

# NORRIS BANK PRIMARY SCHOOL



## School Library Policy



### Help for non-English speakers

If you need help to understand the information in this policy please contact [insert school contact details].

### PURPOSE

Norris Bank Primary School's core purpose is to develop successful learners who are confident and creative individuals who can interact with respect as informed global citizens.

In the library, we are dedicated to providing and promoting access for all to an extensive range of resources, which will:

- Meet the educational needs of all members of our staff and students.
- Enhance and enrich our educational philosophy and curriculum.
- Stimulate interest and independence in literacy.
- Encourage our staff and students to create and manipulate ideas and information efficiently and effectively so that they may become independent lifelong learners.

### SCOPE

This policy applies to all school students and staff.

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## POLICY

### 1. The Purpose and Role of the Collection

Norris Bank Primary School's library collection will consist of a wide range of age and developmentally appropriate resources which meet the needs of its specific user group.

The collection will: -

- Satisfy the teaching and learning needs of all the members of our staff and student body.
- Meet the recreational reading needs of our students.
- Enable students to read stories that are both 'mirrors' and 'windows'. Stories that are 'mirrors' are about children like them, who are facing the same issues and challenges. Stories that are 'windows' allow students to see things from another's perspective, find out about children with different lives and beliefs, and help students to develop empathy for others.
- Provide resources in a range of formats to support, enrich and enhance the curriculum, taking into consideration the varied learning needs and styles, recreational and study interests and maturity levels of the students.
- Provide a wide range of materials in different formats and levels of difficulty.
- Provide resources which will enable the acquisition of factual knowledge and support further inquiry and the development of literary appreciation, aesthetic values and ethical standards.
- Provide resources which offer a breadth and diversity of viewpoints on various issues so that students may develop their critical thinking skills and make informed judgments.
- Provide resources representative of our religious, ethnic and cultural groups and their contribution to our school and Australia's heritage.
- Provide resources that will encourage growth in knowledge and that will reflect the literary, cultural, and aesthetic diversity in the world today.
- Ensure a comprehensive, balanced collection of the highest quality resources appropriate for its users based on principle and professional practice not personal prejudice.

## 2. The Nature of the Collection

The collection is built on a collaborative access model which encourages input from both staff and students about the acquisition of resources that will best meet their needs, although the final decision rests with the librarian to ensure that resources: -

- Are the best available to support the needs, interests and abilities of the collection's users.
- Meet the selection criteria.
- Have a reasonably widespread appeal and potential for use avoid unwarranted duplication.
- Are in a format that best represents the information and context that meet the needs of the users.

The current collection contains: -

- Fiction in a variety of formats including magazines, comics, picture books, graphic novels and novels of all genres to cater for students from Foundation to Year 6.
- Non-fiction in a variety of formats to support the curriculum and to extend students' knowledge and interests.
- Teachers' reference collection to support the curriculum and to enhance professional knowledge a collection.



### 3. Selection Principles

The Librarian, in consultation with school staff, will apply professional knowledge and experience to ensure resources are relevant and suitable, and that the collection as a whole is balanced. Resources will be selected for the school library according to the criteria listed below.:-

#### Relevant to curriculum and recreational needs of the users.

- Does the resource meet an existing or anticipated need?
- Will the resource be well-used?
- Is the cost justified in terms of the potential use and value to the collection?

#### Up-to-date

- Is the information current, especially in the areas of science, technology, social issues and geo-political content?
- Is the information and presentation in keeping with current educational practice?

#### Accurate in the presentation of information

- Is the content clearly factual or fictional?
- Are facts and opinions identified and presented impartially?
- Is the content correct?
- Does the content reflect the national and local context?

#### Authoritative

- Is the author or creator qualified in the field?
- Is the publisher well established/reputable in the field?

#### Well presented

- Is the style appropriate for the subject and use?
- Are the print, illustrations, multimedia and sound of a high quality?
- Is the resource physically attractive?
- Is the resource durable and well-constructed?

#### Respectful of all peoples

- Is the resource free of bias or prejudice?
- Does the resource present positive images of gender, disability and cultural and ethnic groups?
- Are the representations of people honest and accurate?
- Is the resource free of stereotypical images and role definitions?

