



Windsor High School Library

WINDSOR  
HIGH SCHOOL  
— *Library* —

# **Library Collection Management Policy**

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## WHS Library Mission Statement

The staff of the Windsor High School library, understand and undertake the responsibilities identified in the International Federation of Library Associations / UNSECO School Library Manifesto (appendix 1) and the Australian School Library Bill of Rights (appendix 2) so that our staff can deliver the required services and resources to enable our students to become confident readers and independent, efficient and effective users and creators of information.

We are dedicated to providing and promoting a supportive, effective and enjoyable information environment. The library will provide an extensive range of print and digital resources, tools and technologies which will meet the educational needs for all members of the school community, and advance their ability to use information ethically and creatively so that they become independent lifelong learners in support of the school's strategic directions of Strengthening Teacher Quality; Engaged Learners, achieving their full potential; and Inspiring a culture of school and community collaboration.

## The nature of the users

Windsor High School (WHS) is a comprehensive co-educational public high school located in the Hawkesbury Valley region of north western Sydney. The school was established in 1969 and has a current student population from Year 7 to Year 12 of 450. (Windsor High School 2015). Demographically the school consists of 54% students' families in the lowest quartile of advantage and only 4% in the top (Windsor High School 2015). 11% of these being Aboriginal and Torres Strait Islander students, and 8% Language Background other than English, the majority being of Caucasian origin. The school also contains a Support Unit of 3 classes for students with intellectual and emotional disabilities. 2015 NAPLAN results show the students performing slightly under the state average, with both Year 7 and Year 9 below average in all categories (Windsor High School 2015).

Being a rural / semi-rural region, the environment is reflected in many students interests and subject choices. With Senior VET courses popular amongst students, including Agriculture, Primary Industries, Hospitality, Business Services and Metal Technology. Retention to Year 12 is lower than the state average with yearly school averages of around 58%, and post school destinations for Year 12 hovering around 40% for employment and only 22% for university. (Windsor High School 2015). The school has suffered recently in terms of enrolments from a perceived bad reputation within the community, and one of the strategic directions of the school plan is, School and Community collaboration, to improve the schools profile within the community.

Student use of Non-Fiction print materials within the library is very low, with students preferring to use digital information for school work. Most KLA have access to their own computer room, hence very few classes combine the use of digital resources with print resources within the library space. The library also does not have a full class set of computers. This is a situation that is currently under review for rectification. Within the current enrolment there are a significant number of students that still do not have internet access at home due to the nature of the school community's makeup. Unfortunately teachers and previous librarians did not actively seek to work with each other, therefore there is no established culture of collaboration in utilising the resources of the library materials and staff. All classrooms have access to digital projectors and wi-fi for technology based classroom work, however the school currently does not have access to Clickview. Inquiry Learning tasks have also not yet seen widespread implementation within the mainstream school setting. The school is currently working on the curriculum priority of improving extended responses in all areas of writing.

## The purpose and role of the collection

The collection is being developed to

- satisfy the teaching and learning needs of all members of our staff and student body.
- meet the recreational reading needs of our students from beginning readers to those ready for adult titles.
- 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 on all levels of difficulty, with a diversity of appeal and the presentation of different points of view including those that reflect the lives of students in relation to their culture, ethnicity, language, religion and beliefs, community and family structure, sexual orientation and any other consideration.
- provide resources in a range of formats to assist in the design, development and delivery of the curriculum.
- provide resources which will enable the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards.
- provide resources which offer a breadth and diversity of subjects so students can follow or expand their interests.
- 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 judgements.
- 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.

## 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 teacher 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 unwanted 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 developing readers to young adult
- non-fiction in a variety of formats to support the curriculum including textbooks and study guides, and to extend students' knowledge and interests
- a reference collection, including atlases and dictionaries, to provide continuous access to basic knowledge
- a teacher reference collection to support the curriculum and to enhance professional knowledge
- a collection of fiction and non fiction DVDs to support the curriculum
- selected software loaded on to the school's intranet
- links to pre-selected sites from OLIVER for staff, students and parents which support the curriculum
- links to appropriate information and learning services such as The State Library, The National Museum, Trove and The Powerhouse Museum.

Whilst the bulk of the collection is in print format, audio, visual, electronic and digital resources are critical elements. Staff and student surveys will be given consideration to ensure that priority is given to complementing the current collection with resources that the school community sees as a focus.

However, in recognition of the research that demonstrates that the ability to read, interpret and use information onscreen is dependent on a solid foundation of traditional literacy skills developed using

print, the print collection will continue to be built to support this. This will also support those users who have a preference for print, who are struggling readers or who do not have access to a suitable Internet-enabled device.

