

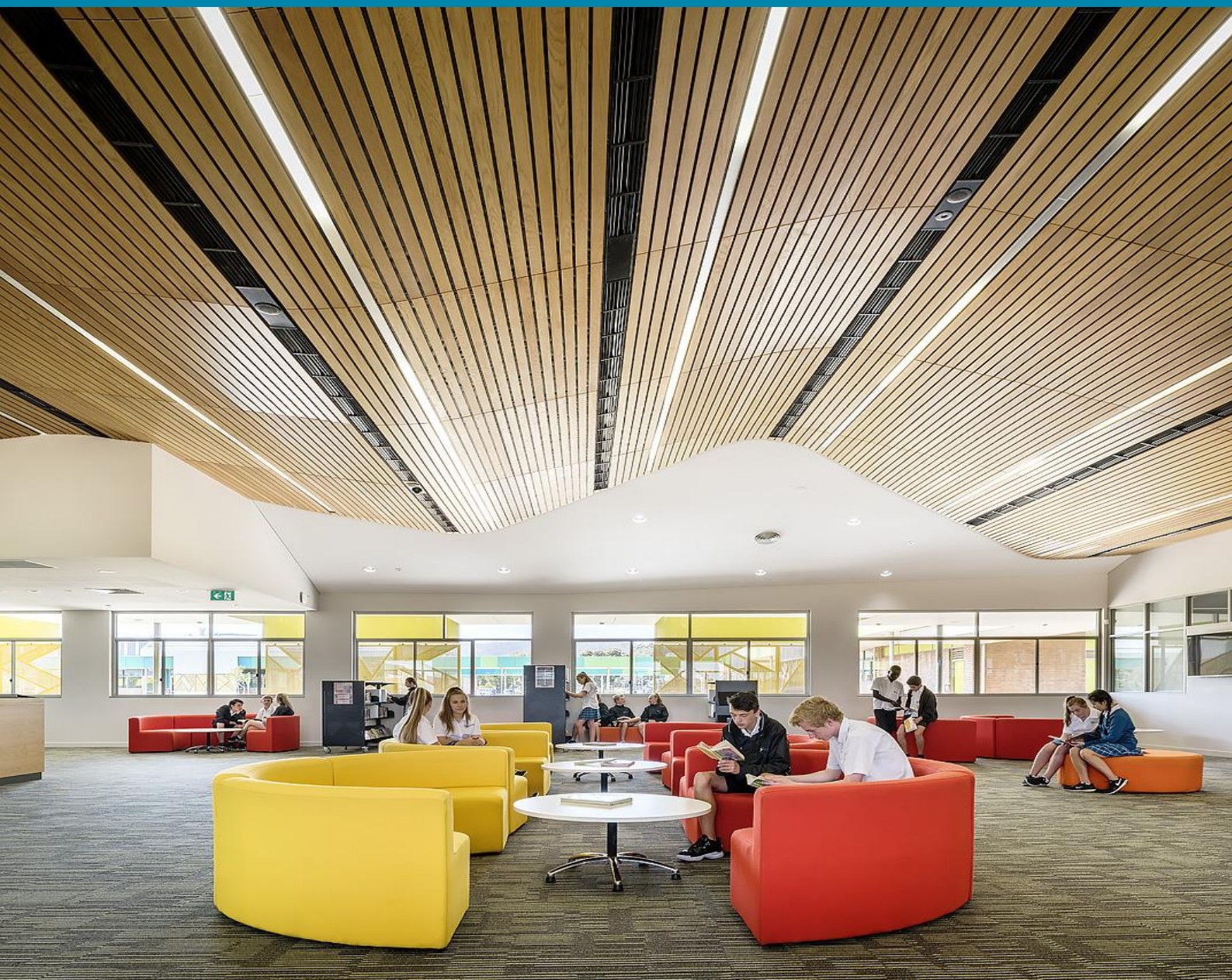


Department of
Education

Shaping the future

Byford Secondary College Library guiding document

2022–23



9 August 2022

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Document endorsement

Principal name

Paul Jones

Date endorsed

9th August, 2022

Signature

School and library profile

School vision

Aspire to Excellence.

