

Wattleville Public School

**Collection Policy**

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**1. Collection Purpose**

This collection is designed to reflect the needs of staff and students of Wattleville Public School (WPS) in relation to the [NSW K-6 Syllabus](http://www.boardofstudies.nsw.edu.au/k-6/). It supports and enriches the curriculum through the provision of comprehensive, equitable, relevant and current information sources. It also provides a wide selection of high quality fiction texts to encourage and develop a love of reading.

It is recognised that this collection services students from Kindergarten to Year 6 with diverse interests, backgrounds, social values and needs.

(Beilharz, 2007; Credaro, 2006)

**2.1 Nature of the collection**

The collection contains an ample printed collection, a developing digital and online collection and a comprehensive teacher resource collection. Online resources are currently being catalogued onto the school website and intranet to provide better access to staff and students. Plans have been made for the inclusion of an e-book collection by 2015 due to a successful test project in 2012. It demonstrated that 41% of students had increased reading enjoyment when reading e-books. WPS is committed to developing a love of reading amongst its students and e-books are another way of fostering it.

The physical collection is to be displayed in an attractive, well-organised and interesting environment which encourages thought and enthusiasm amongst its users.

(Foley, 2012)

**2.2 Goals**

The goals of the WPS Library collection follow the principles set out by the [Australian School Library Bill of Rights](http://www.asla.org.au/policy/bill-of-rights.aspx).

* To provide a wide variety of resource formats to support and enrich the curriculum, taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students.
* To provide relevant digital resources to assist in the development of Information and Communication Technology (ICT) skills.
* To make available resources representing the many religious, cultural and ethnic groups and their contribution to the community.
* To provide materials which cover both sides of issues, enabling students to develop the ability to critically analyse information, thus enhancing their daily and future decision-making skills
* To give all students free access to information.

Specific goals for the WPS Library Collection are:

* To assist the implementation of the whole school plan 2012-2014 by providing materials and support through a core collection.
* To encourage independent reading through resourcing the Premier’s Reading Challenge.
* To provide a comprehensive e-book collection by 2015.
* To build and maintain the collection to a size which will meet the demands of the users.
* To replace as many VHS resources with DVD equivalents as possible.
* To provide resources to support the programs being taught in the school such as Reading Recovery and the Connected Outcome Groups (COGS).
* To provide easy access to all online and e-resources in the collection for all stakeholders.

(ASLA, 2012; Credaro, 2006; Debowski, 2001 p.126-127)

**3. Funding**

The school allocates funds to the teacher-librarian, who then prepares a yearly budget in conjunction with other members of staff and the school community. It is informed by projected curriculum needs, circulation figures and the requisite stage of the three-year collection evaluation process. The budget is then submitted to the principal for approval. Information regarding how the budget was spent and how new resources have been used is submitted in an annual report to the principal and deputy principal. A summary is included in the school’s annual report, which will be made available to all the stakeholders. Transparency in this area encourages more efficient spending and can lead to larger fund allocations in the future.

The library also receives funding from a yearly P&C fundraiser and by participating in Scholastic BookClub. The school also holds a book fair once a year as part of the Book Week celebrations. Projections as to the number of books acquired in this manner are included in the budget.

(ALIA & VCTL, 2007; Calliston, 2003; McKenzie, D., 2009; Scholastic, 2013)

**4. Selection of Resources**

**4.1 Responsibility for Selection**

The teacher-librarian, acting upon the delegated authority of the principal, maintains the primary responsibility for selecting resources. The teacher-librarian is vested with this responsibility because they have the best knowledge of existing resources, the curriculum and resources available for purchase. Selection occurs regularly throughout the year when new resources become available. The teacher-librarian works in collaboration with the Key Learning Area (KLA) coordinators and the ICT specialist to ensure the selections address requisite needs. The teacher-librarian will consult with and take suggestions from all stakeholders with the understanding that all acquisitions are considered against the selection criteria.

(WA DET, 2013; Johnson, 2009)

**4.2 Resource Formats**

WPS library provides the following range of resources to cater for users’ needs:

* Print resources - books (fiction, nonfiction and reference), magazines, comics and ephemera. Books, audiobooks, magazines and comics (excluding reference materials) can be borrowed and taken home by staff and students. Most ephemera can be viewed in the library and used within the school.
* Digital resources - CD ROMs, computer software accessible via the school intranet.
* Audiovisual - educational and fiction DVDs & VHS and children’s music CDs. These can currently only be accessed within the school.
* Online resources – presently available on the school intranet for use in classrooms and on interactive whiteboards. These are currently being catalogued for availability on the school website.
* Teacher Reference Collection – print resources, whole school literacy programs, kits, posters, charts and maps. These are available to staff in the teacher resource room.
* Realia – aboriginal artefacts, costumes, puppets, flags and coins for the use of staff and students within the school.
* E-books – phased implementation, with a fully functional system operating by 2015.

**4.3 Selection Criteria**

**General Criteria**

The objective of the selection criteria is to assist the teacher-librarian in selecting resources that provide the best value to staff and students. These guidelines apply to all format types. It is not necessary for a resource to meet all the requirements.

General Criteria used are:

• Appropriateness

• Scope

• Accuracy

• Currency

• Treatment

• Format & Presentation

• Authority

• Cost

(ALIA/VCTL, 2007; Hughes-Hassall & Mancall, 2005; WA DET, 2013).