All students will have access to all sections of the collection, with the exception of those designated Teacher Reference (TR).

*Teacher Reference* will comprise resources, which will enable staff to design and deliver the curriculum so that it remains fresh and relevant for students and allows teachers the opportunity to extend their professional development. Resources in this collection currently include print materials, CDs and DVDs.

Apart from the *Teacher Reference* collection no resource in the general collection will be shelved, labelled or displayed in a way that discriminates or marginalises a user on the grounds of

- ability
- culture
- ethnicity
- religion
- sexual orientation
- any other consideration

## Collection outcomes

The library aims to select resources that will:

- Support state (New South Wales) and National (Australian Curriculum) requirements;
- Foster growth in factual knowledge; literary, aesthetic and cultural appreciation; moral and ethical values; that will aid in daily and future decision-making, and develop lifelong learning;
- Ensure there are adequate resources at appropriate levels for resource-based and student centred learning and to meet personal and recreational needs;
- Include new curriculum and interest areas;
- Ensure that resources provide optimum value in terms of curriculum relevance, accuracy, authority, reliability and accessibility;
- Reflect the principles of intellectual freedom and provide students with access to information that represents diverse points of view;
- Encompass a variety of media and information formats and delivery modes to suit varied learning purposes and styles, including:
  - Print resources eg. Books (reference, fiction, nonfiction), picture books, periodicals, magazines, newspapers, pamphlets, ephemera;
  - Graphic resources eg. Charts, posters, pictures, maps, models, realia, kits, graphic novels, comics;
  - Audio/visual resources eg. DVDs, CDs, audiobooks;
  - Electronic resources eg. Software, multimedia; and
  - Online resources eg. Internet sites, databases, indexes.
- Consider students with particular needs, taking into account race, ethnic group, language, culture, gender, socioeconomic group, physical and intellectual capacity;
- Assist staff in their teaching roles by providing resources and materials for professional development. For example resources which;
  - Model best practice;
  - Provide a variety of teaching strategies and teaching aids; and
  - Reflect current trends in curriculum development and technology.

Collection priority areas may be determined by:

- Working collaboratively with teachers;
- Completing a collection map using the library management system;
- Undertaking a stock take; and

- Analysing circulation statistics.

## The selection of the collection

The selection of quality educational resources that support, extend and enrich the education of students, while providing good value for money, is an important aspect of the collection development process of any library. Acting on authority delegated by the principal, the teacher-librarian has the responsibility for the professional co-ordination of the collection, as it is acknowledged that that person has the best knowledge of existing resources, the overall school curriculum and what is available from the publishers. Staff and students are invited to make suggestions for new purchases to assist in selection but suggested titles must meet selection objectives and criteria, as must any donated resources. Selection is based on

- users' needs
- curriculum requirements
- recommendations from sources such as OZTL\_NET; NSWTL\_NET and other professional networks
- lists of recognised children's literary awards
- requirements of specific activities such as the Premier's Reading Challenge
- personal appraisal
- teachers' expertise in subject specialisation, student needs and current pedagogical practice
- student requests, ideas and comments
- reviews in reputable professional journals, publications and blogs such as:

ReadPlus (Online Children's Book Review site)

<http://www.readplus.com.au/index.php>

SCAN (Online NSW Education Professional Journal)

<http://scan.nsw.edu.au/>

Young Adult Reader Reviews (Online Young Adult Readers' reviews site)

<http://www.yarr-a.com/>

Inside a dog (State Library of Victoria's, Online Children's book review site)

<https://insideadog.com.au/>

SCIS (Schools Catalogue Information Service)

<http://www2.curriculum.edu.au/scis/home.html>

Viewpoint (Online review Journal for Young Adult Fiction)

<https://extranet.education.unimelb.edu.au/LLAE/viewpoint/>

Scootle (Australian Government Learning resources site)

<https://www.scootle.edu.au/ec/p/home>

NSW Department of Education Curriculum support

<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Where practical and possible, relevance and suitability of resources should be reviewed before purchase using a variety of authoritative sources.

## General Selection Criteria

For all resources regardless of content or form.

### Authority

- Qualified and/or experienced author.
- Reputable sources of information.
- Recognised publisher/producer.

### Physical Format & Technical Quality

- Quality materials.
- Sturdy construction.
- Attractive presentation & clear reproduction.

### Arrangement of Material

- Content is easily accessible.
- Instructions and support materials are adequate, clear, comprehensive and effective.

### Appropriateness

- Content, language, symbols and concepts are at a suitable level for the intended user.

### Cost

- Value for money
- May be used across a number of curriculum areas and levels.

