GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Our Library and Learning Centre provides well-resourced, inviting and inclusive spaces where all members of the school community are welcome. It promotes 21st century information literacy processes and a love for literature and reading. The LLC also caters for teachers' professional and curriculum needs through collaborative planning, professional development, collection development and management of relevant print and digital resources.   **TABLE OF CONTENTS**

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Maria Wood   - TL ROLE

Manage the booking and timetabling of rooms in the LLC and iPad bookings.

Library timetable is found in SHAREPOINT/DOCUMENT LIBRARY/ TIMETABLES -Flexible times may be edited and updated by any staff.

Provide e-resources both physical and digital including the access ebooks and other resources through ED QLD library.

Ensure resources are current, relevant, appropriate and easily accessible for users in the school community ensuring popular requests and integrity of collection are considered.

Plan and teach collaboratively where requested in various curriculum in all year levels and support staff embed Information and ICT Literacy and knowledge and inquiry skills.

Provide literacy program to foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enjoyment in Years level PREP, year 1 and 2.

Promote and co-ordinate reading events for whole school – Simultaneous Reading Time, Bookweek, Reader's Cup and other events that promote literacy or a significant local or global event – EG: Year of light, Centenary of ANZAC, Community services- SVde Paul Hamper.

Support staff with ICT skills and equipment requests (See Digital Technologies Curriculum)as well as co-ordinate organized workshops/afternoons professional development session as needs arise.

Support Staff on request with Creatorspace inquiry projects to enhance curriculum outcomes (dependent on timetabling)

Library Teacher-Aide: Tracey Pronger TIMETABLE 2020 (TBA) Circulate resources and ensure prompt returns via notices. Catalogues processes resources, takes bookings for timetable laptops etc.

Monday	9-11.00	11.40-1.00	1.40 – 3.00
Tuesday	9-11.00	11.40-1.00	1.40 – 3.00
Wednesday	9-11.00	11.40-1.00	1.40 – 3.00
Thursday			
Friday			

Library Helper: JOBMATCH   Amy Calvert

 Amy's tasks are to shelve, order, tidy and clean books, shelve charts and TR, cover books and laminate at teachers' request.

TIMETABLE 2019

Monday	11.00-3.00		
Thursday	10.15 – 3.00		

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Library and Learning Centre Times   **Back to Contents**

OPEN:

8.30 - Students may borrow and visit library (No computers before school)

First Break   11.15- 11.35 – All students - Years 4 – 6 in Computer lab only

Second Break – 1.15 – 1.35 - All students - Junior Classes (Yrs 1 to 3) in computer lab only.

> No Prep on computers. Year One need to show independent logon card achieved in class.
>
> If a child does not know their password and cannot log on independently, they cannot use the computer lab at lunch breaks. Please ensure that children are not using each other's passwords as this is a breach of the ICT policy.

DUTY TEACHERS

The Learning Centre is a duty area for teachers/aides during breaktimes. The role includes supervising students in appropriate behaviours in the Learning Centre as well as monitoring students' use of library computers. ICT POLICY)

The library at lunchtimes should be a fairly **quiet** place with children playing board games, reading, colouring or talking quietly to friends, listening to audio books or doing activities run by the library monitors. It can be busy with activities but should be a place where kids can quietly chill out. There should be NO playground games such as running, hide and seek between the shelves, puppet and pillow fights or loud outside voices. Surveys completed with students indicated that older students wanted a QUIET place to read or just be in.

Discourage children from swinging the signage that hangs from the ceiling and running from the front entrance to the computer room or vice versa. Students lining up outside the library should be encouraged to stand on their feet or sit on cement but not sit or swing on the railings at the stairs nor scratch or bang on the windows.

Duty teacher or library monitor rings bell 5 minutes before school bell to indicate tidying up process. The library must be in order before any student leaves.

Computer lab

Tables for drawing and craft activities

Main area

 Quiet board games or construction on floor.

Two cushion areas next to listening posts – one for older children (4 -6)
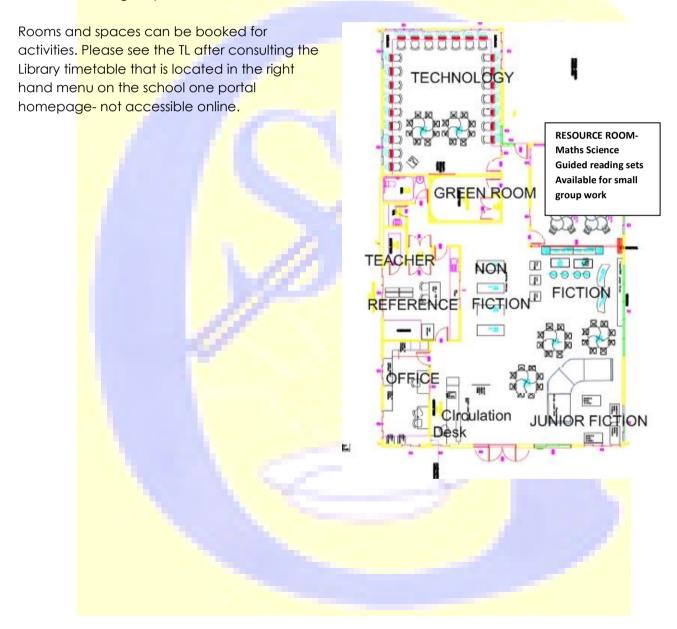
Orange lounge- younger children (prep- 3)

Puppets to be confined to puppet theatre area – can be timetabled for shows.

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Quiet reading /browsing only unless teacher on duty can access and operate library system.

Layout of Learning Centre

Gympie South Learning and Resource Centre houses a collection of over 13,000 resources including Junior Fiction, Fiction, Non Fiction, Teacher Reference, Reference, Posters, Charts, Audio kits, Videos/DVD, Realia/Models as well as Digital equipment and resources – Computer Software, websites, computer files, computer Learning Objects, MP3s. Digital Resources are in the process of being catalogued on OLIVER but can be accessed on the school server, some linked onto Student and Staff Intranet Homepages. Please ask if you cannot find what you require. (See COLLECTION 4)
See the following Map for location of items.

Rooms and spaces can be booked for activities. Please see the TL after consulting the Library timetable that is located in the right hand menu on the school one portal homepage- not accessible online.

