

Library Policy

Rationale:

Our school library is an integral part of the whole school's management of resources. It is a resource centre for research and recreation, fully available to students and teachers. The library supports the school in the following ways:

- helping the learners learn;
- helping the teachers teach;
- resourcing the curriculum;
- providing access to information; and
- nurturing a suitable learning environment.

The role of the School Library:

The library exists to:

- support teaching and learning within the total program of the school;
- provide an environment which is welcoming and stimulating for individual and group learning;
- provide an organised collection of materials suitable to the particular needs of the school community;
- provide an environment which is welcoming and stimulating for individual and group learning;
- provide the opportunity for all students to learn and practice the information skills associated with using resources of all types; and
- provide the opportunity, through literature, for personal enjoyment, recreation and stimulation to the imagination.

The Role of the Library Technician:

The Library Technician is responsible for the development of library services within the school. The Library Technician is expected to:

- Provide an inviting library environment;
- Develop in students, with the assistance of class teachers, the enjoyment of reading, and encourage them to read as widely as possible;
- Assist teachers, classes, small groups and individual students in locating and using resources for both curriculum and recreational needs;
- Develop open communication with all members of the school community;
- Classify and catalogue all library materials, using the provided software;
- Manage the acquisition, organisation, circulation and maintenance of learning materials;
- Monitor the circulation desk;
- Provide resources to meet the needs of the school curriculum;

Implementation:

Borrowing and Returning Procedures:

- the library is open five lunch times per week for the second half of the lunch period. Rostered teachers cover the duty as part of the yard duty schedule.
- regular library lessons are timetabled for every class with the classroom teacher. Each session is 40 minutes long.
- children in Prep can borrow 2 books per week from the picture story book and non-fiction sections.
- Children in years 1-2 can borrow 3 books from any section of the library each week.
- Children in years 3-6 can borrow 4 books from any section of the library each week.
- Teachers have unlimited borrowing permission, but are asked to consider to others when borrowing materials for long periods of time.
- Teachers are encouraged to borrow a bulk loan of books for classroom use during the term.

Library Skills:

Date: June 2018

Ratified: August 2018

Review: June 2021

DET – CRICOS provider code – 00861K

It is expected that classroom teachers will teach at least the following basic skills:

Prep

- locate library and identify significant parts of the library;
- concept of what a library does/is;
- care of books;
- care of furniture;
- library rules;
- identify and locate picture books;
- how and where to return borrowed books;
- begin to learn parts of a book (front, spine, back, title page); and
- book discussion – talk about story books

Years 1-2

- can understand the difference between fiction and non-fiction books;
- can name simple parts of a book;
- can identify and locate different sections of a library;
- how and where to return borrowed books;
- how to use the place holders to browse a book and return it to the correct place;
- will begin to select materials suitable for their reading level; and
- know the terms author, illustrator, chapter book, information book, reference number.

Years 3-4

- able to use shelf guides when locating information;
- able to use the student computer to search for books;
- able to identify blurb, index, contents, call number;
- discuss characterisation of a book;
- is aware of the information literacy process and begins to apply the steps when researching;
- extract information from a variety of sources (non-fiction books, TV, internet, DVD);
- becoming familiar with reference materials (dictionaries, atlases); and
- take notes from non-fiction sources and retell in their own words.

Years 5-6

- realise that there are many information outlets;
- locate reference materials using the student computer;
- understand and use the terms glossary, bibliography, publisher, and use these words when writing their own bibliographies;
- understand how the Dewey classification system works; and
- present written and oral reports, overviews and critiques using a variety of reference materials.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.