these evaluations will be incorporated into the collection policy in the following year.

De-selection of Resources

Individual resources in the collection will be re-evaluated in terms of the current collection development policy requirements. De-selection will be an ongoing process. The evaluation of a topic area for possible purchases should also include de-selection. All topic areas should be evaluated and de-selected once every two years. This is in line with DET stocktake directives.

Resources will be evaluated for de-selection by the same criteria as selection. Superseded editions, obsolete materials and resources which do not match current policy will be discarded

and replaced with current materials within selection policy guidelines. Resources which are in a poor condition, unattractive, providing misinformation and/or outdated should also be discarded and replaced where necessary.

Challenged Materials

From time to time, parents, teachers or other community members call into question the appropriateness of books and other resources held in school libraries or used as teaching aids by various faculties.

This is the procedure should a challenge ever be brought against one of our books or other aids.

- If a challenge is brought, the challenged book or aid will remain in use until a determination is reached by a group known as the Challenged Resource Panel.
- The panel should meet and reach its determination within seven days of the challenge being recorded.
- Any challenge to material should be in writing, with the name of the challenging individual, signed, address and telephone number recorded.
- The panel will be made up of the Principal, the Librarian if the resource is in the library, the appropriate head teacher if it is not and an elected P& C representative. If time restraints preclude the election of a P&C representative, that person will be nominated by the executive of the P&C.
- The panel will first consider if the challenged resource has been placed on a recommended list by the Board of Studies or has been purchased as a reasonable consequence of meeting the requirement of the policy of the Board of Studies or Department of Education and Communities (the mandatory teaching of matters to do with AIDS, abortion, homosexuality, genetic engineering, origins of the universe, drug abuse come to mind). If such is the case, the challenge will be dismissed on the basis that it is not for our school to override the decisions of government departments and statutory bodies.
- If the challenged material is in the school as a matter of discretion, a judgment will be made as to its suitability on these criteria:

1. Does the material relate in an appropriate and positive way to the school statement of purpose, school plan and existing teaching programs or policies?

2. Might there be reasonable expectations that the attitude or behavior of adolescents may be harmed by contact with the material?

3. Is the challenged material accepted by the broader community as reflective of culture or attitudes which are acceptable?

Management

Copyright

Records to be Maintained

Space and Furniture

Finances and Budgeting

Automation of the system

Evaluation of the Library

Management

Copyright

The school and the teacher-librarian will do everything practicable to enforce copyright laws.

The following procedures will be taken to make the students and staff aware of the copyright laws:

- A sign will be placed near the photocopy machine in the library which both staff and students use. This sign will outline the copyright laws and the amount of photocopying allowed.
- The teacher-librarian will inform the students of how much they are allowed to copy when they are in the library.
- Information skills lessons will include a talk of plagiarism. The teacher-librarian will ensure that they maintain a sound knowledge of all recent developments in copyright laws.
- Plagiarism posters explaining the definition of plagiarism, examples and instructions on how to avoid inadvertently plagiarizing will be clearly displayed.
- All Year 7 will be instructed on the correct way to write a bibliography.

Records to be Maintained

Some of the records that are kept by the library are required for auditing purposes. The teacher-librarian will ensure the library's records are kept up to date and those that are legally required for auditing purposes are held for the correct time period.

The records to be kept include:

- The accession register. This is maintained on OASIS Library.
- A register of all software licenses purchased and held by the school.
- Stocktake statistics. The written off material will be recorded on OASIS. A stocktake report will be completed annually by the librarian and discussed with the Principal before being accepted as school record.
- Circulation statistics. OASIS Library keeps records of all aspects of circulation. A summary report of these records will be printed out and filed at the end of each school year in the stocktake report.

- Equipment register. An equipment register will be kept and maintained through Library OASIS.
- Financial Records. The Teacher-Librarian will keep account of the allocated budget. This should correspond with the accounts maintained by Central Administration. Copies of all current accounts and orders are filed. They are then filed and kept for the next three years.
- Details of any money collected. Monies are lodged with administration.
- Correspondence. Most correspondence is by email. Relevant emails will be filed online for 12 months.
- Policy and Procedures manuals. These manuals will be kept in the library office permanently. The Procedures manual will be revised annually as a guideline for relieving staff..