RESOURCE ROOM-
Maths Science
Guided reading sets
Available for small
group work

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Library Cataloguing System –OLIVER 5 has many new features for student and teacher use and is available online using this link –https://gympiesouthss.softlinkhosting.com.au/oliver/OpacLogin?corporation=gympiesouth

STUDENTS – ORBIT LINK - https://gympiesouthss.softlinkhosting.com.au/oliver/junior.do?_open=1

Students and teachers may search for resources by accessing OLIVER/ORBIT through ANY school-based computer linked from the SHAREPOINT HOMEPAGE. For students with generic logons, Oliver is a shortcut on the desktop. You may use this to search for items in the library. Each teacher has access for circulation (borrowing) of books for themselves and their class. Each member of the school community has access to individual login to the library system with their school library card. This enables the user to check their individual loans and news from the library. Library notices for teachers are sent via email. Student over-dues are still accessed via paper notices.

Borrowing

Students MUST use a waterproof library bag to carry items to and from home. NO BAG NO BORROW policy. Please check the item BEFORE borrowing for damage and if so, inform the staff. Books are to be returned after 1 week but up to two renewals can be accommodated. Normally books are NOT borrowed over longer school holidays but individual requests may be considered.

Prep-   1 books   – 1 Junior Fiction

Year 1:   2 books   – Junior Fiction (Term 1)

                                Term 2-4 - 1 Non-Fiction; 1 other

Years 1 – 6:   3 books   – 1 Non-Fiction; 1 other – 1 desk book to be kept at school

Books may be exchanged as often as required during library lessons or any lunch breaks.

Students may also borrow books **and CDS**.

Overdue notices are scheduled **each month**. Junior classes will be reminded each week. Please be considerate and return your loans by the due date.

Books in the **Reference Area** must stay in the library but everyone is welcome to make themselves comfortable and browse through these. Teachers may borrow these for 1 day.

Returns   **Back to Contents**

Returns are to be placed in the Returns Box. During class time, class teachers may need to be responsible for scanning the books and placing them on the back counter to be cleaned if no library staff is available. When scanning, check the names and titles carefully and if any alerts pop up as this can impact with discussions with parents. Please inform LLC staff of damage to resources.

Book Replacement

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If students damage books or consistently have overdue items, Library staff will contact parents via letter inform to inform them that their child will have no borrowing privileges until the book is reimbursed or returned and the student can prove responsibility in managing resources. Compensation will be sought for lost books (after 6 months) and those damaged beyond reasonable repair. Costs are:

- paperback novels $15.00
- paperback picture books $20.00
- hardcover picture books $25.00
- paperback non-fiction $20.00
- hardcover non-fiction $25.00—$35.00

ABOUT THE FICTION COLLECTION   Back to Contents

All books in the Fiction section are lexilled. Those books are distinguished with colour coded dots and quiz books with a Q. The Literacy Pro website suggests ALL lexilled books will have quizzes.

Some classes from Years 4-6 have paid for literacy pro subscriptions as part of an ict levy (Junior classes run Reading Eggs) that allows them to access the Literacy Pro website (https://educator-slz04.scholasticlearningzone.com/auth/intl/Login/AUSPQD7) unique to this school (311590) to complete quizzes or write diary entries on the books they are selected. Classroom teachers run this as an enhancement to their reading program. This can be accessed at home as well as school.

Year Six students are the only students to access the **MATURE READERS** books that are shelved separately in the Fiction area. These resources will activate an alert when accessed and are labelled with a red sticker with M. A letter to parents is sent home at the beginning of the year informing them of this.

PICTURE FICTION books are also for Years 4-6 and are marked with a Yellow Spine label PF.

We also have an **EASY CHAPTER** Fiction section located by the bright green spine sticker with EC. These books are for readers transitioning between Junior Fiction and Fiction Books.

TEACHER BORROWING

Requests for resources should be emailed to the TL or teacher aide to allow ample time to locate resources.

Teachers may borrow up to 150 items for a term including bulk loans for reading in the classroom.

At the end of term (or when finished), items must be returned intact and in good condition, in consideration to other teachers wishing to access resources, for repairs, stock take and culling to be undertaken. Teachers - please offer opinions on currency, quality and relevance of resources viewed to allow for culling processes to be as efficient and informed as possible.

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Equipment – Cd/DVD/VCR players, digital cameras - are borrowed out to the ROOM – eg: CLT1 for a year. Some cameras require batteries. Rockstars are listening posts for CD or Mp3 players.

Curriculum items for the year level are also borrowed out to the room for one year. These items undertake a stock take in December. Core Maths Equipment will be loaned to classrooms – die, MAB, 100 board, ruler etc.

All other items will be loaned out under the teacher name.

Class Items that are borrowed out to the room, remain there even with teacher changes. If an item is not working or has been moved from its location for a specific purpose, please inform the LLC. All items will undergo a stocktake at the end of the year.

The LLC is open throughout the day for staff. **Teachers can log onto the library system using their own login. Instructions to logon and access the circulation desk are available at the front counter.** Requests for resources can be emailed to the TL or teacher aide to allow ample time to locate.

For access to and placement of Digital Resources (class photos/movies etc) refer to the ICT POLICY.

General   **Back to Contents**

Library Monitors (2020?)

This committee is part of the South Seniors Leadership program. Four Teams of students over the year do duty in the library in the following ways. Library monitors commit to one lunch hour a week to help supervise the junior school children helping the teacher on duty.

- Assist with students on computers, games, laminating and tidying
- Read stories to children
- Collect books at end of term
- Organise competitions, displays, sell items, collect and organise donations

Library Computers

The library has a bank of thirty multi-media PCs in technology room, and an ipad for Oliver search, a computer for Teacher Resource Borrowing, a computer for circulation (returns and loans) and a computer for cataloguing. The computers can be used by students throughout the day, during library class time or at lunchtime. See ICT policy for use of computers by students.

An Internet Consent Form must be signed by student and parent before a child can use the Internet. This is part of the enrolment process.   We follow strict guidelines for computer usage   (please refer to ICT POLICY)

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Chess pieces are stored in a large boxed container. Please see duty staff about accessing those pieces. Outdoor games and board games can also be played in these areas. Appropriate behaviours are expected in all areas at all times.

