

A Manual for Developing
Policies and Procedures in
Australian School Library
Resource Centres

**An initiative of
Australian Library and Information Association
Schools and
Victorian Catholic Teacher Librarians**

Introduction

In a spirit of collegiality, the Australian Library and Information Association (ALIA) Schools Victoria and the Victorian Catholic Teacher Librarians (VCTL) make available to school communities *A Manual for Developing Policies and Procedures in Australian School Library Resource Centres*. It is the result of a joint working party and has been published to support the professional practice of staff in school library resource centres.

This manual sets out how to develop the policies and document the procedures that are essential for exemplary management practices. The implementation of these policies and procedures will ensure that there is equitable access to resources for all users. A school library resource centre that is well managed is in the best possible position to offer the range of library programmes and services that are essential to the endeavours of the school community.

The school library resource centre is an asset that is valuable in educational and financial terms. Educationally, there is a substantial body of research which demonstrates that school library resource centres can have a positive impact on student achievement, regardless of whether such achievement is measured in terms of reading scores, literacy or learning more generally (Lonsdale, 2003). Two of the key research findings from the Lonsdale study relate directly to the management of the school library resource centre. These are that the quality of the collection has an impact on student learning and that test scores are higher when there is a higher usage of the school library resource centre. Financially, the school library resource centre's print and electronic collection represents a huge investment. Developing policies and documenting procedures are ways in which the staff of the school library resource centre can demonstrate their accountability.

The *Standards of Professional Excellence for Teacher Librarians* is primarily intended for use by teacher librarians as a framework for ongoing professional development. It has three sections: professional knowledge, practice and commitment. Within the professional practice section, teacher librarians are asked to ensure that policies and procedures implement the school's mission. *A Manual for Developing Policies and Procedures in Australian School Library Resource Centres* provides library staff with a practical, step by step approach to improving their professional skills and practice.

A well managed school library resource centre provides the foundation for innovative library programmes that improve student learning outcomes. This manual is therefore an essential professional tool for the staff of school library resource centres.

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2007

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1. Staffing

The school library resource centre provides essential information services for the planning and implementation of the school's teaching and learning programmes. The quality of this service depends critically on the quality of the staff that provides it. *Learning for the Future: Developing Information Services in Schools, 2nd ed.* provides guidelines that describe the various roles of different personnel, recommended staffing levels and indicators that affect staffing requirements for school library resource centres in both primary and secondary schools:

Both professional and support staff are needed for the effective functioning of the school information services centre (school library resource centre) and the achievement of the desired learning outcomes. The person responsible for managing the school library resource facility should be a qualified teacher librarian.

(Learning for the Future: Developing Information Services in Schools. 2001 p.59)

Staffing patterns in the school library resource centre will vary from school to school according to individual educational needs. Likewise the titles and role descriptions of staff in school library resource centres will vary from sector to sector, school to school.

Some of the possible roles can be described as follows:

Teacher librarian

A teacher librarian is an educator who holds a recognised teaching qualification and qualifications in librarianship. A teacher librarian is eligible for professional membership of the Australian Library and Information Association.

Teacher in the school library resource centre

A teacher in the school library resource centre is an educator who has teaching qualifications but has no qualifications in librarianship.

School library resource centre librarian

A school library resource centre librarian has qualifications in librarianship but has no teaching qualifications. A school library resource centre librarian is eligible for professional membership of the Australian Library and Information Association but is not a registered teacher.

Library technician

A qualified library technician holds a diploma level or equivalent qualification and is eligible for library technician membership of the Australian Library and Information Association. A library technician provides technical support and is expected to work with minimal supervision.

Audiovisual technician

A qualified audiovisual technician holds a diploma level or equivalent qualification and is eligible for library technician membership of the Australian Library and Information Association. Audiovisual technicians provide technical support by operating and maintaining all the audiovisual equipment and

audiovisual resources in the school and assisting in the provision of reference and information services. An Audiovisual technician is expected to work without close supervision but the teacher librarian determines priority of tasks.

Library assistant

A library assistant operates routine library procedures and provides clerical support in maintaining the efficient functioning of the school library resource centre. A library assistant performs tasks under the supervision of the teacher librarian.

Volunteers

Volunteers can provide valuable help with routine tasks in the school library resource centre. The teacher librarian should provide some training to all volunteers. Volunteers require close supervision.

School library resource centre personnel role descriptions

Each person working in the school library resource centre should have a documented role description that identifies the following:

- title of position
- hours of employment
- duties to be performed

Related documents

ALIA/ASLA Statement on Teacher Librarians in Australia accessed at <http://www.alia.org.au/policies/teacher-librarians.html>

Learning for the Future: Developing Information Services in Schools 2nd ed.

Standards of Professional Excellence for Teacher Librarians accessed at <http://www.alia.org.au/policies/teacher-librarian-standards.html>

Tasmanian School Library Guidelines accessed at <http://www.education.tas.gov.au/delic/school-lib-guidelines/section1/staffing.htm>

2. Collection Development Policy and Procedures

When developing policy, refer to the relevant policy documents for your sector. A Collection Development Policy is essential to a school library resource centre as it explains why the collection exists. It is a public, open access document which contains the vision and values of the school library resource centre. A Collection Development Policy is relatively brief, is written in general terms and contains statements of principles.

Collection Development Policy

A template for a Collection Development Policy would have these elements:

Rationale

This relates to the school's vision and links the Collection Development Policy to the values of the school. It could refer to the social justice aspect of providing equitable access to resources and the importance of the school library resource centre collections in the development of lifelong, independent learners and responsible citizens.

Policy statement

This would be succinct and could encompass the following principles:

- maintenance and development of the collection in a systematic way and in accordance with established library management principles
- funding by the school to ensure an adequate collection for the school population
- national benchmarks published in *Learning for the Future: Developing Information Services in Schools*, 2nd ed., these indicate adequate collection sizes
- central resource management so that equity can be achieved.
- a statement about the personnel responsible for selection and the types of resources held

Audience

Staff and community

Authorship

School library resource centre staff and/or committee

Related Documents

Anglo-American Cataloguing Rules Second Edition.