### Availability

- Currently available to schools
- Readily available to schools

### Format

- The most suitable medium to present the subject matter.
- Includes paperback, hardback, picture books, audiobooks, ebooks, DVDs, kits, realia, games, charts, posters, periodicals, ephemera, computer software, CDs and online resources.

## **Controversial Material**

- Consider any controversial content and/or issues.

## **Copyright Compliance**

- All resources must comply with the copyright licences which cover Australian schools
- The parameters of these licences are available at <http://www.smartcopying.edu.au/information-sheets/schools> which is the official site for copyright in schools provided by the National Copyright Unit

## Specific Selection Criteria for Nonfiction Print

Non-Fiction books include general reference (encyclopaedias, yearbooks, almanacs, dictionaries, and thesauruses), anthologies, atlases, handbooks, pamphlets, charts/posters, kits, periodicals, journals and information books.

### Purpose

- Fulfil the purpose of the item (quick reference, browsing or extensive research); and
- Support and enrich the curriculum

### Readability

- Text and print size appropriate for the intended user;
- Style of writing appropriate to the purpose or intention of the author;
- Text is smooth to read, clear and concise, interesting and non-repetitive;
- Language used reflects the intended use of the item; and
- Reading level of the item matches the user's experience and capability.

### Interest level

- Matches the readability of the text and the interest levels of students.

### Accuracy

- Information is accurate and up-to-date;
- Includes reference where appropriate; and
- Vital facts are not omitted or over-simplified.

### Scope

- Topic covered adequately, in-depth, detailed account or a general overview, as appropriate; and
- Approach/development of concepts suited to intended users.

### Curriculum Relevance

- Supports the New South Wales/Australian curriculum.

## **Organisation of information**

- Clear and Functional
- Contains index, table of contents, glossary, bibliography, as appropriate; and
- Clearly defined chapters/sections

## **Page Layout**

- Headings/sub-heading clearly defined;
- Text well spaced and organised into paragraphs; and
- Background colour/borders/illustrations do not interfere with the readability of the text;
- Adequate use of white space; and
- Text size, font and use of colour appropriate for users with a disability.

## **Bias**

- Avoid stereotypes in text and illustrations;
- Avoid biased opinions/value judgements;
- Reflect gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping); and
- Relevant to Australian conditions, as appropriate.

## **Illustrations**

- Support or extend the information base of the text;
- May include diagrams, maps, graphs, photographs, drawings, paintings, tables;
- Positioned relevant to the text;
- Clear, attractive and/or interesting; and
- Labelled/captioned effectively/accurately.

## Specific Selection Criteria for Fiction Books

Fiction includes picture books, novels and graphic novels.

### **Purpose**

- Provide enjoyment and entertainment.
- Stimulate the imagination.
- Develop language.
- Extend the students' experience vicariously.
- Develop discriminatory and independent readers.
- Support the curriculum.
- Develop life-long readers.

### **Readability**

- Reading level of the item matches the user's experience and capability.

### **Language**

- Appropriate to the plot, theme and characters
- Imaginative and interesting with natural dialogue and vivid descriptions.
- Concepts developed by the language are appropriate for the age/maturity of the intended reader.
- Style of writing is appropriate to the genre.
- Provides the opportunity for students to practise/develop/extend literacy skills.

### **Content**

#### ***Plot:***

- Stimulates the reader's imagination.
- Encourages awareness of issues.
- Story is interesting and entertaining.
- Sequence of events is logical and (within genre) believable.
- Factual elements are correct.

**Theme:**

- Easily identified.
- Resolution of conflict within acceptable moral codes and behavioural modes.
- Avoids moralising and didacticism.

**Characterisation:**

- Resolution of conflict within acceptable moral codes and behavioural modes.
- Convincing and credible.
- Uses natural and suitable dialogue.
- Characters develop and grow.
- Avoids stereotyping by gender, race, disability or culture.

**Other considerations**

- Comparative merit with other items by the same author, in the same genre or by other authors.

**Curriculum Relevance**

- May be used to support Non-Fiction curriculum Learning Areas ie. Links can be made across all learning areas.

**Page Layout**

- Content well spaced and logically organised.
- Background colour/borders/illustrations do not interfere with readability of the text.

**Illustrations: include here cover, end papers, within text, textless****Purpose:**

- Enhance/extend elements of the story
- Enhance readability of the text
- Appropriate to the reading/interest/maturity level of the reader

**Bias**

- Avoid stereotypes in text or illustrations
- Avoid biased opinions/value judgements
- Reflects gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural groupings)
- Relevant to Australian conditions, as appropriate.

