

Library Policy - October 2021

Rationale

The library at Lalor East Primary School is an integral part of school. The library is the central location for literature resources, research materials and teaching materials. In this capacity, the library houses the most expensive collection of assets owned by the school. It is essential that the library supports teaching effectively and is efficiently maintained and developed.

Aims

- foster an ongoing and ever increasing love of literature and reading in students and supporting their process of lifelong learning.
- encourage students to become independent users of library facilities
- encourage students to show respect, care and take responsibility for resources in their possession.
- promote the practice of teachers working cooperatively with the library staff as partners to plan, resource and implement units of work
- integrate into units of work the skills needed to locate, evaluate, organise and present information from a variety of sources.

Implementation

The library will be the central storage location for all reading resources and materials including guided reading and take home reading materials, all fiction and non-fiction resources, teaching aids (e.g. Language Support Program games, models, posters), teacher references and similar materials and equipment.

- A program budget will be established to support resources for the school library
- The library will purchase books from a range of sources that complement the independent reading program.
- The library technician will consult with staff when purchasing books to ensure that books purchased meet the teaching requirements.
- Resources will be also purchased by the leaders of the different curriculum areas from the programs sub budget to support implementation of the curriculum areas.
- The library will be made available to students during lunchtimes to access.

Selection of Library Resources

Library materials and resources will:

- support and be consistent with the general educational goals of the school and the aims and objectives of Key Learning Areas.
- meet high standards of quality in factual content, artistic and literary value and presentation.
- provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- meet the individual needs, abilities and learning styles and interests of students and staff.
- address student diversities in culture, gender, levels of maturity, special learning needs and socio-economic background.

- be selected to help students gain an awareness of our diverse society so there should be materials representative of the many ethnic and cultural groups and their contribution to our Australian heritage
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom materials are selected
- be identified as school property, will be effectively marked, and will be bar-coded and stored on a central database.

Library materials dealing with controversial topics or challenging situations need to be selected with sensitivity to community expectations and will be directed towards maintaining a diverse collection representing various views and to help students develop critical analytical skills.

Borrowing materials

- Library resources can only be borrowed by approved persons, via an automated borrowing system overseen and managed by the Library Technician
- All classes of students can access the library as part of the timetable to explore and enjoy the library resources, complete borrowing, undertake research and develop library skills.
 - Library monitors will be trained to support classes with their borrowing
 - Students in Prep - grade 2 are permitted to borrow 1 book for a period of one week
 - Students in Grade 3-6 are permitted to borrow 2 books for a period of two weeks
 - Individual staff borrowing - class teachers may borrow 100 books in bulk for a period of a year
 - The Area level coordinator has unlimited borrowing rights to support the delivery of curriculum across that year level for the period of the school year
 - Books stored in the Junior Reading Room & Senior Reading Room will be borrowed under a specific borrowing account for these locations. The borrowing cap for both these locations is unlimited. The Literacy Coordinator will be responsible for borrowing, rotating and returning books borrowed in these areas each term.

Borrowing procedures

- Library Monitors will be trained to be the 'borrowing monitors' for classes.
- Library Monitors will support the Library Technician to tidy the library after class sessions.
- Students will use a bag (plastic or cloth) to carry their books to and from school. Spare bags will be kept in the library to ensure that students who wish to borrow can do so even if they have forgotten their regular bag.
- Students will be encouraged to return books during the soft start on the morning of their library session, prior to 9:15am, so these can be processed as part of the regular return procedure, however, to ensure students are able to borrow frequently, provision will be made to return books during the library session so the student can then borrow new books rather than them not being able to borrow that week.
- Classroom teachers to support Library Monitors to return any late books
- Parent volunteers will be encouraged to support the processing of returns
- Children wishing to reborrow a book can do so by placing a 'reborrow' bookmark inside the front cover of the book to alert the Library Technician when books are being returned.
- All staff and students are responsible for keeping the library and book shelves tidy and returning books to the appropriate section on completion of use.
- Provision will be made for students to make requests to borrow a book currently out on loan



Arrangements for overdue, lost or damaged items

- Homegroup teachers will be provided with a list of overdue books weekly on Fridays before lunch so teachers can remind students to return any overdue books
- Discussions need to be held regarding overdue books with the Principal or Assistant Principal so as to not place undue pressure on families
- Families will be requested to pay the cost to replace overdue, lost or damaged items. - \$15 a novel, \$25 for a picture story book and \$25 for reference books

Withdrawal and culling of resources

Culling is an ongoing process and is the responsibility of the Library Technician after discussion with the Principal and if necessary other staff members.

All areas of the library resource centre collection should be subject to frequent review and assessment.

A schedule will be developed to ensure the resources are all reviewed over a period of time

Every title requires individual judgement. Each book is considered from the standpoint of its value to the community as well as in relation to other books on the shelf. Each title needs to be considered individually and consideration should be given to the teaching and learning programs operating in the school before removing resources.

The Library Technician will work in collaboration with the Coordinators of the different curriculum areas to periodically and systematically review and cull resources based on the criteria below.

Refer to Appendix A for details on the specific process for the withdrawal and culling of Resources

Statement on challenged materials

If a complaint is received about the relevance or suitability of any library material, the following procedures should apply:

- Ascertain the nature of the complaint by receiving the complaint in writing.
- Refer the matter to a member of the Leadership Team.
- The library technician and a member of the Leadership Team will examine the resource including reading relevant critical reviews.
- The library technician and/or member of the Leadership Team shall meet the parent or guardian to discuss the complaint where every attempt will be made to address their concerns.
- The Principal will have the final say on the removal of a text.

Evaluation

This is a local school policy. It will be reviewed every four years as part of the school policy review cycle, following changes to Departmental legislation and guidelines or at times that the Principal forms the opinion that the policy warrants a review.

Ratified by School Council:

14 September 2021

Next review:

August 2025



Appendix A: Timeline for review of Library materials

2022	2023	2024	2025	2026
Non Fiction titles 000-100 101-199	Non Fiction titles 200-299 300-399	Non Fiction titles 400-499 500-599	Non Fiction titles 600-699 700-799	Non Fiction titles 800-899 900-999
See below for detail				
Fiction A - C by Author Surname	Fiction D - H by Author Surname	Fiction I - M by Author Surname	Fiction N - Q by Author Surname	Fiction R - Z by Author Surname
Monitor: Condition & Relevance				
Picture Story A - C by Author Surname	Picture Story D - H by Author Surname	Picture Story I - M by Author Surname	Picture Story N - Q by Author Surname	Picture Story R - Z by Author Surname
Monitor: Condition & Relevance				

Advice for review of Non-Fiction Resources

100 Consider culling outdated descriptions of psychological problems.

200 Remove old information about sects and religions.

300 Discard outdated law and government resources. Discard information on outdated social issues. Remove outdated and inappropriate Aboriginal resources. Consult the Aboriginal Education Worker for advice. Be compliant, with Aboriginal And Torres Strait Islander Protocols For Libraries, Archives And Information Services

400 Consider the removal of old dictionaries and language texts with old-fashioned methodology .

500 Examine closely resources over five years old. Discard those with obsolete information and outdated pictorial formats.

600 Resources over five years old, particularly those on technology and medicine need to be examined closely.

700 Consider the removal of dated works on photography, music, art and sport. New editions and works with superior illustrations need to be considered.

800 Examine closely older literary works which have lost their appeal.

900 Cull outdated geography and history resources, particularly where the title dates materials and where names of countries have changed. Remove outdated and inappropriate Aboriginal resources. Consult the Aboriginal Education Worker for advice. Retain resources that pertain to the history of the school and community.