ALIA/ASLA Joint Statement on Library and Information Services in Schools accessed at www.alia.org.au

Abridged Dewey Decimal Classification and Relative Index. 14th ed.

Dewey Decimal Classification and Relative Index, 22nd ed.

Information and Literacy for all Australians accessed at www.alia.org.au

Learning for the Future: Developing Information Services in Schools, 2nd ed.

SCIS Subject Headings accessed at www.curriculum.edu.au/scis

Statement on Free Access to Information accessed at www.alia.org.au

Date of ratification

Date for review

Three to five years after ratification

Collection Development Procedures

A template for a Collection Development Procedures would have these elements:

Profile of the users

This would refer to the socio economic profile of the students and any special features of the school. These factors influence the type of collection that is developed.

Hours of opening

State these.

Access to book and non book resources

Refer to all book and non book resources including journals and electronic information.

Restricted access

State if there are any sections which are not available to groups within the community. For example, student access to teacher reference and kits.

Categories within the collection

The collection contains a variety of resources in print and electronic format for the users. An outline of the broad categories should include the following if applicable:

- general collection: Fiction and Non Fiction
- reference collection: eg dictionaries and encyclopaedias
- audiovisual software collection: eg DVDs, videos, sound cassettes, CDs, CD-ROMS
- audiovisual hardware collection: eg CD players, digital cameras, overhead projectors, data projectors, DVD players
- teacher reference collection: eg Religion, English, Science, Mathematics
- chart/poster collection: eg maps, pictures, diagrams
- access to electronic resources: eg software installed on hard drive or fileserver, electronic subscription services, www sites professionally selected and catalogued

Budget

State how this is developed, the ratification process, and how expenditure is recorded. See the section titled *Budgeting Policy and Procedures*. Also refer to Central Resource Management if applicable.

Selection principles

Relevant to curriculum and recreational needs of the users

- Does the resource meet an existing or anticipated need?
- Will the resource be well used?
- Is the cost justified in terms of the potential use and value to the collection?

Up to date

- Is the information current, especially in the areas of science and technology and geography?
- Is the information and presentation in keeping with current educational practice?
- Are the tables, charts and other relevant data in the resource recent?

Accurate in the presentation of information

- Are facts and opinions identified and presented impartially?
- Is the content correct?
- Does the content reflect the Australian situation or can it be adapted to do so?

Authoritative

- Is the author or creator qualified in the field?
- Is the publisher well established/reputable in the field?
- Has the author or creator produced other works in the same area?

Well presented

- Is the style appropriate for the subject and use?
- Do the illustrations extend the factual information or is their purpose purely decorative?
- Are the illustrations of a high quality?
- Is the presentation factual or fictional?
- Is the content organised logically and sequentially?
- Are ideas developed clearly?
- Is the information easily accessible through readable tables, charts, etc?
- Does the resource have an index, table of contents, chapter summaries, glossary, bibliography, websites, etc?
- Are the print, pictures, multimedia and sound well presented and intelligible?
- Is the resource physically attractive?
- Is the resource durable and well constructed?

Respectful of all peoples

- Is the resource free of bias or prejudice?
- Does the resource present positive images of women, men, Indigenous peoples, disabled persons and ethnic groups?
- Are the representations of people honest and accurate?
- Is the resource free of stereotypical images and role definitions?

Accurate in presentation of Aboriginal and Torres Strait Islander issues

- Refer to Aboriginal and Torres Strait Islander protocols for Libraries, Archives and Information Services:
<http://www.cdu.edu.au/library/protocol.html>

Appropriate to age levels of users

- Is the print readable and of a format suitable to the age level of the target audience?
- Is the vocabulary appropriate?
- Is the resource suitable to the interest level of the intended users?

Suitable for inclusion in a Religious Education collection

For example

Suitable for inclusion in a Catholic collection

- Is the resource theologically sound?
- Is the resource hermeneutically correct?
- Is the resource consistent with diocesan policy for religious education?
- Is the resource doctrinally current?
- Is the resource culturally relevant?
- Is the resource supportive of Catholic belief?
- Is the imagination engaged by the type of language used?
- Is the resource supportive of the vision statement of the school?
- Does the resource have an imprimatur ~nihil obstat?

Resource selection tools

Organization/Publisher	Website	Publication
ALIA: Australian Library and information Association	www.alia.org.au	Australian Library Journal
ASLA: Australian School Library Association	www.asla.org.au	Access
CBC: Children's Book Council	www.cbc.org.au	Reading Time
Magpies	www.magpies.net.au	Literature base Magpies The source: on line subject guide children's literature
NSW Department of Education and Training	www.det.nsw.edu.au/schoollibraries	SCAN
PETA: Primary English Teachers Association	www.peta.edu.au	

SCIS: Schools Catalogue and Information Service	www.curriculum.edu.au	Connections SCIS database
SLAV: School Library Association of Victoria	www.slav.schools.net.au	FYI Synergy
Yabba	home.vicnet.net.au/~yabba/	

Limitations

State any limitations that might apply: eg Does the school library resource centre aim to provide recreational resources for staff, resources for staff studying at tertiary institutions etc?

Donations

State that the selection criteria outlined will be applied to all donations. Any donations not meeting the criteria will be returned to the donor or discarded.

Cooperative relationships with other libraries

Describe any networks to which the school library resource centre staff belong and any special relationship it may have with other libraries.

Collection evaluation

Collection evaluation should be ongoing and systematic. Some strategies/methods of evaluation follow:

- analyse units of work that have resource based learning components and check holdings in those areas to ensure that there is sufficient breadth and depth
- monitor requests from patrons and identify areas where there are insufficient resources to meet user requests
- conduct an annual stocktake 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
- review record of reference queries and the end result of queries
- 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

Preservation activity: repairs

On going decisions have to be made about whether to mend, or discard worn books. The following factors should be considered where appropriate.

- physical condition, including quality of paper, margins, illustrations
- cost effectiveness of repair or replacement. If these are comparable, replacement is preferable. In the case where repairs will not restore the resource to a condition for normal use, the resource should be replaced
- number of other copies in the collection
- availability of the title for re-order
- value as archival resource

In some special instances, an irreplaceable title of importance must be retained regardless of condition. Special handling should be given to such resources.

