

"LET PEACE BE FOUND HERE"

# St John's Primary School

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## LIBRARY POLICY

School libraries are concerned with generating understanding of freedom and with the preservation of this freedom through the development of informed and responsible citizens. The responsibility of the school library is:

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

### **RATIONALE:**

The St John's Primary School located in Dennington, Victoria provides a central location for literature resources, research materials, multimedia technologies and teaching materials. It is essential therefore that the Library be effectively maintained and developed. Policies and operational plans are formal documents that clearly outlines the aims and goals of the library and how these relate to the teaching and learning standards and reflect the mission and values of St John's' Primary School. These are essential documents that need continual updating. They provide the School's leadership team with a clear articulation of the Teacher in the Library's role and expertise, and the place of the library within the school.

### **AIMS: General**

- To provide a library for use by the school community that is modern, inviting, appropriately resourced and well utilised by all.
- To ensure that the assets located in the Library are secure and well maintained.
- Encourage students to use the Library as a place for recreational and educational reading.
- To provide a facility where students of any year level may go to find relaxation as an alternative to playground activities.
- To link the curriculum taught during library lessons to the teaching and learning principles.
- To provide equitable access to all resources to the entire community.
- To actively participate in the Southern Zone Library Network Professional Development days.

## **IMPLEMENTATION:**

- The Library will house most reading schemes and materials, including fiction and non-fiction resources, multimedia resources, teaching aides, some teacher references, similar materials and equipment.
- Bright and inviting storage facilities will be made available.
- An up-to-date desktop computer will be located in the Library primarily for use as an independent research facility.
- A qualified school teacher who is willing to specialise in the Library role, will oversee all operations that relate to the library.
- All classes of students will be allocated weekly access to the library as part of a specialist timetable, and each access visit will incorporate a lesson from the Teacher, time to explore and enjoy the Library resources and book borrowing opportunities. The Library will be open before school for borrowing and at lunchtimes for reading, research and quiet activities.
- All library materials and resources will be identified as school property, will be effectively labelled, catalogued and bar coded. Over time, most books will also be appropriately labelled into their corresponding Lexile levels.
- All library assets will be electronically stored on a central database, and can only be borrowed by approved persons, via an automated borrowing system, known as Follett, Destiny Quest, overseen and managed by the Teacher and the Library Assistant.
- Classroom teachers will be encouraged to bulk borrow library books to stock their individual classroom libraries from the School Library.
- Lost or damaged resources must be paid for by the parents of students who borrowed the item/s in question.
- All students in Foundation to Year 2 are permitted to borrow a maximum of four books at any one time from the Library and students in Year 3—6 are permitted to borrow a maximum of six books, with a borrowing period of up to two weeks.
- The Library will facilitate a range of programs and initiatives throughout the year to motivate and encourage a love for reading including the 'Victorian Premier's Reading Challenge,' 'National Simultaneous Storytime,' 'Library and Information Week' and of course, 'Book Week.'
- A significant program budget will support the school library annually.

## **AIMS: Curriculum**

- To involve students in the promotion and enjoyment of a life-long skill of reading and literature.
- To develop students' research skills using the Library facilities.
- To stimulate the cooperation between library and teachers in reading and research programs and activities.
- To provide books of literary merit in order to stimulate and provide a basis for lifelong interest in reading.
- To provide books and materials to supplement and enrich work done in the curriculum taught in the classroom. Cross reference to the Victorian Curriculum where possible.  
<https://victoriancurriculum.vcaa.vic.edu.au/english/curriculum/f-10>

## **Foundation:**

- Develop the concept that books are for pleasure.
- Develop and consolidate an interest in books and the library.
- Introduce the concept of respect and care for books.
- Stimulate enthusiasm for responsible borrowing.
- Introduce the concept of alphabetical order using picture books.
- Recognise a group of books with similar characters and settings can constitute as a 'Series.'

## **Years 1 & 2**

- Continuation of aims for Foundation.
- Promote an awareness of non-fiction as well as fiction.