Book Club

Gympie South participates in **Scholastic Book Club**. As well as providing reasonably priced, good quality books for children, parents and teachers, the Reading Reward Points System enables the Library to obtain extra resources. All orders are co-ordinated by the library. Please ensure you have your orders into on or before the due date.

Book Week

Book Week is an exciting time for the staff, students/parents at Gympie South. During this week (in term 3) we celebrate Australian books, especially the short-listed and winning books from the Children's Book Council's Book of the Year Awards. These are on display for the term and used in class lessons. The short-listed books will be available for borrowing from the Library after book week.

During this week there are also many exciting competitions and activities based on the year theme such as author/illustrator visits, displays, whole school reading days, digital literacy tasks, Book Talks and includes our own version of READERS CUP.

Television Programs

These are no longer recorded as a number of programs can be streamed via websites EG: BTN My Place or via YOUTUBE.

EQ's Library Services - https://libraryserviceseducationqld.softlinkhosting.com.au/liberty/libraryHome.do

Education Queensland's Library Services key services deliver to schools. Library Services is now available from school networks using just your eq login. Click the link to find the latest services they offer. We are eligible as a Libpost school to borrow physical resources from Library Services although this costs a subscription of $100. Teachers/ and students can also borrow overdrive ebooks as well. If you(or your students) wish to access these services please let the TL know so registration and payment can be organized.

- **eLibrary:** access your curriculum and professional eBooks, online journals, virtual books and education databases online;

- **LibPost:** a new subscription-based postal lending service for band 5-8 schools;

- **EdHistory:** a collection of historical Education Queensland materials to support schools celebrating significant anniversaries.

Phone: 3421 6549

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Email: Inquiries.LIBRARY@dete.qld.gov.au

Web: http://education.qld.gov.au/library

Photocopier/printer Station/Laminating   **Back to Contents**

Library Printer and photocopier are available for all staff to access. This photocopier also scans documents. Check before printing that your documents are being sent to the correct printer. More than occasionally, the computers tend to default to the Library printer. PLEASE COLLECT your PHOTOCOPIER AS SOON AS humanly possible.

Students are NOT to USE the photocopier and must have direction from teachers before printing from computers. Students can collect printing from the photocopier located in the library. Personal photo copying and laminating can be undertaken at a cost of 30 cents per A4 and 70 cents per A3 page.

Please take into regard COPYRIGHT issues in regard to ALL resources including MP3/CD/images/ not only when photocopying. 7

RECYCLING

You can dispose of printer cartridges in the Planet Ark box located next to the photocopier in the library. Rechargeable batteries should also be disposed of correctly. Aldi collects these to send to the appropriate recycyling venue.

APPENDICES

APPENDIX ONE:

Information Literacy   **Back to Contents**

(embedded in the inquiry learning sequence in the Australian Curriculum in Science, History and Geography)

Although, the general capabilities of the Australian Curriculum do not broach information literacy skills as independent concepts, various Curriculum outcomes embed information literacy through developing inquiry skills.

ASLA (Australian Schools Library Association and ALIA (Australian Library and Information Association) promote a Guided inquiry pedagogy based on Kuhthlau's (2007) Information Research Process which embeds the information literacy skills of the 21st century.

Information Literacy

- Australian School Library Association ASLA (2009). Policy Statement- Information Literacy.

Guided Inquiry

http://www.asla.org.au/policy/Guided-inquiry-and-the-curriculum.aspx (ASLA, 2009)

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It is the responsibility of ALL teachers to explicitly teach the information literacy skills embedded in inquiry learning to students through the curriculum areas of History, Science and Geography. The teacher librarian is available to collaboratively plan and teach lessons highlighting these skills if timetable allows. Following is a table where Information Literacy skills are highlighted within the Science, Geography and History curriculum outcomes .

	Science	History	Geography	CCT	ICT
Questions	F – Respond to questions about familiar objects & events 1 – Respond to & pose questions, & make predictions about familiar objects & events	F – Pose questions about the past using sources provided	F – Make observations about familiar places & pose questions about them 1 - Pose questions about familiar & unfamiliar places	F - Pose factual & exploratory questions based on personal interests & experiences 2- Pose questions to identify & clarify issues, & compare information in their world	
	3 – With guidance, identify questions in familiar contexts that can be investigated scientifically & predict what might happen based on prior knowledge 5 – With guidance, pose questions to clarify practical problems or inform a scientific investigation, & predict what the findings of an investigation might be	3 - Pose a range of questions about the past 5 – Identify questions to inform an historical inquiry	3 - Develop geographical questions to investigate 5 - Develop geographical questions to investigate & plan an inquiry	4 - Pose questions to expand their knowledge about the world 6 - Pose questions to clarify & interpret information & probe for causes & consequences	
	7 – Identify questions & problems that can be investigated scientifically & make predictions based on scientific knowledge 9 - Formulate questions or hypotheses that can be investigated scientifically	7 - Identify a range of questions about the past to inform a historical inquiry 9 – Identify & select different kinds of questions about the past to inform historical inquiry, Evaluate & enhance these questions	7 - Develop geographically significant questions & plan an inquiry, using appropriate geographical methodologies & concepts 9 - Develop geographically significant questions & plan an inquiry that identifies & applies appropriate geographical methodologies & concepts	8 - Pose questions to probe assumptions & investigate complex issues 10 - Pose questions to critically analyse complex issues & abstract ideas	
Planning & conducting investigations	1 – Participate in different types of guided investigations to explore & answer questions, such as manipulating materials, testing ideas, & accessing information sources	F - Pose questions about the past using sources provided	1 - Pose questions about familiar & unfamiliar places 3 - Develop geographical questions to investigate		
	3 – Suggest ways to plan & conduct investigations to find answers to questions 5 - With guidance, plan appropriate investigation methods to answer questions or solve	3 - Identify sources 5 - Identify & locate a range of relevant sources	5 - Develop geographical questions to investigate & plan an inquiry		