#### Accurate in presentation of Aboriginal and Torres Strait Islander issues

- Does the resource meet the guidelines specified in the Protocols for Libraries, Archives and Information Services (ATSILIRN, 2012)? <http://atsilirn.aiatsis.gov.au/protocols.php>

#### Appropriate to age levels of users

- Is the print readable and of a format suitable to the age level of the target audience?

- Is the vocabulary appropriate?
- Is the resource suitable to the interest level of the intended users?

#### 4. Resource Selection Tools

The following tools may be used to assist with the selection of resources:

##### Library 'Wish' list

Members of the school community can submit resources for consideration through the library 'wish' system, by filling out a 'Library Wish' form (see Appendix 1). Books recommended for purchase will be considered according to the selection criteria mentioned in the previous section of this document. If a requested resource is purchased, the person requesting will have the first opportunity to borrow the resource.

##### Professional associations and reputable book reviewers

- Children's Book Council of Australia (CBCA). [www.cbca.org.au](http://www.cbca.org.au)
- Premier's reading challenge recommended book list
- Schools Catalogue Information Service (SCIS) Catalogue and reviews in newsletter: Connections. <https://www.scisdata.com/connections>
- Ashton Scholastic Book Club. <https://bookclubs.scholastic.com.au/>
- Pegi Williams Standing orders. [Pegiwilliams.com.au](http://Pegiwilliams.com.au)
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#### 5. Donations

Donations to the library are gratefully received. All donations will be reviewed according to the selection principles listed above. Donations that do not meet the criteria will be returned or donated to a charity such as [books4pngkids.org](http://books4pngkids.org).

#### 6. Collection, Maintenance and Preservation

The following factors will be considered when making decisions about whether to mend or discard worn physical items: -

- Physical condition, including quality of paper, margins, illustrations.
- Cost-effectiveness of repair or replacement. If these are comparable, replacement is preferable. In the case where repairs will not restore the resource to a condition for normal use, the resource should be replaced.
- Number of other copies in the collection.
- Availability of the title for re-order.
- Value as archival resource.

The following factors will be considered when making decisions about whether to mend or discard worn physical items:

- In some special instances, an irreplaceable title of importance must be retained regardless of condition.
- Special handling should be given to such resources.

- Special consideration is given to titles related to the history of the school and the local area.

## 7. Principles of deselection

It is important to maintain the collection to ensure resources continue to be of the highest quality, as this will enhance the credibility and use of the library. Maintenance of the collection is an ongoing process and involves the following procedures: -

- Stocktaking
- Weeding
- Deselection
- Repairs
- New purchases

Library resources will be continually monitored and deselection applied according to the following criteria:

### Poor Physical Condition

- Is the resource mildewed, yellowing, tatty, dirty, damaged, torn, worn out?
- Has the resource sustained irreparable damage?

### Out of date

- Is the information in the resource incorrect due to technical or scientific advances?
- Is the resource current?
- Is the information in the resource incorrect due to social or geo-political changes?

### Inaccurate

- Does the resource present distorted views of history?

### Offensive

- Is the resource sexist, racist, ageist or offensive to social or ethnic groups?
- Does the resource present stereotypical images or characterisations?

### Obsolete

- Is there a more current edition or format of a work available?
- Has the resource been used sufficiently to justify keeping it?
- Is the subject of current interest in the curriculum?
- Are multiple copies still in demand?

### Failure To Meet the Specific Selection Criteria

- Does the resource meet the specific selection criteria?

## 8. Replacement or Renewal of Resources

Physical resources should not be automatically replaced, nor subscription resources renewed. There are several factors that could be considered when a resource is to be replaced or renewed:

- Number of duplicate copies.
- Current demand for specific title or subject.

- The extent of the present library collection on the subject.
- The historical value of the resource.
- The availability of a newer or better resource in the field.
- The availability of resource in a different, cheaper and more appropriate format.