Deselection/weeding principles

The collection is monitored so that 10% of the collection is replaced annually.

In poor physical condition

- Is the resource mildewed, yellowing, tatty, dirty, damaged, torn, worn out?
- Has the resource sustained irreparable damage?

Out-of-date

- Is the information in the resource incorrect due to social/political changes?
- Is the resource current?

Inaccurate

- Does the resource present distorted views of history?

Offensive

- Is the resource sexist, racist, ageist or offensive to social or ethnic groups?
- Does the resource present stereotypical images or characterisations?

Obsolete

- Is there a more current edition or format of a work available?
- Has the resource been borrowed sufficiently to justify keeping it?
- Is the subject of current interest in the curriculum?
- Are multiple copies still in demand?

Failure to meet the specific selection criteria

- Does the resource meet the specific selection criteria?

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
- 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

Challenged resources

Where possible, deal with the initial challenge/query on an informal level.

Resolution of the complaint at an early stage is greatly dependent on the teacher librarian maintaining a professional, assertive and calm manner. Inform the Principal of the nature of the challenge/query. Explain the situation and secure the Principal's support.

It is important for your own peace of mind that you know that the Principal understands the situation and is willing to support you as the challenge/query process unfolds.

Should the complainant wish to take the matter further, explain that the school has an established procedure designed to enable challenges to be heard fairly. Give the complainant a copy of the school library resource centre's Collection Development Policy (CDP), including the section on dealing with challenges/queries to library resources. Outline the ensuing steps of the challenge process.

By providing a copy of the CDP, the complainant is informed of the school and school library resource centre positions on the issue. It is important that the complainant is informed of the professional selection guidelines by which resources are chosen for inclusion in the collection. If necessary, the teacher librarian should verbally explain the contents of the Collection Development Policy.

Those complainants who wish to continue with their challenge/query must be given the opportunity to do so. Give the complainant a standard form which can be completed at home. 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. The teacher librarian must be very careful when issuing a complaint form that the form is not used as a weapon to deflect the complainant. The form should be in plain English (or plain LOTE where applicable). It should be clearly formatted, requiring succinct answers.

Convene the Complaints Committee. Membership of this committee could comprise the Principal, teacher librarian, as well as a teacher, parent, student and wider community representatives. This standing committee will have been established at the same time as the challenge/query process was developed for inclusion in the CDP.

Inform the Complaints Committee of the nature of the challenge/query. Ensure that they have ample opportunity to examine the resource in question. Explain the selection criteria to the committee. Make sure they understand how the resource reflects the criteria and its purpose in the curriculum and/or

recreational framework. 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. Inform the complainant, in writing, of the committee's decision. The decision may also be communicated verbally to the complainant.

Keep all documentation relating to the challenge and its outcome on a permanent file.

Request for reconsideration of resources

The following is a list of suggested questions and information that might be included on a complaint form. The list is not mandatory or compulsory. A school might choose to use all or only some of these questions, modified where appropriate to reflect the local mission/vision statements and educational learning statements of the school. A school might also wish to add extra questions to its form.

Complainant's details

- name
- address
- contact telephone numbers
- name and year level of student/teacher

Who is the complainant representing?
self, group or organization?

Details of the resource being requested for reconsideration

- author
- title
- publisher/producer
- publication/copyright date
- subject matter of the resource

Type of resource

- book
- sound recording
- videorecording
- magazine
- CD-ROM
- CD
- DVD
- kit
- picture
- map
- chart
- game
- website
- newspaper
- realia

diaroma
other

State your objections to the resource. Please be specific by noting pages, section, etc.

Have you read/viewed/listened to the entire resource? If no, what sections did you read/view/listen to?

What do you believe could be the result of a student reading/viewing/listening to this resource?

Is there anything positive about this resource?

What would you like the school to do in response to your request?

Are you familiar with the school library resource centre's policy in regard to selection of resources?

3. Budgeting Policy and Procedures

A realistic budget is required for a school to maintain adequate resources for its school library resource centre. Circumstances in every school will differ. A school library resource centre budget should be seen within the context of the total school budget. As with all items of expenditure, school library resource centre's costs compete against all other costs for priority. It is important, therefore, that adequate provision is made in each school's budget for the needs of the school library resource centre.

Budgeting Policy

A template for a Budgeting Policy would have these elements:

Rationale

This relates to the school's vision, curriculum initiatives and resource needs.

Policy statement

This would be succinct and could encompass the following:

- quantitative standards
- collection maintenance
- collection development
- recurrent resources costs
- capital expenditure, if applicable

Audience

Staff and community

Authorship

School library resource centre staff, Principal, Finance Department

Related documents

Learning for the Future: Developing Information Services in Schools, 2nd ed.

Vision statement of the school

Collection Development Policy

Date of ratification

Date for review

Three to five years after ratification

Budgeting Procedures

In many schools, the person in charge of the school library resource centre will be required to develop an annual budget request submission, however, in some schools this will not be the practice. Therefore two models for budgeting procedures are described. The first model details how to prepare a budget request submission that is a programme budget, based primarily on collection

maintenance and development. This budget request submission would be forwarded to the school leadership team and considered along with budget requests from other groups within the school. The other model is where the school leadership team allocates an amount of money to the school library resource centre. In this model the person in charge of the school library resource centre is not required to develop a budget request submission. However, it is necessary to develop a plan for the expenditure of the allocated money according to priorities.

Model 1

Budgeting procedures for preparing an annual budget request submission

Identify the size of the effective collection of the school library resource centre. In determining the size of an effective collection only consider resources that are catalogued. An effective collection is one where current resources are counted. Current resources are defined as those that are less than ten years old. Resources older than ten years may remain on the shelf if it is considered appropriate, however, these are not counted as part of an effective collection.

