

Urrbrae Agricultural High School

Collection Development Policy and Procedures

Urrbrae Agricultural High School Library

2019



505 Fullarton Rd Netherby SA 5062

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Urrbrae Agricultural High School Library

Collection Development Policy and Procedures

Scope

This policy guides the collection of resources for Urrbrae Agricultural High School (UAHS). It does not encompass Book Room items such as textbooks, uniforms and musical instruments.

Documents and frameworks guiding this policy

1. *Selecting and Using Resources for Educational Purposes (DECD, 2017)*
2. The Australian Curriculum
3. SACE curriculum requirements
4. Teaching for Effective Learning Framework
5. UAHS Site Improvement Plan (SIP)

Review Date

October 2022

The Collection

The collection aims to support the subjects taught at UAHS, particularly the focus areas of Agriculture, Technology and the Environment. It is based on the following premises outlined in *Selecting and Using Resources for Educational Purposes (DECD, 2017)*

- The right to freedom of expression
- Duty of Care
- Involvement of parents/caregivers
- Providing a safe and secure environment, free from practices which may foster racial, religious, sexual, or any other forms of discrimination
- Inclusivity and social inclusion, including Aboriginal and Torres Strait Islander young people, those with disability or special needs, or from different social, religious,, cultural and/or economic backgrounds and those who are same sex attracted or gender diverse

In addition, staff of the UAHS Library believe that:

- All students can access our collection, regardless of their level of literacy
- Libraries are built on a foundation of sharing; collections across South Australia can provide our student and staff access to a wide range of resources not available at UAHS
- Library collections should provide access to the many different ideas within our culture and the world, some which may be in conflict with our own opinions and beliefs
- Everyone has the right to freedom of choice
- Libraries should offer positive alternatives that promote social inclusion and challenge stereotypical representations of people and circumstances

The collection aims to:

- Represent a range of views on all issues
- Be relevant to secondary students
- Provide access to resources for students with a wide range of literacy abilities
- Provide recreational and educational reading opportunities
- Provide opportunities to read and listen to books written by a wide range of authors, particularly Australian authors
- Support teaching programmes outlined in the Australian Curriculum and the SACE
- Support the foci of the school: Agriculture, Technology and the Environment
- Support the school's SIP
- Stimulate a love of reading by students and staff by providing a wide range of good quality, contemporary material
- Support an inclusive curriculum which encourages respectful relations with others, and greater understanding of different cultures and minority groups

Selection

Responsibility for selection lies with the Library Manager and can be delegated to Teacher Librarians. Selection is made on the basis of the considerations mentioned above, as well as:

- The professional recommendation of faculty coordinators and teaching staff
- The educational value within the context of a particular learning programme
- Currency of the resource
- Appropriateness of the literacy level to the students
- The degree to which the item is likely to be controversial
- The physical quality of the material
- The cost of the item

Acquisition

Responsibility for acquisition lies with the Library Manager and Teacher Librarian staff who manage specific areas of the collection. The collection will be added to in the following ways:

- Selective purchases from booksellers e.g. St Georges Books, Standing Orders, Big W, Target
- Requests made by faculty coordinators, budget managers, teachers and students
- Online providers e.g. Amazon and Book Depository, if an item cannot be sourced from Australia for the same price
- Donations to the library will be assessed by the 'Selection' criteria listed above

If possible, items will be researched (e.g. through reviews) before a decision is made as to their suitability for our collection

Acquisition procedures

All purchasing need to adhere to the following procedure:

- Before ordering, items will be checked to ensure the:
 - appropriateness of the resource
 - budget available
 - non-duplication
 - resource supports teaching programs, the UAHS SIP or the aims of the Library
 - Copyright compliance
- All purchasing must be approved by the Library Manager who will monitor spending
- The item's name, price and supplier must be given to the appropriate SSO