The library must keep any records as determined by the Department of School Education.

Space and Furniture

The library must be designed to enable maximum usage for the available space in the library, and the furniture in the library needs to meet regulation standards.

The library must consider space for resources, users, circulation, displays and service space. These areas have been designed to allow users to move freely about the library.

The library must have adequate furniture to seat students and staff and enough storage and shelving for the collection and other resources. This furniture must comply with the occupational health and safety guidelines.

All furniture, shelving and storage supplies are through either schools Furniture (DET) or library approved furniture suppliers. The teacher-librarian will have catalogues of the outlets.

The collection area:

- There is space for two classes. Therefore, there will be a minimum of 10x4 seat desks with comfortable seating.
- There are 18 PCs each requiring a single chair. For OH&S reasons, only one student at a time may be seated at a PC
- Sufficient free standing and wall mounted shelving to house the collection.
- Small ladders and trolleys to facilitate shelving resources.

The office area:

Sufficient desks, storage, shelves and work surfaces to enable the library staff to work efficiently.

The mezzanine area

A minimum of 25 individual; study corals with chairs to facilitate private senior student private study. This area remains at the discretion of the librarian.

Multi-Media Room

Thirty chairs, an overhead projector and mounted television with DVD, Smartboard and conferencing facilities.

Rooms L41 and L42

These classrooms require 25 desks with suitable chairs for the teaching of senior students.

Finances and Budgeting

Funding is important to the success of providing the staff and students of Cronulla High School with effective and extensive resource and information service.

Each year the teacher-librarian, after consultation with all head teachers, prepares a budget outlining the areas of need within the library's collection.

All expenditure needs to be finalized by the principal.

A detailed policy may be found in the collection development section. For a more detailed outline of the budget and expenditure please see the teacher-librarian.

System Automation

The library currently uses two computer management systems.

OASIS Library Version 2, which was received in 1995, updated in 2002 and again in 2010. The library enters new resources onto the database using SCIS, copy cataloguing and original cataloguing. All loans and returns are recorded in this system as is all equipment and software licenses.

All financial records, procedures, policies and any other records of library activity are kept on the Windows server file maintained in the school.

All business relating to Library management is contained in a Library Folder on the T drive and is only accessible by authorized Library and Administration staff..

All information for regarding available resources is located on the T drive and accessible to by any school staff member.

Students may access catalogue information about the collection from any PC in the school or Moodle. The Library home page on the school website also provides access to

- Bibliography proformas.
- Vertical files lists.
- DVD resources.
- Plagiarism guidelines.
- Study skills.
- Links to the Board of Studies, Sutherland Shire Library and HSC Online.
- Mission statement.
- Hours of operation.

For more information about OASIS please refer to the teacher librarian, school assistants or OASIS Library manual.

Evaluation of the Library

Evaluation of the library is integral and ongoing process to ensure the library is being used to the full potential by the users. The teacher-librarian will ensure the library and the services are evaluated at least once a year. The teacher-librarian will also evaluate the library services more frequently as the need arises.

When evaluating the teacher-librarian will consider the following: NSW Dept of Education 1989; 10 and Kirk, Postern-Anderson, Yerbury 1990:51.

- The resources and facilities available for users.
- The effectiveness of the library program for teachers and students.
- The implementation of educational policies.
- The services needed by the school.
- The usage of the library and associated services.
- The contribution of the library and its services to the learning needs of the students.
- The library staffing, space and funding levels.
- The technological advances of the library.

- The implementation of OASIS Library.
- Other programs/services that have been developed.

The teacher-librarian will evaluate the library by making personal records and communications with others including assistants, teachers, other staff, students and others who have an interest in the library.

Personnel

Teacher Librarian

School Assistant

The Role of the Principal

Teachers

Students

Community Volunteers

Role of the Principal

For Cronulla High School to work in an effective way it is important to have the support and enthusiasm of the school principal.