In some cases, the library software programme will be able to generate data about the size of the effective collection. Otherwise a strategy that will assist in determining the size of the effective collection is to count samples of the resources. To do this:

- Count individual items on a shelf/section of storage system within an area of the collection, eg in the Fiction collection.
- Check the publication date of each resource and count those over ten years old.
- Subtract the number of resources that are over ten years old from the total number of resources on the shelf. This will give you the effective collection for one shelf/section of the storage system.
- Continue in this manner until you have enough information to produce an average number of effective resources for a shelf/section of the storage system within the nominated area of the collection.
- Count the total number of shelves in the area and multiply the total by the average number you have established. The result will be an average effective size for one area of the collection, in the example given, the Fiction area.
- It will be necessary to use this sampling strategy for other areas in the collection: Non Fiction, Reference, DVD, CD, CD-ROM etc. An aggregate of all these areas will be the effective collection size.

Identify the school's recommended foundation collection size by referring to Table 2: Size of foundation collection in *Learning for the Future: Developing Information Services in Schools*, 2nd ed. Take into account the school's socio economic profile of the students and any special features of the school. These factors influence the type of collection that is developed. If the effective collection size for the school is the same as, or greater than the recommended foundation collection size, the school can set a new target size for the collection. The budget request submission will be designed to maintain the current effective collection size and build the collection to the new target size.

Please note according to guidelines in *Learning for the Future: Developing Information Services in Schools*, 2nd ed. it would be expected the 10% of the effective collection would be replaced annually to reflect depreciation and maintain the effective collection. Otherwise the budget request submission will be designed to maintain the effective collection size and build it to the recommended foundation size.

Preparing the budget

Preparing an annual budget request submission requires estimating expenditure in the following areas:

- Collection maintenance
 - keeping your collection at its present size
 - necessary to replace 10% of the collection annually
- Collection development
 - extending the collection towards foundation size or a target size that is determined locally
 - priority should be given to the following:
 - curriculum initiatives in the school eg special focus, current integrated units
 - the updating of various sections of the collection eg science, technology
 - patron demands eg enrolment fluctuations
 - school profile eg ESL, socio-economic background
- Consumables
 - processing resources eg covering materials, labels, barcodes
 - peripherals eg back up tapes, printer cartridges, batteries, extension cords, blank discs
 - promotional activities eg display materials, guest speakers, excursions, incursions, Book Week, stationery
- Maintenance
 - library software programme
 - security system
 - audiovisual hardware
- Subscriptions/memberships
 - journals
 - associations
- Professional development
 - refer to the school policy on the number of professional development days per staff member
- Capital expenditure
 - collection development beyond foundation collection
 - shelving
 - furniture
 - equipment
 - computer hardware

Formula for calculating school library resource centre budget

Basic information

Resource cost \$50 - \$100

Foundation size of collection; this figure is from Table 2: Size of foundation collection in *Learning for the Future: Developing Information Services in Schools*, 2nd ed.

Effective collection: insert here the size of the effective collection

1. Collection maintenance

Calculate 10% of your effective collection and multiply by resource cost.

TOTAL = _____

2. Collection development

Subtract effective collection from foundation collection size.

or

Subtract effective collection from target size

Multiply this figure by the resource cost. Usually it is not financially possible to bridge the gap in one year. Often a plan is developed to build the collection to the foundation size or the locally determined target size over a number of years.

This example is based on building the collection to the foundation or target size over five years. Other plans could be developed over 3, 6, 8 or 10 years.

TOTAL = _____

3. Recurrent resources cost

To obtain the processing costs, calculate 15% of the total of the collection maintenance and collection development. Then, add consumables, maintenance, subscriptions/memberships, professional development.

TOTAL = _____

4. Budget total

Add figures from

Collection maintenance =

Collection development =

Recurrent resources cost =

TOTAL = _____

Model 1 example

This example is for a school with a population of 300. The effective collection size is 6880.

1. Collection maintenance

Calculate 10% of your effective collection and multiply by resource cost. \$60 has been chosen as an average resource cost in this example.

688 x \$60

TOTAL = \$41 280

2. Collection development

Subtract effective collection from foundation collection size.

or

Subtract effective collection from target size

Multiply this figure by the resource cost. Usually it is not financially possible to bridge the gap in one year. Often a plan is developed to build the collection to the foundation size or the locally determined target size over a number of years.

The foundation collection size for a school of 300 is 7880. The gap is 1000. There will be a plan to bridge the gap over five years.

1000 divided by 5 is 200. 200 multiplied by a resource cost of \$60 is \$12 000

This example is based on building the collection to the foundation or target size over five years. Other plans could be developed over 3, 6, 8 or 10 years.

TOTAL = \$12 000

3. Recurrent resources cost

To obtain the processing costs, calculate 15% of the total of the collection maintenance and collection development.

\$41 280 plus \$12 000 is \$53 280 and 15% of that figure is \$7992.

To the processing costs of \$7992, add consumables, maintenance, subscriptions/memberships, professional development.

Consumables	1000
Maintenance	1000
Subscriptions	250
Professional development	250

TOTAL \$10 992

4. Budget total

Add figures from	Collection maintenance	= \$41 280
	Collection development	= \$12 000
	Recurrent resources cost	= \$10 992

TOTAL = \$64 272

Capital expenditure

Follow the guidelines for capital expenditure as outlined at your school.

Model 2

Budgeting procedures for an allocated budget

Identify the amount that has been allocated to the school library resource centre. Clarify whether the amount includes capital expenditure. If it does, subtract that amount and allocate the capital funds to the areas shown below, according to priorities and by following the guidelines for capital expenditure as

outlined at your school.

Develop a plan, in consultation with relevant personnel, to divide the funds according to priorities within the following areas:

- Collection maintenance
 - keeping your collection at its present size
 - necessary to replace 10% of the collection annually
- Collection development
 - extending the collection towards foundation size or a target size that is determined locally
 - priority should be given to the following:
 - curriculum initiatives in the school eg special focus, current integrated units
 - the updating of various sections of the collection eg science, technology
 - patron demands eg enrolment fluctuations
 - school profile eg ESL, socio-economic background
- Consumables
 - processing resources eg covering materials, labels, barcodes
 - peripherals eg back up tapes, printer cartridges, batteries, extension cords, blank discs
 - promotional activities eg display materials, guest speakers, excursions, incursions, Book Week, stationery
- Maintenance
 - library software programme
 - security system, if applicable
 - audiovisual hardware
- Subscriptions/memberships
 - journals
 - associations
- Professional development
 - refer to the school policy on the number of professional development days per staff member
- Capital expenditure
 - collection development beyond foundation collection
 - shelving
 - furniture
 - equipment
 - computer hardware

4. Ordering Policy and Procedures

it is important to be accountable for the expenditure of the school library resource centre budget. It is therefore necessary to document the process for orders and acquisitions.