School profile

Our school is in the South Metro region

We have a student population of 1500+

We have a teaching staff of 100+

We have a school support staff of 50+

We have an administration staff of 20+

Library profile

Our library management system is SmartSuite

We have a library staff of 2

Our library management system currently holds a collection of 10,000+ items

Our library collection is made up of:

- print material
- digital material
- audio books
- magazines or journals
- graphic novels/manga
- student reference texts
- English as an additional language (EALD) texts

Our library collection is organised:

- alphabetically by book or call number
- by genre
- according to the Dewey decimal system by book or call number
- by another classification system which is [enter details here].

Our library is staffed:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Our library hosts programs and events including Book Week events, reading programs, Makerspace, Year 5 & 6 Transition etc Provide support for all College Events

Staffing

The library is managed by Karen Richards, with assistance from Rachel Summerfield.

The library's advocate is Elizabeth Kempton.

The library has a committee which meet monthly.

The library is staffed by:

1 x Library Officer/s (Level 1) – 0.4FTE

1 x Library Officer/s (Level 2) – 1.0FTE

How we develop our collection

Our vision for the collection

The Learning Centre encompasses the Library, IT department and Follow the Dream program.

The Byford community is growing and changing as a relatively new suburb, therefore the profile of the students is also changing. From having very few students with a language background other than English, we are now home to students from over 33 different language backgrounds. Although the majority of students speak fluent English, for a growing number it is not their first language. We have students with a variety of sexual orientations, genders and nationalities that we try to provide representation for within the collection.

The existing collection is based on the Australian Library and Information Association Schools Policy definition, which defines this as a collection that is responsive to the needs of the school community and uses the library officer's experience, anecdotal verbal feedback and monitoring of requests from individuals to build the collection.

Assessment and Selection Guidelines

Various methods of selection will be used. Booksellers, publishers' catalogues, and reviews in professional journals and newspapers as well as websites will be accessed. Suggestions from students, staff and parents will always be considered, and suggestions can be logged with either of the Library Officers.

Discussion with other librarians may also determine purchasing decisions.

We assess the collection systematically. To do this the Library staff:

- Monitor requests from patrons and identify areas where there are insufficient resources to meet user requests.
- Conduct a stocktake (at minimum every three years) and check the reports generated from the stocktake for any areas within the collection which have a comparatively high number of resources missing.
- Analyse statistics: circulation, number of resources and varied formats in topic areas, cataloguing, weeding etc.
- Shelving: note age, physical condition, and appearance of resources.
- Shelf list check: note strengths, weaknesses, imbalances, omissions.
- Compare published lists recommended resources with the library's holdings.
- Seek verbal feedback from staff and students about how well the collection meets needs.
- Conduct a formal survey designed to give information about user satisfaction with the collection (suggested frequency every two years).

Selection criteria

The table below outlines our selection criteria.

Criteria	Description
Does the resource meet an existing or anticipated need?	<ul style="list-style-type: none"> • Supports curriculum needs of teachers and students • Supports students with their academic and personal needs
Will the resource be well used?	<ul style="list-style-type: none"> • Must be appropriate for the age and levels of borrowers • Must represent wide and varied viewpoints • Must provide global perspectives and accurate representations of Aboriginal and Torres Strait Islanders issues
Is the cost justified in terms of the potential use and value to the collection?	<ul style="list-style-type: none"> • Selected resources make the best use of library funds • Items chosen are well-constructed and durable from publishers with solid reputations
Is the resource up to date?	<ul style="list-style-type: none"> • Information has to be current, especially in the areas of science and technology and geography • The information and presentation is current and guided by educational practices
Is the resource an accurate presentation of information?	<ul style="list-style-type: none"> • Facts and opinions are identified and presented impartially • Content correct at time of purchase • Content reflects the Australian situation or can it be adapted to do so
Is the resource authoritative?	<ul style="list-style-type: none"> • Authors or creators are qualified in the field • The publisher is well established/reputable in the field (no self-publishing purchases) • The author or creator has produced other works in the same area
Is the resource well presented?	<ul style="list-style-type: none"> • Resources chosen are well-presented and appealing to our patrons • Illustrations are of a high quality • The content is organised logically and sequentially • Ideas are developed clearly • The information is easily accessible through readable tables, charts, etc • Resources have an index, table of contents, chapter summaries, glossary, bibliography, websites, etc • The print, pictures and multimedia are well-presented and intelligible • Resources are durable and well-constructed
Is the resource respectful of all peoples?	<ul style="list-style-type: none"> • Resource is inclusive of all peoples • Resource presents positive images of all peoples