The principal can support the library in many ways. These include:

- Ensuring that the library is developing and promoting the aims, policies and programs of the library.
- Understanding and supporting the teacher-librarian's role in the library and in the school.
- Developing whole school participation in the school's information skills program.
- Encouraging professional development of library staff, both the teacher-librarian and assistants.
- Providing adequate space, funds, access to equipment and technology to meet the needs of the library program.
- Encouraging staff and students to use the library, and the resources that are available.
- Ensuring the library is implementing and supporting the school aims and objective.
- Involving the teacher-librarian in school committee meetings.
- Ensuring that the lines of communication are always open between the teacher-librarian, head teachers, deputy principal and the principal.
- Facilitating whole school participation in the development, implementation and evaluation of library policies and programs.

Teacher-Librarian

Refer to Handbook for School Libraries issued by DEC and ALIA statement on Teacher librarians in Australia.

The teacher librarian holds recognised teaching qualifications and qualifications in librarianship, defined as eligibility for professional membership of ALIA. Within the broad fields of education and librarianship, teacher librarians are uniquely qualified as curriculum knowledge and pedagogy are combined with library and information management knowledge and skills.

The teacher librarian focuses on:

- Learners and learning.
- Teachers and teaching.
- Resourcing the curriculum.
- Facilitating access to information.
- Developing the physical environment.

The teacher librarian supports and implements the vision of the school community through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.

Curriculum

The teacher-librarian will:

- Practise cooperative planning and teaching to ensure the teaching of information skills across the school.
- Have the role of assisting teachers with the teaching of information skills to all students.
- Provide, in conjunction with the support teacher/learning disabilities, assistance to those students with special learning needs.
- Encourage students to read and enjoy books.
- Provide support and supervision to all students in the library especially seniors developing independent projects.
- Provide guidance through all issues to do with copyright and plagiarism and monitor the “All My Own Work” program.

Management

The teacher-librarian will:

- Make the library a warm and inviting environment for the staff and students.
- Develop, organize and manage resources to best meet the needs of students and staff.
- Attend training and development courses which increase proficiency in the library.
- Manage staff, including the clerical assistant, volunteers and library monitors.
- Devise and implement systems that are efficient to the operation of the library including the development of library policies, rules and procedures, collection development and implementation of Cronulla High School’s educational policies.
- Prepare and administer the library budget, stocktake and maintain all essential records.
- Evaluate and report on library programs. This will be on-going. The teacher-librarian will be constantly evaluating existing resources and their accessioning; de-selecting; assessing reading programs; evaluating curriculum support and distributing information on copyright law.
- Be responsible for the information and managements systems of the library.
- Process and record all textbooks within the school.

School Assistants

Cronulla High School library has .9 school assistants. Library assistants hold a very important role in the maintenance of the library. These tasks will not include responsibility for class management or control, or teaching students as laid out in the School Assistant's Manual, schedule 4, section 4.

The major roles of the school assistant will include:

- Receiving and processing resources when they enter the library.
- Maintaining stock and stock records in accordance with management practices.
- Entering data onto OASIS Library. The assistant will attend OASIS training and development courses so as to become proficient in OASIS library upgrades.
- Shelve, process and tidy resources as needed.
- Assist the teacher-librarian in the supervision of students. The assistant does not supervise students at all when the teacher-librarian is not in the library. (Refer to Enterprise Agreement 6/2/95)
- Assist teachers and teacher-librarian in the implementation of learning programs.
- Other appropriate tasks which might be negotiated.

Further information on school assistants' roles may be obtained from the School Ancillary Staff Enterprise Agreement handbook and Handbook for School Libraries App.11

Teachers

The teachers, both classroom and support teachers, should actively support and be involved in the school library program, policy and procedures. The teachers play an important role in the library. The library cannot serve its full purpose within the school's educational program without the full support of the teachers.