## **9. Challenged Materials**

On occasion a student, teacher, parent or community member may voice a concern about a resource that has been selected for inclusion in the school's collection. Where possible, the complaint will be dealt with on an informal level by the librarian, in a professional and calm manner. Should the complainant wish to take the matter further, the following procedure will be followed:

- The librarian will inform the Principal of the nature of the challenge/query.
- The librarian will explain to the complainant that the school has an established procedure designed to enable challenges to be heard fairly.
- The complainant will be provided with a copy of the school library's Collection Development Policy, including the section on dealing with challenges/ queries to library resources. By providing a copy of the Collection Development Policy, the complainant is informed of the school and library positions on the issue. It is important they are informed of the Professional Selection Guidelines by which resources are chosen for inclusion in the collection. If necessary, the Librarian should verbally explain the contents of the Collection Development Policy.
- Those complainants who wish to continue with their challenge/query must be given the opportunity to do so.
- A standard form which can be completed is provided (see Appendix 2).
- A complaints committee will examine the resource and make a decision regarding the resource's future. Membership of this committee could comprise the Principal, Librarian, as well as a teacher, parent, student and wider community representatives, and is at the discretion of the Principal.
- Challenges must be considered on the understanding that no parents or carers have the right to determine the suitability of learning or recreational matter for students other than their own. When making decisions, the complaints committee will take into account:
  - The ALIA statement on Freedom to Read (see Appendix 3).
  - The ASLA School Library Bill of Rights (see Appendix 4).
- The complainant will be informed, in writing, of the committee's decision. The decision may also be communicated verbally to the complainant.
- All documentation relating to the challenge and its outcome will be kept on a permanent file.

## **10. Borrowing Times and Protocols**

The library's opening hours are currently on a Wednesday between 9:00am-2:30pm. Students can borrow during their Library session times on this day. Students can not borrow unless they have a library bag that will reasonably protect the book. The library offers additional activities at the lunch break on this day including the use of chess boards and Lego.

## **11. Number and length of loans**

- Foundation – Year 2 students may borrow up to 2 books at a time, for up to 1 week for the purpose of take-home reading. They may select up to 4 books for their class book boxes and borrowed under the teacher's name.

- Years 3- 6 students may borrow up to 2 books at a time, for up to 2 weeks for the purpose of take-home reading. They may borrow up to 6 books for their class book boxes and borrowed under the teacher's name.

All resources need to be returned to the library at the end of each term. Staff may borrow up to 300 books. Curriculum materials are loaned on an annual basis, and returned 2 weeks before the end of Term 4. Staff are encouraged to return any resources not currently in use, so that other patrons may borrow them.

## 12. Returns and Renewals

Books are to be returned in the student's individual book bags in their class' library tub the morning of their library day. Students will bring their library book to the session if they wish to renew. If another library patron has placed a reservation on a book, then the loan cannot be renewed.

## 13. Overdue resources

If a resource is not returned or renewed by the due date, then it will be considered overdue. Students with overdue books will be unable to borrow more resources (apart from essential classroom curriculum materials) until the book is returned, paid for or replaced (see 'Replacing Lost or Damaged Books'). Students will be sent reminders about overdue books via their classroom teachers. If a book has been overdue for an extended period of time, an email or reminder notice will be sent home to parents (see Appendix 5.)

## 14. Replacing Lost or Damaged Books

if a resource has been lost or damaged, the borrower will be issued with a notice (see Appendix 5). The borrower can then choose to pay the replacement cost of the book to the school office, or purchase a replacement themselves. When the replacement cost has been paid, or a replacement copy has been provided to the library, the book will be removed from the borrower's record.

Payment/replacement of lost/damaged materials may be waived:

- If the resource was acquired more than 10 years ago.
- If the resource was donated to the library, and therefore a purchase price not recorded.
- If the resource has been borrowed more than 26 times; or in extenuating circumstances, at the discretion of the Librarian.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	10/02/23
Consultation and approved by NBPS School Council	15 <sup>th</sup> February, 2023
Approved by	Principal
Next scheduled review date	February, 2025



## APPENDICES

### 1. Wish List Form

The Library Wish form can be used by members of the school community, including staff, students and parents, to request items for purchase consideration. Requested items will be reviewed by the Librarian and selected in accordance with the Collection Development Policy. If a requested item is purchased, the person requesting the item will have the first opportunity to borrow the item. A