	<ul style="list-style-type: none"> The representations of people are honest and accurate
Is the resource accurate in presentation of Aboriginal and Torres Strait Islander issues?	<ul style="list-style-type: none"> Meets the guidelines specified in the Protocols for Libraries, Archives and Information Services (ATSILIRN, 2012) ATSILIRN - Aboriginal and Torres Strait Islander Library and Information Resource Network (aiatsis.gov.au)
Is the resource appropriate to age levels of users?	<ul style="list-style-type: none"> Print format is suitable to the age level of patrons The vocabulary is appropriate for intended users The resource is suitable for the interest of the intended users at the appropriate level Resource encourages readership across the age levels

Resource Selection Tools

Various methods of selection will be used. Booksellers, publishers' catalogues, and reviews in professional journals and newspapers as well as websites will be accessed. Suggestions from students, staff and parents will always be considered, and a suggestion slip will be available at the circulation desk.

Discussion with other librarians may also determine purchasing decisions.

Relevant review websites are regularly perused for advice and suggestions and to keep abreast of new releases. Websites such as Goodreads, Common Sense Media and Fantastic Fiction.

Organisation/ Publisher	Website	Publication
WASLA: Western Australia School Library Association	http://www.wasla.asn.au/	<i>ic3</i> - http://www.wasla.asn.au/news/ic3/
ASLA: Australian School Library Association	http://www.asla.org.au/	<i>Access</i> - http://www.asla.org.au/publications/access.aspx
CBC: Children's Book Council	http://cbca.org.au/	<i>Reading Time</i> - http://readingtime.com.au/
SCIS: Schools Catalogue and Information Service	http://www.scisdata.com	<i>Connections</i> - http://www2.curriculum.edu.au/scis/connections/conn_page.html

Order stock

We order items from a range of suppliers.

The table below contains our most frequent suppliers.

Supplier	Goods we purchase	Supplier contact details	Notes
Westbooks	Fiction/Non Fiction Collection	152 Burswood Road Burswood WA 6100 Ph: 9361 4211	Local Preferred Supplier Current CUA
Colour Presentations	Covering Materials	PO Box 261 Avalon NSW 2107 Ph: 1300 654 738	Only suppliers of Mini and Standard Book Covers
Campion	Fiction/Non Fiction Collection	1/180 Bannister Road Canning Vale WA 6155 Ph: 9455 3717	Local Preferred Supplier Current CUA
Wheelers	eBook Fiction/Non Fiction/Health & Well Being Collection	www.byfordsc.wheelers.co	Subscription for Digital Resources
Fremantle Press	Picture Books and Indigenous Resources	25 Quarry St Fremantle WA 6160 Ph: 9430 6331	Local specialised authors and illustrators works
Merchandising Libraries	Signage and Book Display	2/116 Lipscombe Rd Deception Bay QLD 4508 Ph: 07 3505 6477	Modern promotional signage and displays
WA Library Supplies	Shelving units and library supplies	39B Alex Wood Drive Forrestdale WA 6112 Ph: 9497 3197	Local Preferred Supplier Current CUA
iSubscribe	Magazines	www.isubscribe.com.au	Topical themes for YA

How we manage our collection

Process physical items

The table below outlines how we process physical items once they're recorded in our library management system.