The teacher's role includes:

- Assisting in teaching information skills in the context of their learning. This will include the teacher accompanying the students to the library, team teaching and consolidating the information skills learnt in the library.
- Encouraging students to use the library and assisting students with book selection.

- Promotion of the library as a place for students to use for seeking information.
- Advising the teacher-librarian of curriculum content.
- Following the rules and procedures of the Library.
- Assisting with the proper use of established circulation procedures.
- Showing a general interest in the library and what it has to offer.

Students

When in the library students have two main responsibilities – to have consideration and respect for other people using the library and for the resources in the Library.

To achieve their responsibilities the students should:

- Cooperate in the library by observing the rules and procedures.
- View the library as part of an important network of information services offered.
- Make use of the available technology in the library in a fair and equitable way.
- Recognize the importance of the library as part of their daily school lifestyle.
- Display work in the library.
- Enjoy the library in an appropriate way.

Community Volunteers

Each year the teacher-librarian hopes to encourage volunteers in the library to help in the completion of a range of tasks that will help both students and staff. We welcome parents and guardians to the library.

These tasks could include:

- Processing resources including stamping, taping, covering and preparing them for cataloguing.
- General tidying.

- Any other task that will arise in the day to day running of the library and the volunteer feels comfortable in completing.
- Participating in the P&C to raise funds to support the library.

Circulation

Processing New Resources / Cataloguing

Loans

Returns

Stocktake

Circulation Policy

Cronulla High School library aims to:

1. Maximize the availability of all resources to all students and staff.
2. Ensure equity of access to all users.
3. Ensure the effective control of all resources.
4. Provide and operate a system that:
 - Suits the pattern of curriculum and recreational library use and is easy to use.
 - Makes efficient use of library management resources (e.g. Staff, materials),
 - Takes into account the special purposes and nature of some library materials e.g. reference works, audiovisual materials.
 - Makes provisions for individual privacy relating to records of borrowed materials.
 - Gives means for collecting general borrowing statistics.
 - Supplies the means to ensure security of materials without jeopardizing the public relations function of the library.

Processing New Resources/Cataloguing

The processing of new resources is a vital task for both the teacher-librarian and the school assistant. The following steps will be followed to ensure the resources are processed as quickly as possible enabling students and staff to access the resources.

- When the items are received they will be checked against the invoice and inspected for any damages. Suppliers are to be contacted to resolve any issues re damage or missing items.
- The resources will be stamped, covered and supplied with date due slips.
- The Teacher-librarian will allocate a Dewey number using Dewey 15th and SCIS subject headings, or download all information from SCIS.

- The assistant will enter other relevant data to OASIS Library and the teacher-librarian will edit the records to add local subject headings and review notes and keep the cataloguing records in line with Cronulla High School library records.
- The resources will be assigned a barcode and a spine label and security tag.
- The books will be covered using non adhesive sheet plastic for books.
- The resources will be displayed in a designated area in the library for two weeks before shelving. Staff and students may view and borrow from the display.

The Circulation System

Loans

The loans system of the library will aim to provide all users with maximum access to the library's resources. The borrowing procedures will aim to be simple enough for all users to use while allowing the teacher-librarian access to general borrowing statistics, including keeping a record of overdue materials.

Each student in Yrs7 and 8 will be permitted to borrow 3 fiction, 3 non-fiction items and 1 DVD at any one time. Yrs 9 and 10 borrow 4 fiction and 4 non-fiction items and 1 DVD. Senior students may borrow up to 5 items in either in either category and 1 DVD. Students needing to borrow more resources may do so at the discretion of the teacher-librarian.

Textbook borrowing is unlimited.

All student loans other than textbooks and DVDs are for a maximum period for two weeks with the right to renew if the resource is not in high demand. Overdue notices will be sent out once a week to roll call to remind students of overdue books. This will ensure a high turnover of resources and equity of access. Overdue fines of 50 cents per week per book (max \$5.00) and 50 cents per night per DVD may be applied one week after the due date at the discretion of the librarian.

Students are encouraged to borrow over the school holidays

Reservations may be made by students of particular books. Students will have one day to pick up a reserved book.