	problems			
	7 – Collaboratively & individually plan & conduct a range of investigation types, including fieldwork & experiments, ensuring safety & ethical guidelines are followed 9 - Plan, select & use appropriate investigation methods, including field work & laboratory experimentation, to collect reliable data; assess risk & address ethical issues associated with these methods		7 - Develop geographically significant questions & plan an inquiry, using appropriate geographical methodologies & concepts 9 - Develop geographically significant questions & plan an inquiry that identifies & applies appropriate geographical methodologies & concepts		
Collecting & evaluating data & information	F - Explore & make observations by using the senses 1 - Use informal measurements in the collection & recording of observations, with the assistance of digital technologies as appropriate; participate in different types of guided investigations to explore & answer questions, such as manipulating materials, testing ideas, & accessing information sources	F – Pose questions about the past using sources provided, Explore a range of sources about the past,	F - Record geographical data & information collected by observation 1- Collect & record geographical data & information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books & films	F - Use ICT to identify where information is located, Use icons to locate or generate required information, **Explain how located data or information was used** 2- Use ICT to identify, record & classify textual & graphic information to show what is known & what needs to be investigated, **Explain the usefulness of located data or information**
	3 - Safely use appropriate materials, tools or equipment to make & record observations, using formal measurements & digital technologies as appropriate 5 - Decide which variable should be changed & measured in fair tests & accurately observe, measure & record data, using digital technologies as appropriate, Use equipment & materials safely, identifying potential risks	3 – Identify sources, Locate relevant information from sources provided 5 – Identify & locate a range of relevant sources, Locate information related to inquiry questions in a range of sources	3 - Collect & record relevant geographical data & information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media & the internet 5- Collect & record relevant geographical data & information, using ethical protocols, from primary & secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources & reports, **Evaluate sources for their usefulness** & represent data in different forms, for example, maps, plans, graphs, tables, sketches & diagrams	4 - Use ICT to plan an information search or generation of information, recognising some pattern within the information, Locate, retrieve or generate information from a range of digital sources, **Explain why located data or information was selected** 6 - Use a range of ICT to identify & represent patterns in sets of information & to pose questions to guide searching for, or generating, further information, Locate, retrieve or generate information **using search engines & simple search functions** & classify information in meaningful ways, **Assess the suitability of data or information using a range of appropriate given criteria**

	7 - Collaboratively & individually plan & conduct a range of investigation types, including fieldwork & experiments, ensuring safety & ethical guidelines are followed, In fair tests, measure & control variables, & select equipment to collect data with accuracy appropriate to the task 9 – Select & use appropriate equipment, including digital technologies, to systematically & accurately collect & record data, **Critically analyse the validity of information in secondary sources** & evaluate the approaches used to solve problems	7 – Identify & locate relevant sources, using ICT & other methods; identify the origin & purpose of primary & secondary sources, Locate, compare, select & use information from a range of sources as evidence **draw conclusions about the usefulness of sources** 9 – Identify & locate relevant sources, using ICT & other methods, Identify the origin, purpose & context of primary & secondary sources, **Evaluate the reliability & usefulness of primary & secondary sources**	7 - Collect, select & record relevant geographical data & information, using ethical protocols, from appropriate primary & secondary sources, **Evaluate sources for their reliability & usefulness** & represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches & annotated diagrams, with & without the use of digital & spatial technologies 9- Collect, select, record & organise relevant geographical data & information, using ethical protocols, from a range of appropriate primary & secondary sources, **Evaluate sources for their reliability, bias & usefulness**, & represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches & annotated diagrams, with & without the use of digital & spatial technologies, Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate, **Evaluate multi-variable data & other geographical information** using qualitative & quantitative methods, & digital & spatial technologies as appropriate, to make generalisations & inferences, propose explanations for patterns, trends, relationships & anomalies, & predict outcomes	8. **Critically analyse information & evidence according to criteria such as validity & relevance** 10. **Critically analyse independently sourced information to determine bias & reliability**	8 - Use a range of ICT to analyse information in terms of implicit patterns & structures as a basis to plan an information search or generation, Locate, retrieve or generate information **using search facilities** & organise information in meaningful ways, **Assess the suitability of data or information using appropriate own criteria** 10 - Select & use a range of ICT independently & collaboratively, analyse information to frame questions & plan search strategies or data generation, Use **advanced search tools & techniques** or simulations & digital models to locate or generate precise data & information that supports the development of new understandings, **Develop & use criteria systematically to evaluate the quality, suitability & credibility of located data or information & sources**
Using data & information	F – Engage in discussions about observations & use methods such as drawing to represent ideas 1 – Use a range of methods to sort information, including drawings & provided tables, Through discussion, compare observations with predictions	F – identify & compare features of objects from the parts & present, explore a point of view	F - Represent the location of features of a familiar place on pictorial maps & models, Draw conclusions based on discussions of observations 1 - Represent data & the location of places & their features by constructing tables, plans & labelled maps, Draw conclusions based on the interpretation of geographical information sorted into categories	F - Identify & describe familiar information & ideas during a discussion or investigation, Gather similar information or depictions from given sources 2 - Identify & explore information & ideas from source materials, Organise information based on similar or relevant ideas from several	2- Recognise ownership of digital products that others produce

				sources	
	3 – Use a range of methods including tables & simple column graphs to represent data & to identify patterns & trends, Compare results with predictions, suggesting possible reasons for findings 5 – Construct & use a range of representations, including tables & graphs, to represent & describe observations, patterns or relationships in data using digital technologies as appropriate, Compare data with predictions & use as evidence in developing explanations	3 – Identify different points of view 5 – Compare information from a range of sources, identify points of view in the past & present	3 - Represent data by constructing tables & graphs, Represent the location of places & their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title & north point, & describe their location using simple grid references, compass direction & distance, Interpret geographical data to identify distributions & patterns & draw conclusions 5 - Represent the location & features of places & different types of geographical information by constructing large-scale & small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title & north point, using spatial technologies as appropriate, Interpret geographical data & other information, using digital & spatial technologies as appropriate, & identify spatial distributions, patterns & trends, & infer relationships to draw conclusions	4- Identify main ideas & select & clarify information from a range of sources, Collect, compare & categorise facts & opinions found in a widening range of sources 6 - Identify & clarify relevant information & prioritise ideas, Analyse, condense & combine relevant information from multiple sources	4 - Acknowledge when they use digital products created by someone else, & start to indicate the source 6. - Identify the legal obligations regarding the ownership & use of digital products & apply some referencing conventions
	7 – Construct & use a range of representations, including graphs, keys & models to represent & analyse patterns or relationships, including using digital technologies as appropriate, Summarise data, from students' own investigations & secondary sources, & use scientific understanding to identify relationships & draw conclusions 9 – Analyse patterns & trends in data, including describing relationships between variables & identifying inconsistencies, Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	7 – Identify & describe points of view, attitudes & values in primary & secondary sources 9 – Process & synthesise information from a range of sources for use as evidence in an historical argument; identify & analyse the perspectives of people from the past, Identify & analyse different historical interpretations (including their own)	7 - Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate, Analyse geographical data & other information using qualitative & quantitative methods, & digital & spatial technologies as appropriate, to identify & propose explanations for spatial distributions, patterns & trends & infer relationships, Apply geographical concepts to draw conclusions based on the analysis of the data & information collected 9 - Evaluate multi-variable data & other geographical information using qualitative & quantitative methods & digital & spatial technologies as appropriate to make generalisations & inferences, propose explanations for patterns, trends, relationships & anomalies, & predict outcomes, Apply geographical concepts to synthesise information from various sources & draw conclusions based on the	8 - Clarify information & ideas from texts or images when exploring challenging issues 10 - Clarify complex information & ideas drawn from a range of sources	8 - Apply practices that comply with legal obligations regarding the ownership & use of digital products resources 10 - Identify & describe ethical dilemmas & consciously apply practices that protect intellectual property