- The SSO will complete the order form and give to the Business Manager
- When the item(s) arrive, they must be checked against the original order to ensure that all items have been received. Any items that have not arrived need to be followed up before the account will be paid
- Invoices must be signed by the Library Manager before being given to the Business Manager
- When items are purchased with the school credit card, the order confirmation/receipt must be printed and given to the SSO in charge of ordering who will attach it to a school order form and give to the Business Manager
- Approval needs to be given by the Library Manager before staff can purchase items with their own private credit card. Receipts must then be given to the SSO in charge of ordering, who will attach it to a school order form and give to the Business Manager. A reimbursement form then needs to be completed and given to the Library Manager for signing.
- Funding for items 'on approval' must first be ratified for purchasing by the Library Manager and are then the responsibility of the staff requesting the items. No order form is needed initially.

Not wanted

Packaged and returned within the time indicated by the supplier

Wanted

The items name, price and supplier are to be given to the appropriate SSO who will complete an order form and pass to the Business Manager.

Collection Review

Responsibility for weeding rests with the Library Manager, in consultation with Teacher Librarians and faculty/budget Managers of the item being reviewed. Culling occurs continuously as resources cycle through the circulation process. Criteria for removal of an item from the collection include:

- The item is beyond repair
- Information contained within the item is outdated
- The item has not been borrowed, even after promotion and display
- Digital items have migrated to a new format

All culled items will be offered to the faculty concerned, for storage in their teaching areas after removal from the catalogue. Items not wanted by faculties will be offered to staff and students. Where possible, items will be recycled and disposed of in a sustainable manner.

Access

- Items that have restrictions on their access will be labelled accordingly e.g. Senior Fiction
- Students in year 8 and 9 cannot borrow Senior Fiction items unless parent/guardian consent has been received.
- Students who have returned the Senior Fiction consent form should have this added to the 'Messages' section of the Library Management System
- DVDs and other visual resources held on behalf of faculties with a classification of 'M' or above will not be on display in the library, or lent to students without written permission from a parent/guardian and verbal permission by the teacher of the subject concerned.
- Clickview resources that have a rating of M or higher will be password protected. Teachers can request this password if they are showing a film to students who are 15 years and older. Teachers must not distribute this password to students.
- Students who have long overdue/lost items are automatically barred from our Library system. These students have restricted borrowing privileges and can only loan items that are essential to the curriculum e.g. text books (Appendix 5).

Complaint resolution

In the event that there is a complaint about a Library item, the following procedure will be initiated:

1. The complainant will be posted or emailed a 'Request for Reconsideration of Material' form (appendix 4)
2. The particular student will be permitted to use suitable alternative books, resources or learning materials.
3. A meeting will be organised with the Library Manager and the complainant to discuss the concern and the Request for Reconsideration of Material' form
4. If the issue is not resolved, a meeting will be arranged with the Principal who will make the final decision regarding the disputed item.

Overdue/lost items

The overdue procedure is automatically regulated by the Library Management System, Spydus. Students who have long overdue/lost items are automatically barred. These students have restricted borrowing privileges and can only loan items that are essential to the curriculum e.g. text books. See Appendix 5: *Student borrowing when items are overdue* for details.

Appendix 1: Criteria for Selection of Fiction Materials

In the context of the UAHS Library, fiction includes all creative writing, i.e. traditional novels and stories, picture books, graphic novels, biographies and auto-biographies, eBooks and audio books.

Purpose:

1. Provide entertainment and enjoyment
2. Stimulate the imagination
3. Model and develop language and literacy
4. Extend the student's perception and experiences
5. Develop independent, discriminatory readers
6. Develop life-long readers.