Teachers and school assistants will be permitted to borrow 12 items for a period of one term during the year. All items must be returned at the end of the year stocktake. Staff will be reminded of their loans once a term. Teachers cannot allow students to borrow on their cards.

All loans are entered on OASIS Library using the circulation module. The books are then stamped with a date due. OASIS circulation allows students to borrow and return their books without giving them access to any personal data about students or staff.

No item will leave the library without being loaned through the OASIS system. This rule applies to the whole school population.

Returns

The returning of items to the library is designed to be obvious and easy. This enables resources to be reshelfed as soon as is possible. Students and staff will return all resources to the circulation desk slot marked “Returns” and “Check it in”. The book bin will be emptied regularly and all resources will then be returned on OASIS Library, placed on the book trolleys and shelved by the school assistant or librarian.

Library users who do not follow the simple procedure outlined in the previous paragraph will be held responsible for the loss of any resources left elsewhere.

Stocktake

Department of Education and Communities requires a library stocktake be conducted every second year and a software stocktake every year. This allows the teacher-librarian to identify resources needing replacement areas of the library that have had a high loss rate and tidy up and repair resources in readiness for the next school year. The stocktake will occur during the last two weeks of the school year when demand for library facilities is at its lowest. On alternate years there will be a

- stocktake of items identified as non-fiction and then
- all other resources in the library.

The teacher-librarian and school assistant will:

- Close the library to all users during stocktake (students on study periods will be restricted to the mezzanine study area).
- Tidy up and shelves resources in correct Dewey order, repairing resources that are damaged as they progress.
- Conduct an automated stocktake.
- Not stocktake periodicals due to the nature of the collection.
- Stocktake the equipment at this time.
- Compute the stocktake statistics and reconcile any problems.
- Resolve with a written report as required by auditors.
- Copy the Stocktake Report to the Principal. If satisfied with the nature and outcomes of the report, the Principal will countersign the Stocktake Report. A copy of the report will then be lodged with the Head Clerical Assistant and the Principal.

Information Technology / Wireless technology

The library has, in 2012, 18 Windows PCs providing internet access and Microsoft Office software for student use all day. Students may print schoolwork from these computers using the laser printers located in the Library office.

The library supports the School Computer Use policy. All conditions for use are determined by that policy. *(please refer to copy of policy held in library)*

The librarian has the right to bar any student from using computers where the information being researched or the behaviour of the student is deemed inappropriate.

Appendix: School Textbooks.

As of 2011, Cronulla High School began the process of lending all school textbooks through the library in order to keep accurate records and reclaim lost monies.

Procedures for textbook borrowing:

- Staff bring textbook sets to the library for processing with a minimum of **3 days notice** to process. Books need to be accompanied with the name of the supplier and the cost of the book.
- Processed texts will have a Cronulla High school barcode on the back.
- Issuing texts: Staff book a time with the library to bring students and the texts over for borrowing. If this is not possible, library staff may be booked to come to the classroom and issue texts via laptop connection. *If a student is absent on the day of issue, student may be sent with the text and a note to the library to borrow at another time.*
- Returning texts: Students may either return the texts individually or staff may book a time to bring a class to the library to return texts.
- Staff are never to issue or accept as a return any text – no matter how convenient it may seem at the time – without sending student to the library.
- Signing out: Students will need to come to the library to be cleared of any outstanding textbooks.
- In Year 11, most subjects need to have their texts for 2 years. To facilitate this, students need to renew their textbooks after December 10th, because the OASIS system only allows textbooks to be on loan for one 12 month period.
- Faculties are responsible for texts.
- The Library is responsible for Library resources.
- It is the responsibility of the faculty to follow up outstanding textbooks – not the Library's. Library staff will print the overdue notices and give them to the faculty.
- When a student loses a book, they will be sent to the office with the overdue notice to pay for the book. Library staff will write on the notice to which faculty payment needs to be made.

- If a text book is to be written off, the Head Teacher for the Faculty must, in writing, notify the Librarian.