			analysis of data & information, taking into account alternative points of view, Identify how geographical information systems (GIS) might be used to analyse geographical data & make predictions	
Evaluating & reflecting on inquiry process	1 – Compare observations with those of others		F - Reflect on their learning to suggest ways that they can look after a familiar place 1 - Reflect on their learning & suggest responses to their findings	F - Check whether they are satisfied with the outcome of tasks or actions 2 - Evaluate whether they have accomplished what they set out to achieve
	3 – Reflect on the investigation, including whether a test was fair or not 5 – Suggest improvements to the methods used to investigate a question or solve a problem		3 - Reflect on their learning to propose individual action in response to a contemporary geographical challenge & identify the expected effects of the proposal 5 - Reflect on their learning to propose individual & collective action in response to a contemporary geographical challenge & describe the expected effects of their proposal on different groups of people	4 - Explain & justify ideas & outcomes 6 - Evaluate the effectiveness of ideas, products, performances, methods & courses of action against given criteria
	7 – Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, & identify improvements to the method, Use scientific knowledge & findings from investigations to evaluate claims 9 – Evaluate conclusions, including identifying sources of uncertainty & possible alternative explanations, & describe specific ways to improve the quality of the data		7 - Reflect on their learning to propose individual & collective action in response to a contemporary geographical challenge, taking account of environmental, economic & social considerations, & predict the expected outcomes of their proposal 9 - Reflect on & evaluate the findings of the inquiry to propose individual & collective action in response to a contemporary geographical challenge, taking account of environmental, economic & social considerations; & explain the predicted outcomes & consequences of their proposal	8 - Explain intentions & justify ideas, methods & courses of action, & account for expected & unexpected outcomes against criteria they have identified 10- Evaluate the effectiveness of ideas, products & performances &

				implement courses of action to achieve desired outcomes against criteria they have identified	
Communicating	F – Share observations & ideas 1 – Represent & communicate observations & ideas in a variety of ways such as oral & written language, drawing & role play	F – Develop a narrative about the past, use a range of communication forms (oral, graphic, written, role play) & digital technologies	F – Present information using everyday language to describe location & direction 1 - Present findings in a range of communication forms, for example, written, oral, digital & visual, & describe the direction & location of places, using terms such as north, south, opposite, near, far		
	3 - Represent & communicate ideas & findings in a variety of ways such as diagrams, physical representations & simple reports 5 - Communicate ideas, explanations & processes in a variety of ways, including multi-modal texts	3 – Develop texts, particularly narratives,Use a range of communication forms (oral, graphic, written) & digital technologies 5 - Develop texts, particularly narratives & descriptions, which incorporate source materials, Use a range of communication forms (oral, graphic, written) & digital technologies	3 - Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, & visual, & use geographical terminology 5- Present findings & ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual & maps; using geographical terminology & digital technologies as appropriate		
	7- Communicate ideas, findings & solutions to problems using scientific language & representations using digital technologies as appropriate 9 – Communicate scientific ideas & information for a particular purpose, including constructing evidence-based arguments & using appropriate scientific language, conventions & representations	7 - Develop texts, particularly descriptions & explanations that use evidence from a range of sources that are acknowledged, Use a range of communication forms (oral, graphic, written) & digital technologies 9 – Develop texts, particularly explanations & discussions that use evidence from a range of sources that are referenced, Select & use a range of communication forms (oral, graphic, written) & digital technologies	7 - Present findings, arguments & ideas in a range of communication forms selected to suit a particular audience & purpose; using geographical terminology & digital technologies as appropriate 9 - Present findings, arguments & explanations in a range of appropriate communication forms, selected for their effectiveness & to suit audience & purpose; using relevant geographical terminology, & digital technologies as appropriate		

Lupton, Mandy.(2012). Inquiry skills in the Australian Curriculum. Access; v.26 n.2 p.12-18; June 2012. Retrieved on January 2, 2014 from http://search.informit.com.au/fullText;dn=193380;res=AEIPT

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

APPENDIX TWO:

LIBRARY AND LEARNING CENTRE MANAGER
ASLA (2013 presents the case in "Future learning and school libraries that a future focussed teacher librarian contributes to student learning through the school library in the following ways.

• Applies agility to address educational change and responsiveness to curriculum development.

• Promotes inquiry based pedagogy as the driving force and philosophical basis for teaching and learning practices in the school community.

• Provides 24/7 access to information, as well as curation and mediation of learning resources.

• Supports the inter-connectedness and inter-dependence of a variety of learning environments.

• Builds capacity for lifelong / life-wide learning.

• Adopts evidence-based practice to inform teaching and learning.

• Guides inquiry, understanding and creativity among learners.

• Enables digital citizenship.

• Engenders a critical, ethical, and reflective approach to using information to learn.

• Provides professional learning opportunities based on the needs of the school and teaching staff.

This is an aspirational role statement.