Process	For books	For objects or teaching resources
Barcode	Top left of front cover. Move further down left front side if barcode obscures title	Resources housed in boxes, barcode on the box, never the lid.
Classification or call number	Spine Label placed at base of spine. For graphic novels a GN is added to the beginning of the label. For LGBTQI+ the letter R is added at the beginning of the label.	N/A

Genre label	Placed at the top of the spine	N/A
Reading level	Appropriate age/yr reading level of book is recorded on the system. Some books (such as Manga) have strict age limits around reading age level which are recorded on the Library Management System. The LMS will not allow students to access books outside their age range without permission from their parents (see Appendix B)	N/A
School stamp or sticker	School stamp is placed at the bottom of the first page and the bottom of the inside of the back cover	Resources (books) inside the boxes are stamped the same way
Supplier or item cost	LMS Only	LMS Only
Covering	Machine covered with CoLibri Covers. Clear plastic for those books that are too large for CoLibri Machine.	Resources (books) inside the boxes are covered the same way
Packaging	N/A	Items stored inside box have barcode written inside on top first page. A contents list is created and placed on box with contact

Item circulation

Our library management system automatically calculates due dates and loan periods.

The table below outlines our borrowing rules.

Borrower type	Loan period	Loan limit	Renewals	Reservations	Overdue notice	Notes
Student Yrs 7-10	14 days	6 items	1 time unseen 3 times overall	Maximum of 2 at a time	Twice per term	
Student Yrs 11-12	30 days	10 items	1 time unseen 3 times overall	Maximum of 2 at a time	Once per term	
Staff	Until Wk 9 Term 4	50 items	N/A	N/A	Yearly unless staff member leaving College earlier	

Overdue items

Library staff, through the library management system, produce overdue notices.

These are produced twice a term on Week 4 and Week 8 for Yrs 7-10
Yrs 11-12 once per term

The table below outlines our overdue notices schedule and relevant borrowing restrictions.

Borrower type	First notice	Second notice	Final notice	Outcome when item isn't returned
Student Yrs 7-10	Now overdue Email to parent Can continue to borrow	More than 60 days Email to parent Verbal reminder to student during class visits Can continue to borrow at a minimum (eg 1 book not 6)	Account sent Email account to parent Note attached to student in LMS Can continue to borrow at a minimum (eg 1 book not 6)	If item not replaced or paid for, write-off long term overdue. Note remains on students profile on LMS
Student Yr 11-12	Now overdue Term 1 Email to parent Can continue to borrow	Now overdue Term 2 Email to parent Can continue to borrow	Yr 12 accounts sent Wk 9 Term 3 Yr 11 Reminders sent Term 3 and accounts sent early Term 4 Email to parent Can continue to borrow	If item not replaced or paid for, write-off long term overdue. Note remains on students profile on LMS
Staff	N/A	N/A	Overdue reminders sent Week 8 Term 4 Email to relevant staff Can continue to borrow	Staff not charged. Long term overdue item/s written off if not returned

Note:

We suspend overdue notices over the holidays.

Weeding criteria

The table below outlines our weeding criteria.

Criteria	Description
Item age	<ul style="list-style-type: none"> More than 5 years old unless a classic
Item content	<ul style="list-style-type: none"> non-fiction material with biased, racist or sexist terminology or views the information is inaccurate, false or misleading trivial subject matter, including topics no longer of interest or titles about outdated popular culture
Item condition	<ul style="list-style-type: none"> books which are visibly worn, shabby, dirty, ragged, beyond mending, warped, 'edited' by borrowers or have torn pages media which is damaged from wear or has broken or missing parts
Item format	<ul style="list-style-type: none"> formats no longer popular in your community, especially if borrowers don't own the technology to use the format
Item popularity	<ul style="list-style-type: none"> items which haven't been borrowed in the past 2 to 4 years that aren't used for reference or in-house research
Availability	<ul style="list-style-type: none"> duplicate copies which are no longer needed (regardless of condition]

Weeding schedule

The table below outlines our weeding schedule.