- Encourage students to develop a quiet working situation with consideration for others.
- Consolidate the concept of the alphabetical arrangement of fiction in order to return them and place them correctly on the shelves.
- To become familiar with the correct parts of a book.
- Encourage regular borrowing.
- Encourage leisure interests through the use of books.

### Years 3 & 4

- Continuation of aims for Years One and Two.
- Encourage awareness of the Dewey classification system and regular borrowing from Non-Fiction as well as Fiction.
- Encourage awareness and develop independent use of the library catalogue system.
- Support students in choosing appropriate Lexile Books to borrow.
- Encourage students to commence reading a Series.

### Years 5 & 6

- Continuation and extension of previous aims.
- Stimulate an interest in current affairs and the continued use of reference books such as Atlases, Encyclopaedias, Newspapers and Magazines.
- Ensure that the students can comprehend the Dewey system and alphabetical arrangement in order to be able to return books to the shelves correctly and locate desired books.
- Support students in choosing appropriate Lexile Books to borrow.
- Encourage students to commence reading a Series.
- Guide students to a range of relevant websites for book reviews, book trailers and Author's information to promote a greater love of reading.
- Ensure all students include the Library Catalogue, Destiny Quest, to their Bookmarks Bar on their Chrome book devices.
- Develop accurate referencing skills, including bibliographies and acknowledgement of appropriate copyright procedures.



## **PROPOSED AND REVIEWED LIBRARY SKILLS PROGRAM:**

- Acquisition of library skills-

Students will develop skills of locating, comprehending, recording and reporting. The rationale behind teaching of library skills is to satisfy educational needs; acquire knowledge; ability to use materials; develop appreciation; stimulate curiosity; widen horizons; fulfil leisure needs and develop desirable habits.

### **Foundation Level**

- To introduce the students to the library environment.
- Establish the use of a library bag and encourage regular changing of books.
- Recognise and name the Library staff and independently locate the library.
- Library rules: borrowing procedure, care of books and behaviour.
- The meaning of: return books, librarian, borrow, shelves.
- Identify and locate picture story books, magazines and the Series.
- Know the parts of a book: front, back, spine, call number (single letter). Students by the end of the year should be able to shelve a picture story book correctly (spine out, call number at the bottom, correct shelf).
- Book discussion and developing a notion of sequence.
- Select a picture story book for borrowing.
- Extract literal information from a story.
- Listen with a view to comprehending.
- Provide opportunity for actual experience browsing through books.
- Introduce the difference between Non-Fiction and Fiction.
- Recognise and celebrate annual and cultural events through analysing relevant picture books, such as Mother's Day, Anzac Day, Easter and Christmas.
- Make links where possible to allocated Inquiry Units.
- Activities and games involving the use of the alphabet, identification of alphabetical order and characterisations.

### **Year 1 & 2 program**

- Locate library and sections of the library: picture books, non-fiction, reference, graphic novels, series shelf, Super-Read-ables.
- Library rules: borrowing procedure, care of books, behaviour.
- Library terminology: revise previous terms and include: fiction, non-fiction, reference, hold.
- Name these parts of a book: author, title, illustrator, call number, title page, text, spine, and blurb.
- Book discussion: talk about stories; identify main ideas, retelling stories.
- Borrowing: return books into the Returns Chute located in the Green Library desk. Borrow at front desk in an orderly manner, shelve picture books using shelf markers.
- Recognise and celebrate annual and cultural events through analysing relevant picture books, such as Mother's Day, Anzac Day, Easter, Japanese Festivals and Christmas.
- Make links where possible to allocated Inquiry Units.