REFERENCES

ASLA (2013) "Future learning and school libraries" Retrieved on April 1, 2013 form
http://www.asla.org.au/site/DefaultSite/filesystem/documents/2013-ASLA-futures-paper.pdf

Library Manager Enacted Role:

Curriculum

Aims :

- works with principal and staff in curriculum planning ensuring the inclusion and promotion of 21st century information literacy outcomes and processes

- plans and evaluate collaboratively with teachers to ensure the effective integration of information resources and technologies into student learning

- maintains literacy as a high priority, engaging students in reading, viewing and listening for understanding and enjoyment

HOW

- Planning sessions with each year draft

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- Maintain and promote the Lexile program /literacy activities/displays

- Continue with Professional development and networking with TL community to ensure currency of curriculum/information literacy processes and outcomes.

BACK

Teaching

- Teaches collaboratively with staff to ensure the effective integration of information resources and technologies and the effective use of access to information resources within curriculum programs

- provides specialist assistance to students/staff/community using technology and information resources in and beyond the school, and for independent research

- provides specialist assistance to students for independent reading, viewing and listening

- provide additional assistance to students with particular learning needs or abilities, and to students for whom social justice considerations apply

HOW

- Consultation and collaboration with classroom teachers to organize timetabling, curriculum planning allowing a reasonable time framework for preparation of quality learning and teaching experiences

- Efficient timetabling of classes and teachers in accessing the LC to support and enhance their curriculum

- Whole class and teacher access Learning Centre to work collaboratively with LCM LC supports classroom teachers in differentiation strategies by teaching/planning for nominated groups of students in their area of need

- Run ICT afternoons/lunchtime clubs to develop IL/ICT skills and knowledge

Back to Contents

Resource Manager:

- develops policies, procedures and criteria for selecting resources that meet curriculum, informational and student recreational needs

- establishes promotes and manages efficient and well-guided systems for organising, retrieving and circulating resources responsive to student and teacher needs

- develops implements and manage strategies that ensure resources and equipment are well-maintained develops budget estimates to ensure that teaching and learning requirements are met

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- promotes the effective use of resources and information resources, systems and services both within and beyond the school.

- Creates a stimulating, inviting and helpful environment with the LC

HOW

- In curriculum planning sessions, note for purchase those resources that will enhance teaching and learning process

- Survey, gather data on student interests for purchase consideration

- Refer to criteria and policy that clearly define the purchase and/or culling of items Email, display new resources – hardcopy and digital

- Present to staff annually (students within context of borrowing times) the process of accessing resources through OLIVER

- Use OLIVER email facility for overdues and messages for teachers/students Articles in newsletter promoting library events, resources, websites.

- Encourage students/teachers to check resources for damage/currency/quality and present for repair/cull

- Displays – themes, books, events – bright colourful furniture, messages, clear SIGNAGE, furniture arrangement appropriate and suitable for purposes

- Promote events like competitions, lunchtime activities that encourage attendance and use of the LLC

BACK
Library Teacher-Aide's Role: **Back to Contents**

- Assist in maintenance of bibliographic records - Cataloguing - lexiling, book imaging book processing/ repairs and user records - enrolments and transfers, scheduled O/D notices, follow up letters, track payment of and keep records lost /damaged books,

- assist members of the school community to access print, audio-visual and electronic services, materials and facilities

- receive and deal with initial information requests

- circulate resources to staff and students, maintain records and implement procedures to ensure resources are returned on time and in excellent condition

- assist in maintenance of facilities including set-up of displays, shelving resources and operation of security procedures

- provide clerical support to information services staff - Stocktaking/ordering /collation of consumables (eg: processing equipment, ink cartridges, laminating pouches)

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Learning for the Future, 2nd edition
Australian School Library Association
Australian Library and Information Association
Curriculum Corporation, Victoria
Johnstone, K.Softly, softly: the library's role in staff professional development. SCIS Connections,

Retrieved on June 2013, from
http://www2.curriculum.edu.au/scis/connections/issue_69/the_librarys_role_in_professional_development.html

APPENDIX 3
Current Library Collections   **Back to Contents**

COLLECTIONS: (Books with Indigenous content or author are marked with Indigenous Flag on the spine)

JUNIOR FICTON – hard and soft cover, board books

FICTION BOOKS -Easy chapter books, Mature-age, graphic novels, picture fiction

NON FICTION- non-fiction titles to support the curriculum and to extend students' knowledge

BIG BOOKS – JF   Fiction and traditional Tales, Non- Fiction

MAGAZINES - Comet, Challenge, Explore, Wacky but True, Message Stick, Selection of older magazines.

REFERENCE, atlases, dictionaries, thesaurus, almanacs, year books, past school magazines.

TEACHER REFERENCE - Collections to support the curriculum and to enhance professional knowledge books, kits, PM benchmark set (books to be borrowed individually only – copies of RR sheets to be left for next person) – books, kits, teaching resources, syllabus, curriculum items. Most current syllabus programs are in teacher classroom collection.

C2C COLLECTION – These are based in one year level classroom and are the responsibility of the class teachers to administer and maintain.

CHARTS – fiction, maps, non-fiction, motivational posters

AUDIO – Junior Fiction, Fiction and Non fiction (music) -includes take home audio set (some converted to MP3)

DVD/VIDEO – collections of Non fiction, Junior Fiction and Fiction These are used under the provisions of the licences purchased on behalf of QLD schools by the EQ.

EQUIPMENT – Available from the library includes audiovisual DVD/VHS players, Data projectors, Interactive White Boards, Digital cameras, iPads, belkin rockstars (5 point jack), webcams, video cameras- Flip, TV, digital microphones, talking points, beebots, probots, laptops, CD/cassette players some of which are allocated to classrooms. Please let the Learning Centre know if items are moved between rooms.

MATHS SCIENCE GUIDED READING RESOURCES- From 2020 are based in library classroom Resource Room. All will be catalogued and borrowed through the Oliver Library system.

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DIGITAL - resources ranging from computer files, website, learning objects, MP3's, video clips, images and sound files.

COLLECTION DEVELOPMENT

Guidelines sourced from http://education.qld.gov.au/library/support/collection-dev.html

The purpose of the selection plan is to develop a well-balanced collection that supports the curriculum and teaching needs as well as the needs and abilities of students. This includes effective selection procedures. Responsibility for the quality and relevance of the school library collection rests with the school principal. A well-developed school library collection is achieved if selection is a collaborative operation involving the teacher-librarian, key staff members and where appropriate, students and parents.

All learning resources for use by students and staff at Gympie South State School are selected in accordance with this plan.