**Sensitive issues**

- Elements of language appropriate in the context of the plot and characterisation.
- Treatment of issues eg. Sex/sexuality, violence, drugs, AIDS, death, religion, the supernatural appropriate to the age of the intended reader.

## Specific Selection Criteria for Computer Software

### Purpose

- Using the computer format is the best/most appropriate way to access this information.
- This type of resource adds value to the overall resource collection and enhances the learning process.
- Useful for more than one learning/topic area.

### Authority

- Experience of intellectual content providers, qualifications and expertise (of design and content).
- Other titles published.

### Appropriateness

- Supports the content and enhances the understanding of the user.
- Appropriate to the level of the intended user/s.
- Encourages students to use more than once to gain new experiences.

### Accuracy & Currency

- Bibliographies of further reading included, plus affiliated titles and support services.
- Accuracy of information, especially Australian content.

### Scope

- Depth of coverage (as appropriate).
- Uses a variety of forms so students of different levels have access to appropriate information.
- Offers students an overview plus a more detailed analysis of subject material.

### Ease of use

- Easy to load.
- Variable search options eg. Keyword, topic, picture, alphabetical listing, free text search, multimedia items.

## **Navigation**

- Offers flexibility of access to information.
- Easy cross referencing with hotlinks to more specific information.
- Menus clear, of a suitable number and easy to use.
- Interpretation of icons appropriate to the intended users.

## **Presentation**

- Level of interaction: multimedia includes text, graphics, animated graphics, sound, video clips, facility to enable student participation ie. offers alternative media to those found in other resources.
- Provides ancillary applications eg. records student participation, print facility, notes/word processing facility.
- Meets accessibility guidelines for people with disabilities eg. colour, text size, image tabs, additional audio.
- High quality of production. Include here:
  - Sound
  - Video and animation
  - Diagrams, illustrations, maps and legends
  - Colour quality
  - Clarity and size of illustrations/videos/animations
  - Depth of images
  - Number of frames per second
  - Depth/pace/clarity of sound recording.

## **Accompanying material**

### ***Printed instructions easy to interpret***

- Contains enough detail to facilitate easy access to content.
- Enable easy loading of software.

### ***Printed course material/teachers' notes/synopsis***

- Appropriate to intended users.
- Clearly set out.
- Relevant to the curriculum.
- Enhance the learning process.

**Packaging**

- Durable and facilitates easy storage.

**Cost**

- Is not prohibitive.

## Alternative Formats

Specific selection criteria for Non-Fiction and Fiction books also apply to each format.

### **Audiobooks (CDs)**

- Sound clarity.
- Clear pronunciation and enunciation.
- Reading is well paced.
- Background music/sound effects are appropriate and don't interfere with the main reading.
- Abridged or full-text version as appropriate.
- Story reading or dramatised versions.
- Length appropriate for intended user.
- Accompanying teachers' notes – appropriate, useful and relevant.

### **Charts**

- Clear and logical layout.
- Information and graphics uncluttered.
- Overall size and print size appropriate for intended use.
- Attractively presented to generate interest.
- Simplify information and summarise key concepts.
- Support a specific educational purpose.
- Use correct conventions. eg. Maps, flow charts.

### **Games – includes electronic games**

- Support an educational purpose.
- Packaging/storage to facilitate long term use.
- Durability of game pieces.
- Accompanying instructions clear and appropriate for the intended user.

### **Realia / Models**

- Support an educational purpose.
- Durable construction.
- Size/weight appropriate for intended use.
- Attractive and interesting.
- Easy to use.

### **DVDs**

- Clarity of sound and images.
- Visually appealing.
- Voice production clear and suited for intended purpose and user.
- Accuracy and currency of visual information.
- Content appropriate for intended user.
- Variety in presentation.
- Production well-paced.
- Length appropriate for the intended user.
- Includes captions for disability access.

## Internet sites

Specific selection criteria for Non-Fiction and Fiction books also apply to each format. Include internet sites, online indexes, web-based utilities, social media and online databases.

### Authority

- Consider qualifications, expertise and background experience of intellectual providers.
- Authority information must be easy to locate and verify.
- Copyright information clear and easily located.

### Ease of access

- Online site must be readily accessible to users at a variety of times.
- Online site must be available using a variety of browsers.
- Internal search of the site available, easy to use and locate.
- Help pages to aid access to information are available and easy to use.

### Accuracy & Currency

- Site updated regularly.
- Be aware of long/short term value of sites.
- Publication dates of information must be clearly visible and easy to locate.

### Security

- Sites are free from viruses/worms/data corruption.
- Secure from tampering/alteration by visitors.
- Sites do not require the entry of students personal information.