Ordering Policy

A template for an Ordering Policy would have these elements:

Rationale

This relates to the methods for ordering resources for the school library resource centre and the processes involved. This will ensure that local protocol is followed for accounting and auditing.

Policy statement

The would be succinct and could encompass:

- maintenance of ordering records
- conformity with the school's accounting procedures regarding ordering

Audience

Staff, community and auditors

Authorship

School library resource centre staff, Principal, Finance Department

Related documents

School's guidelines for ordering

Acquisitions module of the library software programme, if applicable

Date of ratification

Date for review

Three to five years after ratification

Ordering Procedures

A template for the Ordering Procedures would have these elements:

Preparing orders

The recommended procedure for preparing orders would include:

- orders to be recorded in the school's order book, in triplicate
- orders to be authorized by appropriate personnel ie Principal, Head of school library resource centre.
- recording of orders and invoices to be made in consultation with the Finance Department in accordance with local school practice.

Receiving orders

Upon receipt of the order:

- check for accuracy and condition
- sign or stamp invoice to verify goods received
- forward invoice to Finance Department

The person in charge of the school library resource centre will keep a record of all resources purchased and the area in which money was spent. A month by month running balance of the budget should be maintained at all times.

Suppliers

Maintain a record of regular suppliers of:

- books
- non book resources
- periodicals
- hardware
- service personnel

Maintain a record of the contact details of regular suppliers:

- names
- addresses
- telephone numbers
- facsimile numbers
- email
- online ordering details

5. Cataloguing Policy and Procedures

The application of national standards to the cataloguing of resources is essential for uniform and effective access to information throughout Australia. Schools Cataloguing Information Service (SCIS) provides schools with quality and consistent cataloguing, classification, and indexing of both print and electronic resources. The SCIS database is updated on a daily basis.

Cataloguing Policy

A template for a Cataloguing Policy would have these elements:

Rationale

This relates to why resources should be catalogued and what purpose that serves for location of resources and equity of use.

Policy statement

This would be succinct to identify the importance of following national standards and the use of SCIS.

Audience

Staff and community

Authorship

School library resource centre staff

Related documents

Abridged Dewey Decimal Classification and Relative Index. 14th ed.

Anglo-American Cataloguing Rules Second Edition

Dewey Decimal Classification and Relative Index. 22nd ed.

Schools Catalogue Information Service accessed at

www.curriculum.edu.au/scis

SCIS Subject Headings. accessed at

<http://www.curriculum.edu.au/scis/productinfo/subheadsonline.htm>.

Date of ratification

Date for review

Three to five years after ratification

Cataloguing Procedures

A template for Cataloguing Procedures would have these elements:

SCIS search

- Check whether your school subscribes to SCIS

- If not, a subscription to SCIS requires an annual fee based on school population. Details are available on the SCIS website at www.curriculum.edu.au/SCIS.
- Logon details will be forwarded once payment has been received.
- Search SCISWEB at www.curriculum.edu.au/scis/index.htm for catalogue records
- Create orders for records found and download these catalogued records
- For resources without an ISBN search the SCISWEB OPAC and create orders and download these catalogued resources
- Load SCIS records into the library software programme by following the instructions from the library software programme manual.

Resources not found on SCIS

Resources not found on SCIS should be:

- sent to SCIS Cataloguing Agency
- set aside and checked on the SCISWEB at a later date

If resource is urgently required it will be necessary to perform original cataloguing.

SCIS Catalogue Agencies

For all new resources that do not have a SCIS record, a cataloguing service is provided by Curriculum Corporation. To take advantage of this free service, forward the resources to the nearest SCIS Agency. The resources will be returned to you and the catalogue records will be on the SCIS database.

To locate the nearest SCIS Cataloguing Agency consult the following website www.curriculum.edu.au/SCIS.

Set aside resources

The SCIS database is updated daily and new resources are constantly added. Check the database on a regular basis.

Original cataloguing

For resources urgently required the following cataloguing tools are required:

- *Dewey Decimal Classification and Relative Index*. 22nd ed.
- *Abridged Dewey Decimal Classification and Relative Index*. 14th ed.
- *Anglo-American Cataloguing Rules Second Edition*
- *SCIS Subject Heading*, accessed at: <http://www.curriculum.edu.au/scis/productinfo/subheadsonline.htm>.

6. Processing Policy and Procedures

A systematic approach to processing resources ensures that all stages of processing are completed. Procedures for each stage should be documented, with examples.

Processing Policy

A template for a Processing Policy would have these elements:

Rationale

This should refer to standardising stages in the processing of resources so that consistency is maintained.

Policy statement

This would be a succinct statement that there will be a standardise approach to processing.

Audience

School library resource centre staff and volunteers

Authorship

School library resource centre staff

Related documents

Relevant library software programme manual

Date of ratification

Date for review

Three to five years after ratification

Processing Procedures

A template for the Processing Procedures would have these elements:

The procedures for processing should be specified in terms of:

- record of supplier and cost
- placement of barcode
- placement of call number label
- placement of school stamp
- placement of due date slip, if applicable
- placement of security tag, if applicable
- type of covering resource
- type of repackaging, if applicable

The following table provides a model for how processing procedures should be standardised and recorded.