Comparative merit:

1. Popularity of author, genre
2. Award recognition or nomination

Readability:

1. The degree to which the level of vocabulary and expression matches intended student ability
2. Text and print size
3. Clarity of text, display, illustration
4. The degree to which the item adheres to expected conventions of its form and genre

Language:

1. Appropriate to the age and expected experience of the targeted audience
2. How imaginative, interesting, innovative is the author's use of language?
3. Provides opportunity for the reader to extend their literacy skill
4. Style which meets the general expectation of specific form and genre

Content:

1. Concepts which are appropriate for the intended student age
2. The degree to which the plot: stimulates imagination, encourages awareness of issues, has an identifiable sequence, is factually correct as needed, resolves conflict within acceptable moral and behavioral codes.
3. The degree to which the theme: can be easily identified, avoids moralizing or didacticism
4. The degree to which characterisation: is convincing/credible, used natural and in-character dialogue, shows development of a character in light of experience and avoids stereotyping of race, gender, disability, culture and sexuality
5. Encourages understanding and acceptance of minority groups

Page layout:

1. Pages are well spaced and logically organized
2. Colours, borders and illustrations support rather than interfere with the reading experience

Illustration: (within the text plus covers and end pages)

1. The degree to which these enhance/establish the narrative
2. Clear, attractive, interesting
3. How technically proficient they are

Bias:

1. The degree to which the text avoids stereotypes
2. Does the text attempt to reflect current equity/social justice principles regarding gender, disability, race, cultural groupings?
3. Are issues treated in a balanced way?

Sensitive issues:

1. Are there elements of content or language which will definitely prove offensive to our school community?
2. To what degree will the inclusion of sex, violence, drugs, racism, illness, terrorism, death, religion or the supernatural cause offence or portray stereotypes?

Curriculum relevance:

1. Can this text be used to support specific learning areas of the Australian Curriculum, the SACE or the school's SIP?

Selection tools: (Fiction)

- Professional journals including SCAN, Access, Viewpoint.
- Recommendations from peers.
- Recommendations from teachers, students and parents.
- Recommendations from experienced booksellers.
- Publisher promotional materials.

Appendix 2: Criteria for selection of non-fiction materials

In the context of the UAHS Library, non-fiction includes the reference collection (encyclopedias, dictionaries, thesauri, atlases etc.), all subject specific and general print resources, serials and magazines.

Purpose:

1. How well will this item fulfill its intended function, eg, quick reference, deep research, classroom support?
2. Adds value to existing foci of the collection
3. Provide users with easy access in terms of contents and indexes, layout suitable to the genre.

Readability:

1. The degree to which the level of vocabulary and expression matches intended student ability
2. Text and print size and clarity
3. The degree to which the item adheres to expected conventions of its form and genre

Page layout:

1. Pages are well spaced and logically organized
2. Colours, borders and illustrations support rather than interfere with the reading experience

Organisation of information:

1. Clear and functional
2. Contains table of content, index, glossary, bibliography as appropriate
3. Chapters and sections are clearly defined and unambiguous.

Accuracy:

1. Content, opinion and information is current
2. Factual content is thorough and accurate

Educational merit:

1. Supports either the Australian Curriculum, the SACE or the school's Site Improvement Plan
2. Is learner centered or outcomes based
3. Gives the learner focus (has a clear purpose, meaning and relevance)

Illustration/diagrams/photos: (within the text plus covers and end pages)

1. The degree to which these enhance/establish the content
2. How technically proficient they are
3. How modern they are

Bias:

1. The degree to which the text avoids stereotypes
2. Does the text attempt to reflect current equity/social justice principles regarding gender, disability, race, cultural groupings and sexuality?
3. Are issues treated in a balanced way?

Selection tools: Non Fiction

As per appendix 1, but with added emphasis upon subject teacher, peer and teacher librarian recommendation and judgment.

Appendix 3: Criteria for selection of non-print materials

In the context of the UAHS Library, non-print materials covers display items (such as posters, static displays, promotional materials etc.), electronic and digital recording, commercially produced electronic/digital items such as CDs and DVDs, on-line data sources such as data-bases and referred sites.

Adherence to Copyright expectation:

The resource or production of the resource does not contravene the *Copyright Amendment Act 2006*, with particular reference to sections 200AB which concern “*Flexible dealing*” and “*Fair dealing*”.