### Scope

- Provides information not readily available through other media.

### Appropriateness

- Appropriate to reading level and maturity of users.
- Appropriate to cognitive development of users.
- Consider here links and proximity (number of clicks) to other sites, content, controversial material and subject matter.

## **Presentation**

- Text is clear, easy to read and may be enlarged.
- Graphics relevant, clear and attractive.
- Background colour/design does not interfere with text, ie. minimal clutter.
- Hotlinks easy to identify.
- Information and images captioned and acknowledged where appropriate.
- Site complies with disability access, eg. image tags, additional audio, use of colour.

## **Navigation**

- Easy to use.
- Enhances students' information retrieval and hands-on computer skills.
- Allows user to keep track of movements.
- Keeps time wasting to a minimum.

## **Cost**

- Is not prohibitive.

## Funding

In accordance with school policy the teacher librarian will submit a proposed budget based on identified priorities to Executive when required so those who make the allocation are properly informed of the library's requirements. This budget will include:

- Purchase of library-based resources in all formats.
- Subscriptions to online services and software licences.
- Funding for special events.
- The day-to-day running of the library.
- The evidence the budget proposals are based on so those providing approval and allocations are well-informed of needs and how priorities have been determined.

It will not include the purchase or maintenance of hardware such as interactive whiteboards, laptops, computers, tablets and so forth. While the budget will be based on an evaluation of the collection and the input from other staff members, this does not mean that there will be an equal expenditure across all faculties, curriculum areas or resource formats. Expenditure will be based on priorities identified within this policy, within the library's collection evaluation and in consultation with specific stakeholders.

While the teacher librarian may delegate the spending of a portion of the budget to another person following consultation with that person, the teacher librarian will have the final authority for the disbursement of the budget. No person may disburse library monies without the approval of the teacher librarian, and if this approval is given a note will be made in the budget records.

Collection and disbursement of monies raised through events such as book fairs, book swaps and other special events will be in alignment with school and departmental policies and procedures. In accordance with school and departmental policies, the teacher librarian will submit a Statement of Expenditure each year when required to the principal. Should a significant expenditure be made that would be of interest to the school community, then this will be shared through the school's newsletter and other communication channels.

Gifts and donations will be accepted. However they must meet the general and specific selection criteria before being included in the collection. Grants for specific items may be sought from the P. & C. but sponsorship, commercial or private, will be in line with school and departmental policies and procedures.

Reimbursement of the cost of resources will be sought if items are lost or damaged beyond reasonable repair. Cost recovery will be at the discretion of the teacher librarian and made after the investigation of the circumstances.

## Acquisition

Resources will be acquired in alignment with the school and departmental financial guidelines and procedures, including those purchased online.

While staff may make recommendations for purchases for the library's collection, the teacher librarian will have ultimate responsibility for acquisitions so selection criteria are met and unnecessary duplication avoided.

Suppliers will be engaged for business if they:

- Provide quality resources in keeping with Windsor High School's selection criteria outlined above.
- Provide excellent customer service
- Provide value for money in resource cost and delivery cost
- Provide prompt and reliable delivery of goods
- Provide after-sales service and accommodate for return of materials
- Will accept payment after receipt of goods

Where all supplier criteria are equal, local suppliers will be given preference over other suppliers.

Supplier's service and terms and conditions relating to this will be reviewed regularly.

Out-sourcing of the development of the collection to suppliers such as Australian Standing Orders may be considered, but is not the preferred option at this stage. Cost comparisons, previewing of titles for suitability and the ability to return unwanted items will be critical criteria to be considered.

Out-sourcing physical processing of resources will not be considered during the life of this policy.

## Promotion of resources

Newly-acquired resources will be promoted for use through a variety of means.

- All resources will be added to the catalogue so their existence and availability is discoverable through a number of likely search terms.
- Instructions for accessing online resources will be made available to staff and students bearing in mind the need for security and privacy.
- Appropriate social media will be used including [newsletters](#), [Pinterest](#), [Facebook](#).
- Emails will be sent to appropriate staff.
- Displays will be an important part of the library environment.
- Staff and students will be invited to participate in the promotion of resources.

## Collection Evaluation

Collection assessment will establish: areas that are well covered; where gaps exist; and how well it provides for the needs of the students.