Collection or location	Ad hoc during normal duties	By sections on rotation	As needed
Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Non Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student and Teacher Reference	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Graphic Novels/Manga	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Preserve and repair items

Regular checks of resources will ascertain damage. If a resource is returned from a patron damaged, notify relevant patron and parent/guardian. Patrons are responsible for returning resources in similar condition as when borrowed. Fair and tear will be taken into account

however, if a resource is worse than when borrowed ie. Torn, stained, water damaged (mould may grow); the Library Officer will organise a suitable replacement of that resource. That might mean the parent/guardian is asked to replace or pay for the damaged resource. Alternatively, a suitable substitution may be negotiated. The patron who borrowed takes responsibility and provides a book and the Library Officer will decide if acceptable and then, if necessary replace the damaged resource.

We preserve and repair items if they are:

- Works of local authors, artists or contain local history.
- Works which feature a local setting.
- Works produced by the school or are significant to its identity and history.
- Single books or a set or series which are valuable or out of print.
- Books awaiting replacements if not beyond economical repair.

Deselection principles

De-selection/Weeding Principles:

1. The collection is monitored so that 10% of the collection is replaced annually.
2. In poor physical condition
 - Resource is mildewed, yellowing, tatty, dirty, damaged, torn, worn out
 - Resource has sustained irreparable damage eg Graffiti
3. Out-of-date
 - The resource is incorrect due to social/political changes
 - The resource is not current and accurate
 - The resource presents distorted views of history
4. Offensive
 - The resource is sexist, racist, ageist or offensive to social or ethnic groups
 - The resource presents stereotypical images or characterisations
5. Obsolete
 - Ensure there is a more current edition or format of a work available
 - The resource has been borrowed sufficiently to justify keeping it
 - Ensure subject is of current interest in the curriculum
 - Check need for multiple copies
6. Failure to meet the specific selection criteria
 - Check resource meets the specific selection criteria
7. Replacement of titles. Resources should not be automatically replaced. There are several factors that need to be considered when a resource is to be replaced:
 - Number of duplicate copies
 - Current demand for specific title or subject
 - Part of a series
 - The extent of the present library collection on the subject
 - The historical value of the resource
 - The availability of a newer or better resource in the field
 - Availability of resource in a different and more appropriate format

Stocktake collection

During a stocktake, we review the collection, identify missing items and fix incorrect shelving.

The table below outlines our stocktake schedule.

Collection or location	Frequency
Fiction	Two yearly
Non-fiction	Two yearly
Teacher references	Two yearly
Reading boxes	Yearly
Manga	Two yearly
Graphic novels	Two yearly

Manage donations and gifts

We accept donations and gifts if they:

- are in as-new condition.
- have been published in the last 5 years.
- meet our selection criteria.
- add value to the collection.

Manage complaints or challenges about library material

Any item in the Library collection may be subject to challenge by:

- a student;
- a staff member;
- a parent; and/or
- a community member

Items that can be challenged include:

- Hard copy print (fiction and nonfiction), periodicals and magazines, computer software.
- Resources in the Virtual Library, eBooks, including Internet sites and v-TV programmes.

On occasion a student, teacher, parent or community member may voice a concern about a resources that has been selected for inclusion in the school's collection. Where possible we deal with the initial challenge/query on an informal level. Resolution of the complaint at an early stage is greatly dependent on the Library Officer maintaining a professional, confidential and calm manner. A written procedure to deal with challenges about resources is required. The following steps are recommended:

We follow this process to manage informal complaints:

1. Listen to the complaint without bias.
2. Confirm the outcome sought by the person making the complaint.
3. Make our library officer aware of the complaint.
4. Library officer notifies MCS and Associate Principal if necessary.
5. Provide the person who made the complaint with our selection criteria.