**Specific Criteria**

In addition to the general criteria, the following criteria should be considered when selecting specific materials.

|  |  |
| --- | --- |
| **Resource Type** | **Specific Criteria** |
| Nonfiction Print | Information quality, Illustration quality, Bias, Educational soundness |
| Fiction Print | Plot, Readability, Language, Content, Curriculum relevance, Illustrations, Bias, Popularity, Sensitive issues |
| Audiovisual | Curriculum relevance, Sound/Picture quality, Accompanying materials |
| Websites | Content, Usability, Target Audience, Design, Cost |
| Digital and E-resources | Compatibility, Technical requirements, Access, Cost, Licensing, Interactivity, Accompanying materials |
| Graphic Materials | Unified presentation, Clarity, Durability, Precise |
| Realia | Durability, Safe to handle |

(Alexander & Tate, 1999; Bishop, 2007; Johnson, 2009; Johnson et al., 2012; Latham & Poe, 2008; Ottenheimer Library, 2012; WA DET, 2013; Williams, 2002)

**4.4 Selection Aides**

Selection aides will be used to assist in identifying potential resources for purchase.

The selection aids used are:

* NSW Core Collection List
* Reviews in professional journals such as SCAN and Magpies.
* Bookseller and publisher visits, websites & catalogues
* Premier’s Reading Challenge lists
* Children’s Book Council of Australia
* Resource lists in KLA or COGs units
* SCIS & Trove
* Stakeholder suggestions

(Mitchell, 2013)

**5. Acquisition**

Acquisition is the responsibility of the teacher-librarian in conjunction with the library aide. The teacher-librarian will acquire resources giving preference to the material needed for the current curriculum. All resources will adhere to the selection criteria. A thorough supplier evaluation will ensure that the selected resources are acquired in the most cost-efficient and timely fashion.

Criteria for supplier evaluation:

• competitive prices

• customer service
• trustworthy website
• prompt and inexpensive delivery
• range of resources
• ability to view catalogue or e-catalogue
• automation - including e-ordering, tracking, payment and receipts
• ability to view or preview resources before purchase
• money back guarantee if resources are not acceptable

(Bishop, 2007)

**6. Copyright**

WPS Library will adhere to all relevant copyright law.

For more information visit the [SmartCopying Website](http://www.smartcopying.edu.au/%E2%80%8E) (<http://www.smartcopying.edu.au>)

**7. Weeding**

Weeding will occur on a yearly basis to ensure retention of a relevant, attractive and engaging collection. The teacher-librarian will exercise the main responsibility for weeding, aided by support staff and KLA leaders who have a stronger understanding of each curriculum area. Items earmarked for deselection by support staff or KLA leaders will be referred back to the teacher-librarian who will make the final decision.

**Criteria for Weeding**

* Poor physical condition
* Low circulation
* Out-of-date
* Inaccurate
* Offensive
* Obsolete

Materials in a poor state of repair, but are popular/required by students or teachers will be replaced if the item matches the selection criteria. Deselected resources will first be offered to staff before being donated to charity. Resources that are severely damaged will be recycled. Websites with links that no longer work or that fit other weeding criteria will be deleted from the catalogue.

(Bishop, 2007; ALIA/VCTL, 2007, p.8; NZNL, 2012)

**8. Collection Evaluation**

Regular and ongoing evaluation of the library collection is necessary to maintain its effectiveness in meeting the needs of staff and students. Formal collection appraisal will occur on a rotational basis (organized thematically) over a three-year period to ensure a thorough review is undertaken.

Evaluation processes will include:

* Curriculum mapping to highlight the strengths and weaknesses of the collection.
* Checking lists, catalogues & bibliographies, including curriculum lists and those advised under Selection Tools to ensure that relevant and quality resources are included in the collection.
* Physical collection examination to identify candidates for repair, replacement or weeding.
* Annual stocktake and result analysis to identify missing resources.
* Surveys of staff at conclusion of curriculum units to ascertain whether the collection met student needs.
* Analysis of circulation data to identify low and high-usage materials, patterns of use and materials favoured by specific groups.
* Monitoring of requests and queries to identify demanded resources that are in short supply.

(ALIA/VCTL, 2007; Bishop, 2007; Credaro, 2006)

**9. Challenged Materials**

WPS library has a responsibility under the [Australian School Library Bill of Rights](http://www.asla.org.au/policy/bill-of-rights.aspx) (<http://www.asla.org.au/policy/bill-of-rights.aspx>) and the [Statement on Free Access to Information](http://alia.org.au/statement-free-access-information) (<http://alia.org.au/statement-free-access-information>) to provide access to a variety of resources that expose users to a range of perspectives, ideas and attitudes which encourage students’ critical thinking and help them make informed decisions.

Any school community member may lodge a formal complaint about a resource found and used within the school. Any challenger will be treated with courtesy and respect, and can expect their complaint to be given a fair hearing.

The teacher-librarian will deal with the initial challenge, citing this policy, on an informal level by phone or in person. If the complainant wishes to proceed formally with the challenge, a copy of the selection criteria and the Disputed Materials form (see Appendix A) will be forwarded to them.

Upon receipt of the Disputed Materials form, a committee consisting of the principal (or their representative), the teacher-librarian and another member of staff will review the challenge and provide a response within two weeks. The challenged material will remain in circulation until the matter is resolved, however the complainant may elect for the item not to be loaned to their children. If the committee decides to uphold the challenge, the item will be removed from the collection. A copy of the decision will be filed for future reference.

If an appeal is made to the committee’s decision, the principal will be the final arbitrator.

WPS has departmental internet safeguards to prevent students accessing inappropriate, offensive or irrelevant materials. See separate Internet Policy.

(ALIA/VCTL, 2007; Debowski, 2001; Williams & Dillon, 1993)

**Appendix A**

**Disputed materials: Wattleville Public School**

**REQUEST FOR RECONSIDERATION OF SCHOOL AND LIBRARY RESOURCES**

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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, what parts did you examine?

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

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

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

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?

Signature of complainant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Office use only

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

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Principal or delegate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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