Elements of processing	Book	Non book single items
Supplier and item cost	Decide where details will be recorded eg on the inside of the front cover.	Attach to resource temporary note with details. Once details have been recorded on library software programme, discard note
Barcodes	Decide the position where barcodes will be placed eg top right hand corner of back cover.	Decide the position where barcodes will be placed, eg front or back cover of CD, CD-ROM, DVD, hangup bag or storage box. Also record the barcode number on the disc/s.
Call number label	Decide where label will be placed eg on the spine of the book at a predetermined height measured from the bottom.	Decide where the label will be placed on the non book resource eg front or back cover of CD, CD-ROM, DVD, hangup bag or storage box.
School stamp	Decide the number of times and the page numbers where the school stamp will be placed, eg title page, back page, page 20.	Decide where to record the school name using a permanent marker.
Due date slip, if applicable	Decide where the due date slip will be placed eg either the title page or back page of the book.	Decide placement of general purpose label eg attached to front or inside cover of the item or on the DVD, hangup bag or storage box.
Security tag, if applicable	Decide where the security tag will be inserted eg inside back cover.	Decide placement of security tag as per supplier's instructions.
Repackaging	Not applicable	Decide where the resource is to be physically stored in the school library resource centre. Determine if a hang up bag or storage box is to be used.

Covering	Decide the type of covering material to be used as per supplier's instructions eg cover paperbacks with adhesive book covering, dust jackets with singlefold coverings and hardbacks with non adhesive book covering.	Decide the labels that need to be covered eg use barcode protector labels over barcodes.
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Kits
 When 2 or more types of media need to be catalogued together, it may be necessary to repackage the items in a hang up bag or audiovisual box. All the above procedures need to be followed and recorded for the processing of kits.

Computer software
 When processing computer software it is necessary to consider the following: placement of labels, barcodes, security tags, access to the resource, notification about the licensing arrangements.

7. Circulation Policy and Procedures

Circulation records the interaction between patrons and resources and enables the school library resource centre staff to locate resources at any given time.

Circulation Policy

A template for a Circulation Policy would have these elements:

Rationale

This relates to the procedures that are in place to ensure equity of access to resources by school library resource centre patrons.

Policy statement

This would be succinct and should encompass the following:

- patrons and borrowing privileges
- categories of resources
- loan periods ie duration, overdues, reservations, renewals, bulk loans, recalls, holiday borrowing
- security system, if applicable
- responsibility for issuing resources
- teacher access to resources

Audience

Staff and community

Authorship

School library resource centre staff, Principal

Related documents

Library software programme manual

Date of ratification

Date for review

Three to five years after ratification

Circulation Procedures

A template for the Circulation Procedures would have these elements:

Circulation system

The stationery and peripherals required for patron and resource identification and the procedures for loans and returns will be determined by the library software programme in use and therefore will vary accordingly.

Requirements

The following resources could be used:

- patron ID barcodes
- resource barcodes
- barcode scanner
- keyboard access
- due date slip
- date stamp

Preparation

The following should be considered:

- set parameters for patrons
- produce ID for patrons
- decide on storage of ID
- link patron barcodes to the database

Borrowing

Outline the procedures to:

- present resources at circulation desk
- produce patron's ID
- follow circulation borrowing prompts
- identify patron's barcode, observe patron's name/picture on screen
- scan resource's barcode, observe that name and resource title correspond
- use date stamp, if applicable
- use security system, if applicable

Returns

Outline procedures to:

- follow circulation returns prompts
- scan resources individually, observe that the resource and title on screen correspond
- use of security system, if applicable
- sort
 - identify if resource is on reserve and put aside
 - identify if resource needs repair and put aside
- shelve remaining resources

Renewals

- apply rules of renewals
- follow circulation renewal prompts

Overdues

Allocate a regular time to:

- run overdue report
- notify relevant patrons and if necessary parent/guardian
- collect fines if appropriate
- collect payment if appropriate

Lost/Damaged

Allocate a regular time to:

- identify resources that are lost
- notify relevant patron and if necessary parent/guardian
- organise for suitable replacement of resource

Reservations

Allocate a regular time to:

- notify patron if reserved resource is available

Teacher borrowing

Outline procedure, if different from that used by students, for:

- bulk loans
- AV hardware
- class sets
- periodicals
- other resources such as kits, pictures, computer software, videos, etc

Housekeeping procedure

Activities that could be run on a daily basis will be determined by your library software programme:

- updating circulation statistics
- running backup
- generating overdues

Activities that could be run on a weekly basis will be determined by your library software programme:

- updating circulation statistics
- maintaining circulation transactions
- rebuilding circulation transaction database
- deleting unwanted report files

Activities that could be run on a monthly basis will be determined by your library software programme:

- reindexing of circulation files

Activities that could be run on an annual basis will be determined by your library software programme:

- updating patron details
- archiving loan histories

8. Stocktaking Policy and Procedures

Accountability for resource management is a school responsibility. As a school resource, the school library resource centre requires an evaluation of its organization and service as part of its accountability. Stocktaking is a major evaluation procedure. Therefore, a commitment to this process should be clearly stated in the school policy documentation and the school library resource centre policy. A policy statement reflecting the need and scope of regular and systematic stocktaking is necessary to ensure the support and understanding of the school community. Further, the policy regarding stocktaking should be clarified on a regular basis.

Stocktaking Policy

A template for a Stocktaking Policy would have these elements:

Rationale

This relates to the school's need to undertake a regular and systematic stocktake that will assist in evaluating the collection. Stocktake will:

- indicate losses
- be an essential tool in future collection development and planning
- assist in the review of current procedures for security, services and circulation
- assist in the maintenance of a current and useful collection and ensure that the database accurately reflects the existing collection
- identify areas of collection strengths and weaknesses and provide a means of ensuring curriculum initiatives are well resourced
- facilitate the removal of resources in the collection which are unused, out-of-date, damaged or no longer appropriate
- provide statistics which can be helpful when writing submissions and can contribute to the evaluation of the school library resource centre's performance and the provision of service
- locate resources which are dispersed throughout the school

Policy statement

The school policy regarding stocktaking should be specified in terms of the:

- frequency of the stocktaking, eg annually
- most appropriate time of the year for undertaking the stocktake
- restrictions on access to the school library resource centre and its services during the stocktake
- estimated duration of the stocktake
- extent of the stocktake: total or partial
- extra assistance required

Audience

Staff and community

Authorship

School library resource centre staff, Principal

Related documents

Library software programme manual
Stocktake report from previous year
Collection Development Policy

Date of ratification**Date for review**

Three to five years after ratification

Stocktaking Procedures

A template for Stocktaking Procedures would have these elements:

Stocktaking is time consuming and requires clear guidelines for those involved in the exercise. It is suggested that the procedures be written and distributed to those assisting. The procedure is determined by the specific library software programme manual.