- Describe our selection and inclusion process to the person who made the complaint.

We follow this process to manage formal complaints:

- Ask the person making the complaint to complete a 'Request for reconsideration form' (see Appendix A)
- Briefly go through the form with the complainant. Clearly explain the challenge process, informing the complainant of the various steps to be followed. People do have a right to challenge/query resources and to expect their complaint to be given a fair hearing.
- Convene the Complaints Committee. Membership of this committee comprises the Associate Principal - Curriculum, Library Officer, MCS, as well as a parent representative.
- Keep the challenged material in circulation until a decision is made.
- Discuss the complainant's challenge/query as detailed in the complaints form. Provide the committee with copies of reviews of the resource in question. Make a decision regarding the resource's future.
- Once a decision is made, communicate the outcome to the complainant verbally or in writing.
- Remove the challenged material if that is the agreed outcome.
- File the 'Request for reconsideration form' and all documentation relating to the challenge and its outcome on a permanent file for recordkeeping.

Access to accounts and systems

Login details

The table below contains our login and password details.

Service or system	Username	Password	How to access
LMS - SmartSuite	Your E number (ICT or LO to setup) For relief Login details: Username – mon	Given by LMS via email Password – mon1	Icon located on Staff Portal
Whealers	For relief – Login setup performed by LO	For relief – Login setup performed by LO	Icon located on Staff Portal
Compass	Your E number	Set by ICT Admin	Icon located on Staff Portal

Appendix A

Request to reconsider library material

Please provide details of the resource you want us to reconsider. It is important to include as much detail as possible to help us assess your request. We may contact you if we need more information. We will notify you of the outcome once we complete our assessment.

Your details

Please provide the following details about yourself.	
Name	
Address	
Phone	
Request on behalf of	<input type="checkbox"/> Self <input type="checkbox"/> Organisation – name:
Relationship to school	<input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:

Resource details

Please provide the following details about the resource you would like reconsidered.	
Title	
Author	
Format	<input type="checkbox"/> Print <input type="checkbox"/> Digital <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other – details:
Publisher	
Have you read or viewed this material in its entirety?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, which parts have you accessed:
Date accessed	
Location of material	

Reconsideration request

Please provide the following details about why you would like this resource reconsidered.	
What is your objection to this resource? Please cite page numbers and examples.	
What impact do you think accessing or viewing this resource would have on students?	

<p>Do you think there is anything positive about this resource?</p>	
<p>Do you think the item is suitable for other age groups or year levels?</p>	
<p>What would you like the school to do in relation to this resource?</p>	<p> <input type="checkbox"/> Withdraw from the library <input type="checkbox"/> Do not allow my child to access or borrow <input type="checkbox"/> Include in another collection for older students only <input type="checkbox"/> Other – please explain: </p>

Signature

Date

Please email the completed form to Byford.SC.Library@education.wa.edu.au or hand in to the Library.

Appendix B

Higher Year Group Fiction Permission Form

Please provide details of the resource you would like us to allow your student access , or the year group books that you would like your student to have ongoing access to. Please note that books in the Byford Secondary College library have been graded for certain year groups against a range of criteria, which are not related to reading ability. Subjects and themes in books rated for higher year groups may include content such as romance and violence that may not be appropriate for younger readers.

Your details

Please provide the following details about yourself.	
Name	
Address	
Phone	
Name	
Student Name	
Student Year Group	

Single Resource Access Details

Please provide the following details about the resource you would like your student to access:	
Title	
Author	
Format	<input type="checkbox"/> Print <input type="checkbox"/> Digital <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other – details:

Ongoing Above Year Group Access

Select the year groups that you would like your student to have ongoing access to:	
Year Group	<input type="checkbox"/> Year 8 <input type="checkbox"/> Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12

Signature

Date

Please email the completed form to Byford.SC.Library@education.wa.edu.au or hand in to the Library.