In selecting new materials for the collection school library staff will ensure that they are aware of:

- resources already existing within the school;
- The Collection Development Policy of library.

In selecting new materials for the collection, staff will ensure that all learning resources:

- support the Queensland Curriculum Learning Outcomes and educational philosophy of our school as outlined in our School Planning Overview and School Annual Operational Plan;
- satisfy the following four (4) selection criteria:

    1.   **The resource is appropriate to the target audience.**

            In order to judge the degree to which the resource is appropriate, the following aspects of the resource are considered:

    - General analysis:
        – style
        – pace
        – point of view
        – illustrations
        – relevance

    - Use of language in terms of:
        – school community guidelines
        – the level of student
        – value-laden terms
        – clarity of presentation

    - Structures in text:

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

- – Whether structures are narrative or expository
- – Whether the structures help or hinder the reader
- – Whether the structures are appropriate for the subject matter

- Issues (especially if controversial) in terms of:
  - – Departmental policies especially in the areas of social justice and equity
  - – the treatment/approach
  - – the potential to offend
  - – discriminatory remarks

2. **Information is accurate, current and relevant**

3. **Curriculum match and relevancy, where the following are considered:**
   - the degree to which the curriculum is matched
   - the breadth of application and appeal
   - the estimated length of time the content will be relevant

4. **Student outcomes are considered in terms of:**

   Learner details, that is whether:

   - the resource improves student knowledge and skills
   - the learner requires prior knowledge
   - the package encourages the learner to:
     - – think
     - – question
     - – research
     - – solve problems
     - – interact with others (and to what extent)

   Teacher details, that is whether:

   - the package enhances the teaching and learning process
   - the level of preparation required to use the package effectively
   - the teaching/learning styles addressed
   - the usefulness for single/groups of students
   - inter-activity, if applicable, adds value to the product/program.

   Technical details, whether:

   - adequate help is available on screen and in the manual;
   - the program is easy to learn and reliable to use;
   - the screen display is of an acceptable quality;
   - links between screens are logical;
   - inter-activity (where applicable) adds value to the medium.

The following SELECTION PROCEDURES will apply in our school:

- Staff will consult selection aids such as Library catalogue, The Source, school library journals, recommended various professional literary websites and subject specific professional journals.

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- Staff may request the purchase of resources through our Resource Centre after ensuring that the collection does not already hold an appropriate resource. Requested resources will be assessed for appropriateness against the four selection criteria detailed in this plan.

- Donations will be added to the collection only after they are assessed against the four selection criteria detailed in this plan.

- Material on approval from bookstores/sellers should remain in the school for at least a week to allow for satisfactory evaluation.

We will address challenges to our selected learning resources by:

- clarifying of the details of the challenge

- alerting the appropriate staff member (teacher-librarian/Principal) of the details of the challenge

- immediately acknowledging that the challenge, either verbally or in writing, is a request for reconsideration of a selected resource

- creating a diary entry or file note of the acknowledgment if the response is verbal;

- seeking resolution of the challenge through discussion which includes making the requester aware of the school Learning Resources Selection Plan

- requesting completion of our Request for Reconsideration of Resources form.

SUPPLIERS

As with all purchases, suppliers of school library resources must be chosen in accordance with departmental purchasing guidelines, and carried out by a staff member with the appropriate training and delegation.

These requirements are outlined in the Purchasing and Procurement guidelines, which can be accessed via OnePortal.

To simplify the process, the department currently has Standing Offer Arrangements with several suppliers for the supply of library resources 🔒 (DET-100707) and Print text books and digital resources 🔒 (DET SOA-101080).

The Teacher Librarian at Gympie South has completed the training to be a delegated purchasing officer.

For further information about EQ requirements for suppliers, receiving orders, returns, record keeping, please use the following link to Library support.
http://education.qld.gov.au/library/support/suppliers.html

PROCESSING

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

All library resources should be end-processed in a manner that prolongs their life, and identifies them as library property where the items will be housed, and how they will be used should also be considered.

An in-house procedure manual is an effective way to ensure that different types of resources (books, class sets, kits, etc.) are processed appropriately and, if detailed enough, can provide step-by-step instructions for all staff and volunteers to follow. It could specify, for example, the types and sizes of labels to be used, font styles, and where labels should be affixed.

All items require:

- A label or stamp identifying the school's name and address. This may be applied in a few places on each item, such as the title page, inside the front or back cover, or on a particular page number if desired.
- A barcode label. This is located in the same place on each item to enable easy scanning during stocktaking procedures- top left hand without obscuring title.
- Covering with a clear adhesive sheet such as Contact if they are books.
- Packaging in suitable containers or bags if they are non-book items.
- Contents labels listing the quantities of each component for kits.
- A call number label including location prefix and Dewey number as appropriate. These can be printed from the library's automated system.

CHALLENGED MATERIALS PROCEDURE

- Clarify the challenge and resolve, if possible, through discussion.

- Advise the principal or member of the administration team.

- If considered necessary, request that the Request for reconsideration of resources (DOC, 202 KB) form be completed. Assistance should be given for its completion.

- Submit the matter to the Teacher Librarian to develop a recommended action for approval by the principal.

- The principal communicates the decision and an official administration record is kept of the matter.

CULLING

Sourced from http://education.qld.gov.au/library/support/weeding.html#digital

It is important to conduct regular reviews of the library's physical and digital resources in order for the collection to remain relevant and in good condition. This involves the removal and disposal of resources that are no longer considered suitable for the collection.

To weed successfully library staff need a good knowledge of the collection as well as an awareness of curriculum requirements and student needs.

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Criteria for weeding the physical collection include: the content; physical condition and usage, as outlined below:

- Resources in technologically dated or redundant/obsolete formats.

- Discriminatory content (i.e. currency, bias, cultural overtones and social justice issues, stereotyping of race, culture or gender).

- Irrelevance to the curriculum and current teaching and learning methods.

- Inappropriate or irrelevant to the needs of users.

- Inaccurate or misleading information.

- Torn, scratched or worn.

- Damaged beyond repair.

- Unattractive appearance.

- Amount of use very low or no usage in recent years.