Authority:

1. From a reputable source or author
2. From a recognised publisher
3. Can be cited.

Technical aptitude:

1. Is a worthy model of its form and genre

Appropriateness:

1. Has content such as concepts, themes, symbols, imagery, language and production values appropriate to its intended audience in terms of age and generally expected maturity/sophistication.

Access to content:

1. Content is easy or obvious to access
2. Support materials or instructions are adequate, clear, unambiguous
3. Easily accessible on all student devices at home and at school
4. Clickview titles with a rating of ‘M’ or higher will be password protected

Currency:

1. Information and technical production is up to date.

Format:

1. No resources in video/audio tape/DVD format will be purchased in future
2. Is the item of durable construction?
3. Video content will be supported by Clickview only

Value for money:

1. Is the resource going to be used widely and or regularly?

Sensitive issues:

1. Are there elements of display, content or language which will definitely prove offensive to our school community?
2. To what degree can we anticipate the inclusion of sex, violence, drugs, racism, illness, terrorism, death, religion or the supernatural will cause offence?

Appendix 4: Request for reconsideration of material

Please complete the following form and return to the Library Manager.

Please note that any information written on this form must represent your views only, not the views of others

Name of person initiating request and relationship to student:

Telephone: email:.....

Name of student:

Year level and age of student:

Resource of concern: Title: Author:

Type of resource (e.g. book, video, computer software):

Have you read/viewed the whole text? Yes, No.

Reason (please be specific and add page number if appropriate):

.....
.....
.....

What was your child's response to this resource?

.....
.....

What would you like done about this resource?

Do not assign it to my child. Restrict access of this resource. Other.

Comments:

.....
.....
.....

Thank you for completing this form.

Signature: Date:

Action taken/recommendation made after review.

Complainant informed of decision on (date) _____ by phone/email

Signature: Date:

Appendix 5: Library Borrowing Policy and Process

Policy

1. When borrowing items students must present their ID card
2. Students are responsible for returning the item(s) that were originally lent to them
3. Students who have been barred from the Library System can only borrow items that are essential curriculum needs (e.g. text books)
4. Students must have returned/paid for all library items by the end of year 12 to be eligible for a formal ticket, or have negotiated an alternative with the Business Manager

Process

The following overdue process is largely generated through Spydus, our joint-use library system managed externally by TAFE.

1. **3 days before the item is due** a reminder email is generated automatically through Spydus and sent to parents asking for the item to be returned or extended
2. **1 week after the item is overdue** an email generated automatically through Spydus is sent to parents asking that the item be returned/extended and explaining that they will be barred from borrowing and charged for the item if action is not taken
3. **2 weeks after the item is overdue** a letter is generated automatically by Spydus and posted to parents by Library staff. This letter contains:
 - The item details and cost of replacement
 - Another reminder that borrowing privileged may be suspended if no action is taken

This is not an invoice from the school. The item is considered 'long overdue'. Students can still borrow

4. **42 days after the item is overdue** Spydus will automatically suspend borrowing privileges and bar the student from the system. The item is now considered 'lost'. Students can only borrow items that are essential curriculum needs (e.g. textbooks)
5. **In week 2 of each term** a lost item report will be generated, organised by homegroup. This list will be distributed to the relevant home group teachers who will supervise a locker/bag search for Library items.
6. **In week 3 of each term** a final Lost Item report, organised alphabetically, will be generated for the previous term and given to the Business Manager. Parents will be issued an invoice for lost items.
7. Barred students can no longer borrow anything from the Library unless the item is an essential curriculum need (e.g. textbooks)
8. Barred students are unable to borrow non-curriculum items (e.g. show/sports uniforms) until they have:
 - Returned the lost item
 - Paid for all/part of the lost item
 - Negotiated another alternative with the Business Manager
9. Year 12 students need to return/pay for all library items and have the school clearance form signed by a school Library staff member before they will be issued with their formal ticket

(Revised October 2019)