*My Library Wish*

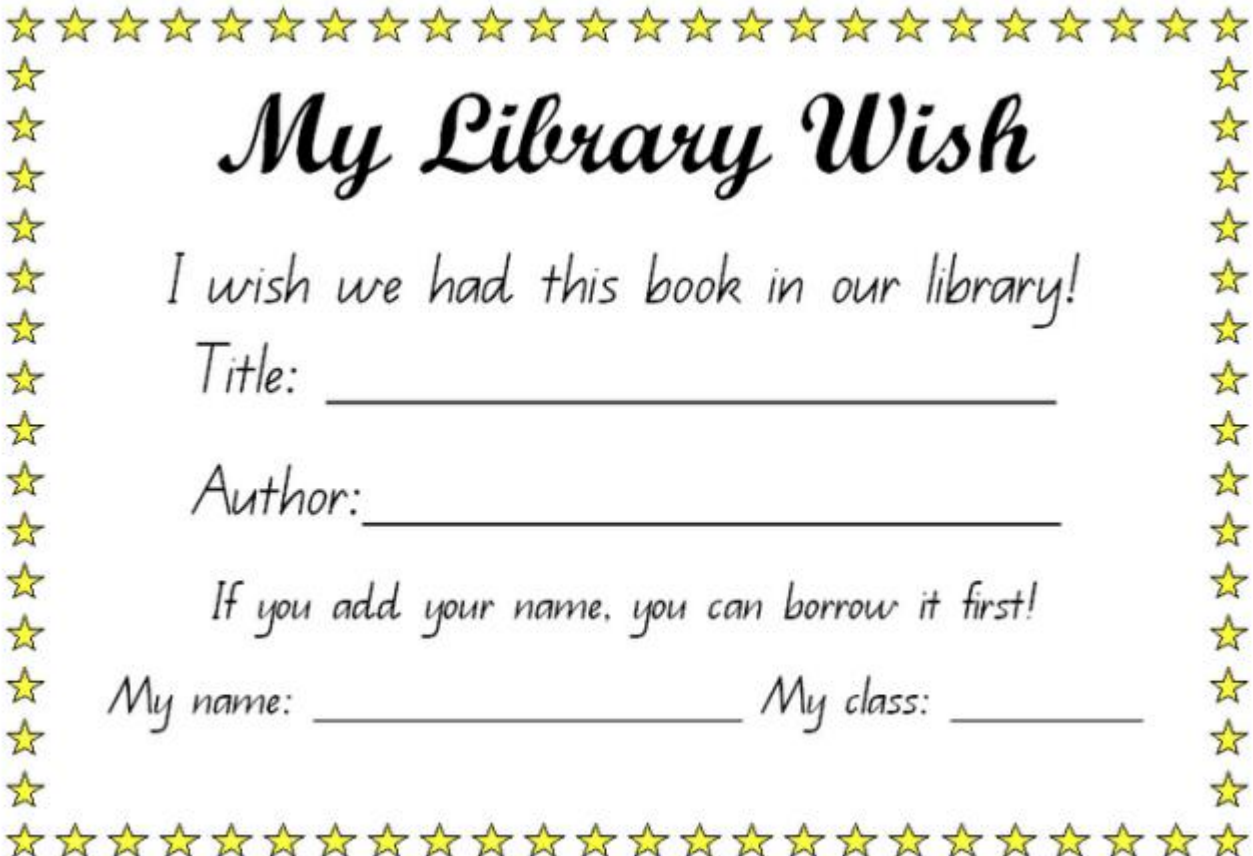
*I wish we had this book in our library!*

Title: \_\_\_\_\_

Author: \_\_\_\_\_

*If you add your name, you can borrow it first!*

My name: \_\_\_\_\_ My class: \_\_\_\_\_



### 2. Request for Reconsideration Form

## Challenged Materials - Request for Reconsideration of a School or Library Resource

Name:		Date:
Address:		Phone:
Email:		
Do you represent yourself? YES/NO		
Do you represent an organisation? YES/NO		
Name of Organisation:		
Contact number:		
Title:	Author/Producer:	
What brought this resource to your attention?		
Have you read/examined the entire resource? If no, what parts?		
What concerns you about the resource? What do you feel might be the result of reading/viewing this material? (Use other side or additional pages if necessary)		
What would you like the library to do about his item? <input type="checkbox"/> <i>Restrict the age group borrowing this item</i> <input type="checkbox"/> <i>Rehouse in a different section</i> <input type="checkbox"/> <i>Withdraw the item from the library entirely</i> <input type="checkbox"/> <i>Purchase other resources to provide a balance to this resource</i>		
Signature _____		

