1. **RATIONALE**
This policy reflects the vision and mission statements of St Patrick’s and supports the mission of the school library.

*Steadfast in faith and hope, our vision is to strive for the extraordinary by developing positive education which can transform lives and communities.*

**Our Mission**
- Inspired by our faith and together with our parents, church and community, we aim for each person to reach their full potential in body, mind, heart and spirit.
- To provide a happy, caring and compassionate school where social justice, respect, hope and other Gospel Values are reflected in all that we do.
- To provide a stimulating and differentiated learning environment so as to cater for children’s learning needs.
- Encourage children to recognise and achieve their full potential, so that they can make their best contribution to society.
- Ensure that each child is taught relevant skills to meet their needs in the 21st Century.
- To base our teaching pedagogy on current best 21st Century practices, including the use of computer technology.

*(St Patrick’s Vision and Mission Statement, March 2011.)*

The principles that underpin this policy are:
- The collection supports the instructional and curricular needs of the school and the developmental, cultural and diverse learning needs of students.
- The collection reflects accepted and innovative learning theories, effective teaching practices and materials and current scholarship in the subject areas.
- The collection promotes active authentic learning by providing a variety of formats and activities for linking information with curricular objectives.

*Adapted from Information power: Building partnerships for learning 1998*

The basic principles of this policy will apply to all media managed by the library.

2. **AIMS**
It is the intent of this document to provide members of St Patrick’s school community with an understanding of the purpose and nature of the school’s resource collection and to establish clear guidelines for the selection, acquisition, evaluation and weeding of the collection. This policy will provide a point of reference for staff as they fulfill their collection management responsibilities. It will form the basis for collection planning and facilitate consistent and informed decision-making in matters relating to the collection. This policy has been prepared by the teacher librarian, in consultation with the principal and library assistant.
3. **IMPLEMENTATION**

i. **Roles and Responsibilities**
   - The teacher-librarian acting on authority delegated by the principal holds responsibility for the collection.
   - When making collection management decisions the teacher librarian will work collaboratively with members of the school community including, but not restricted to, curriculum learning teams, the religious education co-coordinator, and special needs support staff.
   - They will draw on their knowledge of the curricula and of the varied interests, abilities, learning styles and maturity levels of the students, to ensure the most appropriate collection is developed and maintained.
   - The teacher-librarian is responsible for ensuring all staff members have an understanding of the collection management policy in particular the selection and weeding criteria, to facilitate informed decision-making during collection management processes.
   - The policy will be shared at staff meetings.
   - The teacher librarian will be responsible for encouraging staff to investigate the collection, to raise their awareness of the resources available and develop their knowledge of the collection so they may assist with the qualitative evaluation of the collection.
   - The teacher librarian, in consultation with the executive and library assistant will review the policy annually to ensure that it reflects current pedagogical practices and changing needs of the community. Factors to be considered include:
     - Systemic plans
     - School development plans
     - National school library standards
     - Outcomes based education
     - Increased use of technology

ii. **User Needs**
   The collection supports the needs of three groups: staff, students and the community. The teacher librarian will be responsible for determining what resources the users expect, and need, to find in the collection. Academic and recreational needs of the students will be determined through informal interviews and surveys. Consideration will be given to the school’s scope and sequence profiles, syllabus updates and topics taught which are not included in the current syllabus, to ensure collection supports school curriculum. The learning needs of the students and the teaching needs of the staff will be determined through interviews with class teachers. The ESL support staff will be consulted to establish needs of the ESL members of the community, and ways the library collection may meet these needs. The religious education co-coordinator will report on parish information resource needs. The School Management Plan will be viewed to identify areas of focus for the year.

iii. **Collection Analysis**
   - The Non-Fiction, Fiction and Junior Fiction collection, housed in a new, modern and spacious facility, consists of approximately 5,500 items plus the Teacher’s Resources.
   - Items vary in format. Formats include:
     - Print – books, periodicals
• Graphic – charts, posters, kits and maps
• Audiovisual – video cassettes, audio cassettes and DVD’s
• Electronic – computer software, multimedia, CD-ROMS
• Online – Internet sites, databases