Preparation

Outline procedures to:

- negotiate with the school administration to select the most appropriate time of the year for stocktaking
- determine if a total or partial stocktake is to be undertaken
- inform staff and students at least three weeks prior to the stocktake (about possible disruptions and alternative arrangements)
- declare an 'amnesty' for borrowers
- decide which services may be curtailed during the period of the stocktake
- check that hardware needed for the stocktake is functional and in working order
- gather the equipment needed: relevant manuals, barcode reader, computer, printer, paper, trolleys, removal and repair boxes
- decide the most efficient way to get the resources to the computer or whether to use portable barcode readers
- ensure personnel involved in the stocktake understand the process
- recall, if necessary, and shelve all relevant resources
- make sure all library software housekeeping tasks are up to date

Process

Outline procedures to:

- work systematically:
 - work shelf by shelf and section by section
 - scan carefully each resource and check accuracy of record if possible

- decide if resource is to be removed
- decide if resource is to be repaired
- scan all relevant resources
- finalise the stocktake, according to the library software programme manual
- generate reports according to the library software programme manual

Follow up

It is essential to systematically work through each report and deal with the appropriate resources as follows.

Missing resources

Outline the procedures to:

- check shelves again for missing resources and if resources are located, follow stocktaking process
- distribute, if appropriate, the missing resources list to staff and students and request they search for the resources
- upon return of resources, follow stocktaking process
- resources still missing should be marked as missing or lost on the database, according to the library software programme manual

Deletions

Any resources identified for removal during stocktaking must be deleted from the database according to the library software programme manual. It is appropriate to deselect resources in association with a stocktake. At least 10% of resources should be replaced annually. Refer to the section titled *Budgeting Policy and Procedures*.

Repairs

Outline the procedures to repair resources appropriately.

Post stocktake procedures

Following the stocktake, it is essential to amend the database to maintain its accuracy. Priorities may be set as to the order and importance of all tasks generated by the stocktake.

Statistical records of resources must be adjusted. A report should be compiled and presented to the Administration. All stocktake reports should be kept for comparison with subsequent stocktakes. Information that emerges from the stocktaking reports will influence future acquisitions. Where there are areas of high loss due to missing resources or deletions, purchases should be made to fill the gaps.

9. Copyright Policy and Procedures

Licensing agreements with various copyright agencies have been formulated to recognise the rights of copyright owners to recompense for the use of their intellectual property and to curtail indiscriminate copying of copyright material. A sense of justice is required to respect these rights and to copy material according to the licensing agreements or to meet any fair cost involved in using materials and works.

Copyright Policy

A template for the Copyright Policy would have these elements:

Rationale

This relates to the school's vision statement, justice for authors and creators of work, copyright law, copyright protection and the legal requirements of licensing agreements.

Policy statement

This succinct statement would acknowledge the importance of following the legal requirements of licensing agreements with regards to print, off air or digital media.

Copyright infringement

This area would identify the consequences of breaching copyright.

Audience

Staff and community

Authorship

School library resource centre staff, Principal, Music directors, Performing Arts teachers, Media teachers, IT teachers and Religious Education Coordinators

Related documents

Copyright agreements for schools

Australian Copyright Council accessed at www.copyright.org.au

Date of ratification

Date for review

Three to five years after ratification

Copyright Procedures

A template for the Copyright Procedures would have these elements:

List of agreements

Outline the procedures that identify which copyright agreements are held at the school and how they are to be followed. The following is a suggested list of copyright agreements:

- Copyright Agency Limited (CAL)
- Australian Mechanical Copyright Owners Society (AMCOS)
- Screenrights
- Australian Performing Rights Association (APRA)
- Word of Life International

Appropriate signage

Outline procedures to:

- identify equipment that requires signage ie photocopiers, scanners, computers
- display the appropriate signage, depending on the equipment
- check regularly that signage is visible

Professional development

Outline procedures to:

- attend external copyright in-services
- distribute professional reading matter to members of the audience
- update staff on their copyright responsibilities

Glossary

Acquisitions	The process of selecting, ordering and receiving resources.
ALIA	The Australian Library and Information Association [ALIA] is the professional organization for the Australian library and information services sector. It seeks to empower the profession in the development, promotion and delivery of quality library and information services to the nation, through leadership, advocacy and mutual support.
ALIA Schools	The Australian Library and Information Association Schools is a group within ALIA which promotes the interests of school libraries and teacher librarians. The group also provides opportunities for professional development, lobbies for school libraries with state and local groups, liaises with other groups, identifies and analyses current trends in teacher librarianship whilst maintaining the profile of teacher librarianship within ALIA.
AMCOS	The Australasian Mechanical Copyright Owners' Society [AMCOS] is a music copyright collection society that represents music publishers and writers from around the world for rights in the reproduction of their music.
Amnesty	A period of time when a patron may return a late item without incurring a fine.
APRA	The Australasian Performing Rights Association [APRA] is a not for profit organization that collects royalties on behalf of its members, and by agreement, for all the copyright owners around the world.
ASLA	The Australian School Library Association [ASLA] is a national authority, a peak forum in the field of teacher librarianship and school library resource services. It is a federation of state and territory associations.
Audiovisual	A resource that combines sound and visual images.
Barcode	A preprinted label that contains a certain number of digits, as determined by the library software programme, that are allocated to resources and patrons.
Borrow	The operation which establishes a record of a catalogued resource lent to a particular patron.