Collection evaluation must focus on the readers rather than the resources. In order to ensure that the collection remains appealing, effective and relevant to its users, it needs to be continually evaluated using criteria such as:

- Correlation to educational policies, pedagogical practices and curriculum requirements.
- Correlation to the needs, abilities and interests of the users.
- Correlation to the beliefs and values of the school community.
- Correlation to suggested lists of resources accompanying curriculum strands, Premier's Reading Challenge and other school specific requirements.
- The need to provide current and authoritative resources in a variety of formats.
- Its adherence to current selection procedures and criteria.
- The age and condition of resources.
- The integration of digital technologies.
- Available space and budget.
- The number of resources is sufficient to meet the demand of the users.
- The range of formats supports teaching and learning and is in relation to users' demands, requirements and expectations.
- Ensuring it provides a range of perspectives without bias towards one particular viewpoint.
- Collection development had been in alignment with the current Collection Policy and the library's strategic plan.

Collection evaluation is most manageable when undertaken as an ongoing process, approached in specific sections as required. With the entire collection assessed over the term of this collection policy.

When commencing the assessment of a specific area, appropriate teachers/head teachers will be approached to provide assistance in evaluating the existing resources. This allows for them to become familiar with the library's resources and provide curriculum assistance on topics covered, to ensure gaps are given priority.

## De-selection of resources

De-selection (also known as culling and weeding) is the systematic and deliberate removal of unwanted items to ensure that the library collection is current, relevant, accurate and attractive.

De-selection will be formally done during the mandatory annual stocktake, although it will also be an informal process undertaken throughout the year as needs arise. The final decision for de-selection remains with the teacher librarian based on her professional knowledge of the needs, interests and abilities of the collections user's, both staff and students.

The library collection will be regularly evaluated and measured against the selection criteria outlined above. Additionally, de-selection will be considered for items which are

- Factually inaccurate
- Worn and in poor condition
- In a format that is no longer supported by available hardware
- Contain information that is outdated, biased, racist, sexist or misleading
- Unappealing in appearance or format
- Irrelevant to the needs of the school community
- Superseded by newer editions that have greater aesthetic appeal
- Available in a more suitable format
- Determined to have not been borrowed in the last 5 years.

Digital resources will be deselected if

- They meet any of the appropriate criteria above
- Links are no longer live
- Have altered terms and conditions of use which are unacceptable
- Have accompanying advertisements or other material which is inappropriate
- Have embedded links which lead to inappropriate sites
- No longer comply with copyright
- They are no longer deemed suitable for the use of students.

In order to ensure the collection is up-to-date the following should be used as a guide to replacement times.

Dewey Classification	Timeframe
<b>000</b> – computer science, information and general works	2 – 10 years
<b>100</b> – philosophy and psychology	5 – 10 years
<b>200</b> – religion	5 – 10 years
<b>300</b> – social sciences	2 – 10 years
<b>400</b> – language	10 years
<b>500</b> – science	2 – 10 years
<b>600</b> – technology	2 – 10 years
<b>700</b> – arts and recreation	5 – 20 years
<b>800</b> – literature	Flexible
<b>900</b> – history and geography	5 – 10 years

Type of resource	Timeframe
Biographies	Flexible
Fiction	Individual basis
Encyclopaedias	3 – 5 years
Reference	Individual basis
Periodicals	3 – 5 years
Almanacs	3 years
E-books	Based on licence and hardware availability
Audiobooks	Based on licence and hardware availability
Digital resources	Based on licence and hardware availability
Teacher resources	Based in curriculum currency and compatibility
Maps, charts, posters, ephemera	Individual basis

With significant and frequent changes in the fields of Medicine, Law, and Technology, these resources should be assessed after 5 years.

Any resources that are over 20 years old, with no significant historical value, should be removed from the collection.

The de-selection of library resources, will be applied to furniture and fittings as well.

These criteria are to be used as a guide rather than a rigid set of rules. Consideration will also be given to keeping

- Classics, award winners, and titles likely to be in demand again such as the *Harry Potter* series
- Local history resources
- School publications for archival purposes
- Titles on current reading lists
- Out of print titles that are still useful
- Biographical resources relating to prominent local, national and international figures
- Resources that might be of historical interest or for comparison at a later time.

Weeded resources will be written off in accordance with approved procedures, including amending the record in the library's management system. They will then be disposed of appropriately according to their reason for culling. Most materials unsuitable for the school library are likely to be unsuitable for other libraries so careful consideration needs to be given to their final destination.

Resources will be marked in such a way that it is clear they are no longer required, including defacing barcodes.

The sale of unwanted titles will be within the guidelines of the educational authority's financial procedures.