• Collection mapping will be used to provide graphic representation of the breadth and depth of the collection.
• Mapping will be a three-step process:
  ▪ Base Collection – items grouped in broad basic subject areas
  ▪ General Emphasis – items grouped in curriculum subject areas
  ▪ Specific Emphasis – items grouped in specific topics that are requested on a regular basis.
• During each step, the number of items in the collection, as well as the variety of formats available, will be recorded. Results will be displayed and shared with staff. The quality of the resources and their ability to meet the needs of the users will be considered using criteria listed in sections 5 – Selection, and 7 – Weeding. The general and specific emphasis subject areas to be targeted for mapping in a given year will be detailed in the annual Library Management Plan.

iv. Evaluation of Collection
• Library staff will continually evaluate the collection to assess its effectiveness in meeting the identified needs of the users, and to ensure the collection offers the highest quality electronic and print resources to the school community.
• Library staff will develop both annual and on-going plans to ensure evaluation is a systematic and continuous process. Staff will be invited to participate in evaluation processes to increase their knowledge of the collection.
• The data collected during evaluation will be used to:
  ▪ Identify strengths and weaknesses in the collection.
  ▪ Develop a relevant purchasing plan.
  ▪ Highlight the need for any increased funding required to meet demands for specific subjects.
• For each topic being evaluated, a resource list will be constructed by the teacher librarian detailing availability of resources in terms of
  ▪ Instant access
  ▪ Access nearby
  ▪ Referrals to external bodies
• Teachers will be encouraged to contribute electronic resources to the list, which will be housed online. In collaboration with staff, the resources will be evaluated using 5.2 Selection Criteria and 7.2 Weeding Criteria as a guide. Decisions on whether to build, maintain or de-emphasis resources, will then be addressed. A proposed collection map will assist with future planning.

v. Selection
• Selection Responsibility: The teacher librarian and library assistant will locate resources which will fill an identified gap in the collection then work collaboratively with staff and/or students, to apply the general and specific criteria set down in this policy, and select the most suitable resources for purchase. All staff members and members of the school community may
recommend material for selection. The ultimate responsibility for selection rests with the teacher librarian.

- **Resource Formats:** New materials will be purchased in a variety of formats with efforts made to incorporate emerging technology in line with the strong technology focus of St Patrick’s. Considerations when deciding on the format of a resource to be selected include:
  - The impact on staff for maintenance.
  - Support and training required.
  - Suitability for resource based learning.
  - Provision for the development of a range of literacies, including visual, multimedia and print.
  - Storage/accessibility.

- **Selection Criteria**
  The overriding principle for selection of resources to be included in St Patrick’s collection is that the resource supports the school’s educational program and the vision and mission statements of St Patrick’s school and of the library (1.1 Rationale). The initial consideration for all selection decisions will be the quality of the resource in terms of content. The content will be reviewed using the following general criteria:
  - **Authority** – Ensure the author and publisher are reputable and the resource is written by someone with the knowledge to do so.
  - **Scope** – The breadth and depth of topic coverage is appropriate.
  - **Presentation** - The physical presentation is appealing and durable. Consider artistic quality and literary style.
  - **Treatment** - The presentation including language, illustrations and format must suit the intended audience. To facilitate resource-based learning, refer to the syllabus and ensure the subject content is treated appropriately for the age at which it is taught. Consider resources with strong visual appeal for the Sudanese students and students with learning difficulties.
  - **Currency** – Information must be up to date.
  - **Bias** – Content is free from bias and all views on a topic represented in the collection.
  - **Format** – Appropriate format to effectively teach the curriculum. Source software programs to compliment gifted and talented program and smart board integration. Formats, which cater to the multiple intelligences of students, will be selected where possible.

Other points to consider include whether the resource meets curriculum needs and is it value for money.

- **Selection Aids:** Bibliographies and reviewing journals including Scan, Magpies and Literature Base will be used to select resources. Recommendations from staff members, local teacher librarian networks and listservs will be considered. Vendor catalogues will be used to identify new resources available and to locate resources that may fill a gap in the collection.