### **Years 3 & 4 program**

- Revision and extension of Year Two experiences.
- Many opportunities for: searching, talking, discussing, sharing opinions and reporting to whole class.
- Continued exploration of the catalogue system: searching under title, author, series or subject.
- Extension of visual literacy skills and listening skills.
- Reinforcement of correct borrowing procedures.
- Use of dictionaries, encyclopaedias and atlases.
- Recognise and celebrate annual and cultural events through analysing relevant picture books, such as Mother's Day, Anzac Day, Easter, Japanese festivals and Christmas.
- Make links where possible to allocated Inquiry Units.
- Develop knowledge of the Dewey Decimal System. Small group work using one section and creating 3D models to demonstrate their knowledge of the topics within this section.
- Access to the Google Library Classroom to post Book Reviews and locate class tasks.

### **Years 5 & 6 program**

- Revision of location of sections in the library.
- Revision of library rules: quietness, tidiness and respect for others.
- Revision and extension of terminology: glossary, index, contents, publisher, editor.
- Identify and locate materials (revise and extend): newspapers, on-line subscriptions, senior fiction.
- Parts of a book (revise and extend) blurb, title page, call number and Australian (A) section of the 800's.
- Book discussion – characterization, visual imagery, reports, analysis of picture fiction, features of Non-Fiction texts.
- Encourage a wide selection of materials.
- Independent Library Catalogue searches, including Lexile program. Located in their Bookmarks on personal Chrome book devices.
- Shelving of all book categories.
- Note taking – retelling in own words, selecting relevant and important information using the Library Information Process Cycle.
- Encourage variety in reporting and presentation – booklets, charts, models, displays, audio, video, photographs, interviews, digital content.

### **Role of the Teacher in the Library:**

The Teacher in the Library is a professional who has been thoroughly trained for the job. The Teacher has made a clear choice to become such a person, therefore will be enthusiastic and believe completely in the vital role the library has to play. The Teacher is a competent teacher who relates well to students, staff and parents. The Teacher has full realisation and ability to present the library as working in co-operation with teachers and as a workable resource centre for both pupils, families and staff.

The Teacher interacts informally with individual students to assist with recreational reading, reader guidance or research activities when the need arises. Such interaction may take place before, during and after school. The Teacher assists classroom teachers by providing access to a wide range of relevant subject materials. The Teacher also contributes to, and participates in professional development programs with other teachers and Teacher-Librarians, both within the school and the wider educational community.

The extensive range of tasks include: collection processing and preservation; record keeping; database integrity; library system maintenance; ensuring the library is staffed and open during school hours; library website creation and upkeep; timetabling; promotion of the library; the environment is welcoming attractive and flexible; networking for up to date benefits; consultation and cooperation with class teachers; attending School Assemblies; reporting current library events and programs in the School Newsletter; participating in the Premier's Reading Challenge; organising an inspiring Book Week each year and managing the Scholastic Book Club program. The teacher works closely with the Literacy Co-ordinator, particularly in maintaining resources for the Lexile Program. The Teacher advises the Library Assistant of their tasks.

## **REFERENCES:**

*A Manual for Developing Policies and Procedures in Australian School Library Resource Centres* provides library staff with a practical, step by step approach to improving their professional skills and practice. A well-managed school library provides the foundation for innovative library programs that improve student learning outcomes. This manual supports the development of a school-specific manual of policies and procedures, which is an essential professional tool for school library staff. The School Principal will hold a copy of this manual so that it can be accessed by all parties. As of June 2019 the Southern Zone Catholic Library Network have provided two Professional Development opportunities for staff to continue developing their school's own Library Policy and Procedures Manual.

## **RELATED DOCUMENTS:**

- Australian Institute for Teaching and School Leadership. *Australian Professional Standards for Teachers*.

<https://www.aitsl.edu.au/teach/standards>

- ALIA/ASLA *Statement on Teacher Librarians in Australia*

<https://alia.org.au/about-alia/policies-standards-and-guidelines/alia-asla-statement-teacher-librarians-australia>

- *Learning for the Future: Developing Information Services in Schools* 2nd edition. (2001).
- *Standards of Professional Excellence for Teacher Librarians*

<https://www.alia.org.au/about-alia/policies-standards-and-guidelines/standards-professional-excellence-teacher-librarians>

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