## Challenged Materials

Windsor High School supports and abides by the principle of the Australian Library and Information Association's statement on *free access to information*:

<https://www.alia.org.au/about-alia/policies-standards-and-guidelines/statement-free-access-information>

We likewise support and abide by the principles of the Australian School Library Association's *School Library Bill of Rights*:

<http://www.asla.org.au/policy/bill-of-rights.aspx>

We have a responsibility to provide opportunities and resources which reflect a wide variety of perspectives which will encourage critical thinking and help our students make informed decisions. Therefore, at times, students may be exposed to materials which present information, ideas or attitudes which some members of the school community may consider to be controversial, inappropriate or offensive. Objections to these resources are an important part of the democratic process and should be treated as legitimate avenues of communication in education. However, 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.

In the instance of a library resources being challenged by a member of the school community, the challenger will be treated with due respect and courtesy. The procedure for challenged items is as follows:

- The challenger will be contact by phone by the teacher librarian in an attempt to resolve the matter and any misunderstandings
- Should the challenge continue, the challenger will be invited to complete Windsor High School's *Disputed Materials Proforma* (see appendix 3)
- The challenger will also be provided with a copy of the library's Selection Criteria as outlined in the Library Collection and Management Policy.
- The challenger will be informed of the challenged items process and the time frame for a response.
- When the Disputed Materials Proforma is received by the school, a committee will be informed consisting of the principal or representative, the teacher librarian and one other staff member.
- A response will be provided in writing to the challenger within two (2) weeks of the receipt of the proforma.

- The challenged material will remain in circulation during the challenge process.
- Should that challenger appeal the decision, the principal's decision is final.
- A copy of the completed proforma and the written response and final decision will be kept on file for school record keeping.

Resources deemed to be too controversial, inappropriate or offensive in content to be allowed with unrestricted access, will be held in the library collection under restriction.

Students will be able to locate these items in the Oliver Library catalogue, however, to gain access to these materials the following process will need to be followed.

- A request will need to be made to the library staff.
- Students wishing to borrow these resources will be provided with a 'Restricted Loan Permission Letter' (see Appendix 5).
- Students will be required to return the letter signed by a parent.
- The resource will then be loaned to the student under the written conditions of the Restricted Loan Permission Letter.

## **IFLA/UNESCO School Library Manifesto**

### **The School Library in Teaching and Learning for All**

*The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.*

#### **The Mission of the School Library**

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

#### **Funding legislation and networks**

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School Libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge.

The school library is an essential partner in the local, regional and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

### **Goals of the school library**

The school library is integral to the educational process.

**The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:**

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

## **Staff**

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

## **Operation and Management**

### **To ensure effective and accountable operations:**

- the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- the school library must be organized and maintained according to professional standards;
- services must be accessible to all members of the school community and operate within the context of the local community;
- co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

## **Implementing the Manifesto**

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

## **Australian School Library Policy Statement - School Library Bill of Rights**

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 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.

Re-approved: August 2000

## Windsor High School- Disputed Materials Proforma.

### Request for reconsideration of school and library resources

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

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

URL and date viewed if online: \_\_\_\_\_

Publisher (if known): \_\_\_\_\_

Request initiated by: \_\_\_\_\_

Telephone: \_\_\_\_\_

Complainant represents:

Self

Organisation (please name): \_\_\_\_\_

Other group (please identify): \_\_\_\_\_

**Please answer Questions 1–10 in spaces provided or on a separate page if necessary.**

1. What do you object to in this material? (please be specific: cite sections/pages)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you feel might be the result of using this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. For what age group would you recommend this material?

\_\_\_\_\_

4. Is there anything worthwhile about this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Did you examine the whole item?

\_\_\_\_\_

If not, which parts?

\_\_\_\_\_  
\_\_\_\_\_

6. Are you aware of the educational/literary assessments of this material?

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7. Are you aware of Department commitments to values and equity in education?

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8. What do you believe is the intention/theme of this material and its place in the curriculum?

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9. What would you like your school to do about this material? (please indicate)

- Reconsider its suitability for inclusion in the school library.
- Reconsider its suitability for inclusion in the teaching program.
- Do not give it to my child.
- Use it with teacher support only.
- Withdraw it from all students as well as from my child.

10. If you wish it to be withdrawn, what item would you recommend to replace it in the collection?

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Office use only**

Follow up action: \_\_\_\_\_

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Principal/delegate: \_\_\_\_\_ Date: \_\_\_\_\_

## **NSW DoE Library Policy - Schools**

### 1.Objectives - Policy statement

#### **1.1**

Libraries are an essential resource within New South Wales government schools to support teaching and learning in the context of syllabus and curriculum requirements.

#### **1.2**

Libraries provide teachers and teacher-librarians with resources to teach the curriculum and students with resources for individual learning and recreational reading.

#### **1.3**

Principals and teacher-librarians are responsible for the development of an educational program and a detailed description of the support each library provides to meet the particular needs of the students of the school.