In the case of challenged materials, a committee consisting of the principal (or appointed proxy), Teacher-Librarian and other representatives of the teaching staff and community, will be convened once the appropriate form (**Request for Reconsideration of a School or Library Resource**) has been completed. The materials will remain on the shelves until such time as a decision has been made.

You will be informed in writing about the committee's decision at the end of the process.

### 3. Statement on Freedom to Read

- A primary purpose of a library service is to provide information through books and other media on all matters, which are appropriate to the library concerned.
- A librarian must protect the essential confidential relationship, which exists between library user and the library.
- The functions of the librarian include: to promote the use of materials in the librarian's care; to ensure that the resources of the library are adequate to its purpose; to obtain additional information from outside sources to meet the needs of readers; to cater for interest in all relevant facets of knowledge, literature and contemporary issues, including those of a controversial nature; but neither to promote or suppress particular ideas and beliefs.
- A librarian, while recognising that powers of censorship exist and are legally vested in state and federal governments, should resist attempts by individuals or organised groups within the community to determine what library materials are to be, or are not to be, available to the users of the library.
- A librarian should not exercise censorship in the selection of materials by rejecting on moral, political, racial or religious grounds alone material which is otherwise relevant to the purpose of the library and meets the standards, such as historical importance, intellectual integrity, effectiveness of expression or accuracy of information which are required by the library concerned. Material should not be rejected on the grounds that its content is controversial or likely to offend some sections of the library's community.
- A librarian should uphold the right of all Australians to have access to library services and materials and should not discriminate against users on the grounds of age, sex, race, religion, national origin, disability, economic condition, individual lifestyle or political or social views.
- A librarian must obey the laws relating to books and libraries, but if the laws or their administration conflict with the principles put forward in this statement, the librarian should be free to move for the amendment of these laws.

**(ASLA & ALIA, Learning for the Future, 2001, pp. 57-58)**

#### 4. ASLA SCHOOL LIBRARY BILL OF RIGHT

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 the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literacy 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 the many religious, ethnic and cultural groups and their contributions to our our society and 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.

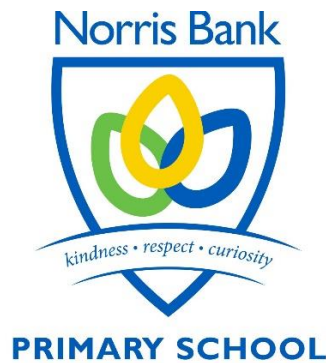
Adopted: August 2011

Re-approval of Policy: May 2018

**(ASLA. (2018). Policy Statement - School Library Bill of Rights. ASLA.**

**[https://asla.org.au/resources/Documents/Website%20Documents/Policies/Bill%20of%20Rights\\_2018.pdf](https://asla.org.au/resources/Documents/Website%20Documents/Policies/Bill%20of%20Rights_2018.pdf)**)

## 5. OVERDUE REMINDERS



### Library Overdue Notice

Date:

Dear Parents/Carers of \_\_\_\_\_

Your child forgot to bring the following books to library class today:

- 1.
- 2.

\_\_\_\_\_ was unable to borrow new books and now has overdue ones. If you are unable to find the book/s which are overdue please make a payment of \$10.00 for the book at the school office ensuring that you take the notice with you to pass along to the library. The book will then be deleted from our stock data base and a replacement will be sourced by the Librarian.

If you feel that the book had been returned to the library previously, please let the Librarian know. The book will be searched for and hopefully located within the library or the student's classroom, as occasionally books do fall through the system.

Many thanks for your anticipated cooperation.

***Jill Ridgwell***

***Librarian***