- **Duplicate copies**
  - Fiction – Popular titles will be restricted to maximum of 2 copies.
  - Non-fiction – Titles will be restricted to a maximum of 2 copies. In preference to purchasing multiple copies of a resource, the teacher librarian will source items of a similar nature that will provide students with an opportunity to explore the information in another way and
promote cross checking of facts. Where possible the extra resources will incorporate different formats.

- **Lost Items:** If an item is lost but still considered to still be of value to the collection it will be replaced with the same or similar item. Parents/carers will be sent an account for the cost of the lost item.

### vi. Acquisitions

The overriding principle for acquisition of resources is to obtain a resource effectively, quickly and in a cost efficient manner.

- **Resource Sharing:** Prior to purchase it will be determined if it is appropriate to access the selected item using local libraries. The decision will be governed by need. Resource required for a one off activity will, where possible, be sourced from local resource centers including the local library and the Catholic Schools Office Resource Centre. Resources that support on going curriculum topics will be purchased.

- **Purchasing:** The teacher librarian will be responsible for approving purchases up to the value of $100. The principal will approve orders for resources greater than $100. Orders given to the principal by other staff members will be referred to the library staff to check duplication and selection criteria. Where possible resources will be previewed prior to purchase.

- **Suppliers:** In support of the Newcastle community, resources will be purchased from local suppliers if items are readily available and are competitively priced. Suppliers will be reviewed annually using guidelines set down in The Handbook for Libraries.

- **Donations and Gifts:** Donations and gifts are gratefully received but will be subject to the same selection criteria as purchases. They will be only included as part of the collection if they meet the guidelines set down in 5.3 Selection Criteria and Appendix A. This is essential, as a resource not meeting the criteria will not to be supported if challenged by a community member. Donations and gifts will be acknowledged with a label identifying the donor or person being honored. The library assistant will send a letter of appreciation to the donor. Items unable to be included in the collection will be returned personally with an explanation.

### vii. Weeding

- **Weeding Responsibility:** St Patrick’s library staff will be vigilant about weeding to keep the collection relevant, accurate and useful, therefore maximizing the collections effectiveness in supporting the changing curriculum and students’ needs and interests. Weeding will be a collaborative process with curriculum teams asked to review items library staff list for withdrawal. At any time, a staff member may offer suggestions on items to be weeded. The annual library management plan will identify specific sections targeted for weeding. All resources will be reviewed throughout a 5 year cycle.

- **Weeding Criteria:** Items meeting any of the following criteria will be removed from the collection
  - **Poor physical condition** - Items in poor condition but still relevant to the collection will be replaced.
  - **Resource no longer reflects curriculum content** (See 4. Evaluation).
- Outdated - Check for currency of information particularly in areas where knowledge changes rapidly such as information technology and science.
- Poor Usage - Circulation statistics will provide data on frequency of use. Users will be consulted to ensure items poor usage is not the result of users being unaware of their availability.
- No longer meet content criteria outlined in selection policy. Weeded items will be sold at a Mission Day.

viii. **Censorship**
It is the professional responsibility of the teacher librarian to ensure resources included in the collection are selected free from bias allowing students to freely examine issues. Collaborative selection and evaluation will be integral to this being achieved. The collection supports the school’s existing censorship policy. When a member of the school community objects to the presence or absence of any library material, the complaint will be given hearing. The teacher librarian and principal will assess the challenged item using selection criteria as the guideline. Items meeting all criteria will remain as part of the collection. Ultimately, the final decision will remain with the Principal as the library and its actions directly impact on the school and the Catholic School’s Office. Restricting access to selected resources for a particular student or staff will not be considered as an option due to difficulties in policing such an arrangement. Challenged items will remain in circulation until a decision has been reached.

ix. **Copyright**
It will be the responsibility of the teacher-librarian to ensure members of the school community are aware of copyright laws, in particular, those relating to the internet and digital resources. This will be achieved through inservice, signage and newsletters. It is the responsibility of the members of the school community to abide by these laws. The library assistant will copy all software, DVD and audiovisual resources in accordance with the publisher’s guidelines.

4. **EVALUATION**
An evaluation of this policy will be carried every 3 years by the teacher-librarian in consultation with the library assistant. Changes will be discussed with the Principal and staff before being ratified at a staff meeting.