### 2.Audience and applicability

#### **2.1**

This policy applies to all school principals, teachers, teacher-librarians and administrative staff.

### 3.Context

#### **3.1**

The purpose of the school library is to support teaching and learning within the total program of the school. Teacher-librarians collaborate with teachers in the planning, implementing and evaluating of teaching and learning programs, including the integration of Information Communications Technology and literacy.

## 3.2

Teacher-librarians provide students with opportunities to develop information skills and to use these skills competently and with confidence for lifelong learning.

## 3.3

### [Document history and details](#)

## 4. Responsibilities and delegations

### 4.1

The teacher-librarian is:

- a member of the school's total teaching staff and as such is actively involved in collaborative teaching and learning, school curriculum planning and in program development
- involved in the provision of the information-related resources integral to the planning, implementation and evaluation of the curriculum of the school
- a specialist teacher who develops, manages and evaluates, on behalf of the Principal, systems and procedures which include:
  - library budgeting
  - selection and culling
  - ordering and acquisitions
  - cataloguing and classification using the Schools Catalogue Information Service
  - processing of materials
  - circulation
  - stock control.

### 4.2

The principal and the teacher-librarian together are responsible for implementing the school's library policy.

## 5. Monitoring, evaluation and reporting requirements

### 5.1

The Libraries Coordinator, who is responsible for curriculum and policy support for school libraries, will monitor the implementation of this policy and will report as required to the Director, Learning Systems.

## 6. Contact

Libraries Coordinator (02) 9266 8965

## Reference

NSW Department of Education. (2005) *Library Policy - Schools*. det.nsw.edu.au.

Retrieved from: <https://www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>

Appendix 5:



**WINDSOR**  
HIGH SCHOOL

Dear Parent / Guardian

Your child has expressed an interest in borrowing a book from the library that is kept in a restricted section of the library's resources.

Although this book has content that is appropriate for students and is an engaging and meaningful read, it also contains language that some would consider inappropriate or offensive.

We, therefore, request your permission to allow your child to borrow this book. Your child needs to also respect the school's wishes that this book is not to be shared with other students once it is in their possession.

If you wish to discuss this matter further, or clarify any further details please contact the school library.

Please return the bottom section signed by you and your child if you both agree to these terms of loan.

No further action on this matter will be taken until we receive permission in writing from you to allow this book to be borrowed by your child.

The book in question is called : \_\_\_\_\_

(Parent/Guardian)

I give permission for my child \_\_\_\_\_ to borrow

(student's name)

a restricted resource from the school library.

\_\_\_\_\_  
parent / guardian signature

(Student)

I, \_\_\_\_\_ understand that the condition of borrowing this book, is that I am not to discuss it with or lend it to other students while it is in my possession.

\_\_\_\_\_  
student signature

## References

Australian Library and Information Association Schools and Victorian Catholic Teacher Librarians (2007) *A manual for developing policies and procedures in Australian school library resource centres*. Retrieved from <http://www.asla.org.au/site/DefaultSite/filesystem/documents/policies-procedures-manual.pdf>

Australian School Library Association (2000) *Policy Statement: School Library Bill of Rights*. Retrieved from <http://www.asla.org.au/policy/bill-of-rights.aspx>

Braxton, B. (2014) *Sample Collection Policy*. Retrieved from <http://500hats.edublogs.org/policies/sample-collection-policy/>

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National Library of New Zealand Services to Schools (2012). *Assessing Your Library Collection*. Retrieved <http://schools.natlib.govt.nz/school-libraries/building-and-managing-collection/assessing-your-school-library-collection>

NSW Dept. of Education (2015) *Handbook for School libraries*. Retrieved from [http://guides.education.nsw.gov.au/ld.php?content\\_id=16511907](http://guides.education.nsw.gov.au/ld.php?content_id=16511907)

NSW Department of Education. (2005) *Library Policy - Schools*. Retrieved from: <https://www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>

WASLA (Western Australian School Library Association) (n/a) *Library Collection Management Policy*. Template.

Windsor High School (2015), *Annual report*. Retrieved from [http://www.windsor-h.schools.nsw.edu.au/documents/4422464/4432067/2015\\_annual\\_report\\_windsor\\_high\\_school.pdf](http://www.windsor-h.schools.nsw.edu.au/documents/4422464/4432067/2015_annual_report_windsor_high_school.pdf)

Windsor High School (2015), *School Plan 2015 – 2017*. Retrieved from <http://www.windsor-h.schools.nsw.edu.au/documents/4422464/4432067/School%20Plan%202015.pdf>