Budget	An annual report detailing costs, expenditure on resources and capital items.
Bulk loan	A number of resources, borrowed by a patron, that exceed normal limits.
CAL	The Copyright Agency Limited [CAL] is an Australian copyright management company whose role is to provide a bridge between creators and users of copyright material and to license the copying of their works to the general community.
Call number	Indicates the location of the resource in the school library resource centre. Fiction call numbers are usually three letters. Non Fiction call numbers are a combination of numbers, usually from Dewey Decimal Classification, and letters.
Capital expenditure	Money spent on resources such as furniture, shelving and equipment.
Catalogue	The complete list of the school library resource centre's holdings that are systemically catalogued.
CBCA	The Children's Book Council of Australia [CBCA] is a not for profit organization. It was established in 1945 to promote children's literature and to encourage children to read. It is a national organization with a branch in every state and territory.
Central resource management	The organization of all resources in a manner which ensures maximum access by the school community. This organization, through the school library resource centre, means that the resources are processed and catalogued in a systemic way. Depending on the physical facilities existing in the school, resources may be centrally catalogued but not centrally housed.
Chart	Graphic resources that include tables and diagrams that present classified or analysed data.
Circulation	Records on the library software programme of the interaction between patrons and resources.
Class sets	A set number of resources, usually books of the same title, stored together, possibly in a box, for easy access.
Consumables	Items such as stationery, printer ink, cables etc that are used on a regular basis.

Database	Collection of data or file information in a form accessible by a computer or indexed in a machine readable format.
Due date slip	A slip of paper that records the date the item is to be returned.
Deletions	Any resources removed from the library software programme because they are no longer appropriate to the collection. Check the User's manual of your library software programme for details about how to delete.
Deselection	Resources that are considered inappropriate for the collection are removed from the collection and deleted. These resources could be deselected for a variety of reasons. The criteria for deselection include physical appearance as well as currency, accuracy and appropriateness of content. Refer to the Collection Development Policy and procedures for specific criteria.
Dewey Decimal Classification	A library classification system that is used in many libraries throughout Australia and the world. According to this system, knowledge is divided into ten broad categories.
Effective collection size	In determining the size of an effective collection only consider resources that are catalogued. An effective collection is one where current resources are counted. Current resources are defined as those that are less than ten years old. Resources older than ten years may remain on the shelf if it is considered appropriate, however, these are not counted as part of an effective collection.
Fiction	Stories and novels written or produced for the reader's enjoyment.
Graphic materials	Non moving, opaque, visual resources that provide information through images, such as tables and drawings.
Hardware	Equipment used to view or listen to non book resources
Housekeeping	The maintenance of the library software programme according to the protocols in the User's manual.
ISBN	International standard book number. A unique number allocated to a particular edition of a book.

Kit	Resources that are made up of two or more components, two or more of which belong to distinct material types eg printed text and sound recording. A single catalogue record is created and the contents of the kit are listed on a label attached to the package.
Loan period	The period of time that the resource is available for loan. This can be determined by the type of patron eg teacher or the type of resource eg DVD.
Map	All materials that represent the whole or part of the earth or any celestial body.
Non book	Any resource, other than equipment, that is not in book format.
Non Fiction	Any text produced to provide information.
OPAC	Online public access catalogue is a computer workstation or interface provided by the school library resource centre to search its catalogue.
Order	An order is a request to a supplier for the supply of resources. Check the school's procedures for placing orders.
Original cataloguing	Using Dewey Decimal Classification, <i>Anglo-American Cataloguing Rules Second Edition</i> and <i>SCIS subject headings</i> to create a record that conforms to national standards. Resources not on the SCIS database will require original cataloguing.
Overdue	A resource not returned by the contracted date.
Patron	A person who is able to borrow from a specific library collection.
Partial stocktake	Where a stocktake is completed on a section of the collection rather than the entire collection eg the Fiction collection. Completing a partial stocktake takes less time than a full stocktake. It is desirable to complete a full stocktake each year, however, the task can be broken down so that different sections of the collection are audited at different times throughout the year. Over the course of a year the complete stocktake is undertaken. Refer to the User's manual of the library software programme for information about a partial stocktake.
Peripherals	Any device, such as a memory stick or printer, concerned with input/output or storage.

Picture book	A picture book usually has 32 pages and has pictures that complement the text. It is possible to have a picture book that has no text. In this situation the story is told by the pictures alone. Picture books can be written for a range of readers, from early childhood through to older readers.
Realia	Three dimensional resources eg skeleton.
Recall	A notification that is sent to inform a borrower that a resource, currently on loan to them, needs to be returned.
Reserve	A record that a resource is requested by another patron. Check the User's manual of the library software programme.
Return	The operation which cancels a borrowing record of a resource lent to a patron.
Renewal	The re issue of a resource loaned for a further period.
Resource	Any item catalogued and circulated through the school library resource centre.
School library resource centre	A physical space within a school that is dedicated to providing access to information in a variety of formats.
SCIS	The School Catalogue Information Service [SCIS] is a database that contains catalogue records of educational materials. Each record has complete cataloguing details including abridged and full Dewey Decimal Classification numbers and SCIS subject headings.
Screenrights	Screenrights is a copyright agency that facilitates access to film, television and radio and provides payment to copyright owners for the use of their work.
Security tags	Stationery attached to a resource that links it to security checking equipment.
SLAV	The School Library Association of Victoria [SLAV] is an organization that represents and provides leadership for the profession, offers professional support and enhancement and articulates and promotes the significance of teacher librarianship to learning and teaching within education and the broader community.
Software	The programmes used with a computer.

Spine label	A label stating the call number of a resource.
Stocktake	A systematic and regular checking of all catalogued resources.
Supplier	The person or organization that resources are purchased from.
Target collection size	The size the school library resource centre collection should be to meet patron demands.
Total stocktake	The entire collection is checked according to the stocktake procedures.
VCTL	The Victorian Catholic Teacher Librarians [VCTL] is an association of representatives from Catholic school library networks across Victoria. It supports and maintains Catholic school library networks across Victoria, communicates with Catholic teacher librarians via VCTL <i>myclasses</i> page and liaises with other library associations at state and national level.
Word of Life International	The Word of Life International [WoL] is an agency which offers a combined copyright license at a reasonable rate to assist churches and schools to conform with the law and enhance their liturgical celebrations.
YABBA	The Young Australians' Best Book Award [YABBA] is a not for profit, volunteer organization interested in children's reading.

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