SEE these links for EQ guidelines

Disposal of weeded materials

Weeding of digital resources

SOURCED FROM: Education Queensland Library Services Guidelines -
http://education.qld.gov.au/library/support/collection-dev.html

When decision is made to dispose of an item:
- Stamp 'Cancelled' on all identifying features eg: school stamp

- Sign and date

- DATABASE

- Scan barcode

- Check for extra copies and delete the relevant copy only not the 'Title'

- OR

- If no extra copies delete the 'Title'

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Cataloguing

At Gympie South State School we use Schools Catalogue Information Service (SCIS) website to ensure the consistency of the library database.

SCIS provides a quality, consistent cataloguing data for Australian school libraries through a national database of over one million catalogue records for educational resources that:

support the school curriculum

include fiction, non-fiction and teacher reference

cover all levels and content areas of the school curriculum

cover all formats including books, videos, computer software and websites

can be accessed through SCISWeb, a web-based interface.

Access to SCIS for Queensland schools

Cataloguing of records not found on SCIS

Resource collection point

Sourced from http://education.qld.gov.au/library/support/scis.html

Log on to the SCIS website: http://scis.curriculum.edu.au/scisweb/order.php

SCIS Username: 411221

    Password: eagle

  Click in 'ENTER ORDERS HERE' box

  Check to see if any books are copies – put aside to ADD COPY later

Scan the ISBN for all the books to be done (found on the back cover of books, reprints are on the inside front cover.) some have only numbers you need to enter the numbers/letters leaving out the dashes and then press enter. 'PROCESS ORDER'

Double click on 'usmarc.dat'

Click save

Save in Circulation in G Drive usmarc – name it with the date

Check Lexile site for quiz and/or lexile number – enter in front of book (eg: Q L 460)

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

BOOK IMAGING:

- Go back to SCIS

- Get images from

- Follow steps 1-6

- Save in Circulation G Drive Book Images name it with a date

- To unzip the file right click, extract all, next, next, finish

- Delete zipped file

OLIVER:

- System – Oliver – left hand menu

- Import – left hand menu

- 'SCIS Marc' – click

- Browse – click on the file needed from Circulation/usmarc

- Import

- 'View these in catalogue now'

- Resources

- Search – select 'New Records'

- Go through each book in list and give a barcode, cost and other information needed. Click on the number for the book.

- Update – subject (if it has Lexile 100-1000+ & /quiz).

- Check Classification (JF F) and GMD is correct or adjust to suit our system - Ensure the fiction are junior fiction/fiction not just fiction and that JF is adjusted from F as it doesn't come through SCIS

- Add thumbnail image if available – resources – scan Barcode – Title – 'Add Thumbnail Image'

- Add – Click Resource centre loan and Collection before barcode entry

- Resource Loan Category =See new GDM and COLLECTION lists

- Attach barcode and call number sticker to the book – write on call number

- Then scan the barcode into 'Add Copy'

- Make sure that the classification and location are correct

- Add 'Price' and 'Cost'

- Check for any alerts – eg Mature reader

- Save

- If number of copies of same book – when in that book click 'Add Copy' – repeat steps 12 – 13.

- Click on 'Table' and follow steps 9-16 for all the other books

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

- Follow Collection Chart for additional labelling.

- Add colour dot and Q (Lexile quiz)

- Easy Chapter- Add green strip 'EC'

- Red square with M for Mature Readers

- Yellow strip with PF for Picture Fiction

- Green Square for Teacher Reference KITS

- Blue Dot for Curriculum

- Blue Square for CD ROMS (computer disks)

Copyright Guidelines   Back to Photocopier

- Sourced from : http://education.qld.gov.au/library/support/copyright.html

- All staff members are responsible for the ethical use of resources and equipment. This is included in the code of conduct. Teachers should be aware of the protocols associated with copyright issues and raise this awareness with students. They may use an EdStudio called Copy it Right. The following guidelines define the information needed for appropriate use of resources within Education Queensland schools.

- General copyright information with links to policy and procedures for departmental officers:

- Intellectual property and copyright use
Defines intellectual property and outlines the responsibilities of departmental employees and key processes in managing intellectual property

- Smartcopying
The official guide to copyright issues for Australian schools and TAFE explains what copyright is, how education licences work and the use of open education resources such as Creative Commons (CC) licensing. The information sheets and FAQ are shaped to the needs of schools and TAFE. The information is available under the CC BY-SA licence.

- Australian Copyright Council (ACC)
Includes links to information about ACC publications and training. You may download and print one copy, for your reference, of each of the information sheets.

- A guide to Digital Rights Management (DRM)
Provides a source of ideas, information and resources to assist creators, producers and traders with the management of their content in the digital environment. A valuable tool for those who want to ensure digital copyright material is properly managed.

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Welcome to the GSSS Library and Learning Centre

Week 1 Term1
At Gympie South your child will be borrowing book/s home from the school library. Years Prep may borrow ONE book and Years 1 to 6 may borrow two books at a time for ONE week. Renewals are available. Books CAN also be borrowed or returned ANY day in the child's own time- before or after school from 8.30 am until 3.30 pm.

Your child's class teacher will tell inform you of the class library borrowing day.

Borrowing for ALL classes start Week 2

Some reminders for your library books:

· Books are taken to and from school in a waterproof library bag to stop damage to books. No Bag No Borrow Policy (A strong plastic bag is also acceptable)
· Remind your child to have clean hands when reading books, to use a bookmark and to turn the page from the upper right hand corner.
· Help your child to find a special place at home for his/her library book.
· Keep a calendar with his/her library day circled to help your child remember to return the books on library day.
· If a book is damaged or lost, it will need to be replaced.
· Please do not mend library books at home. Send damaged books to school for repair.

Junior Classes

1. Set aside time each evening for reading aloud with your child.

2. Talk about the story, the characters and the pictures

3. Reread the book with your child a number of times

4. Model the way to turn pages and care for books

Middle School Classes

1. Talk with your child about the book they have borrowed

2. Talk about whether they like the book or not and why

3. Follow up an author if they enjoy the story

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

4. Encourage them to place suggestions for future book purchases for the library in the suggestion box

5. Year 4 to 6 classes - Encourage your child to complete a lexile quiz on the Literacy Pro website. See School website for the link.

Year Six Only

In the library we have a selection of books that are for MATURE READERS marked with a Red LABEL with M. These are only available to Year 6 readers as the content of these books is aimed at teen or young adolescent readers. These books, while having a higher maturity content level, are still very engaging and topical. One example is the John Marsden Tomorrow series - 'Tomorrow when the War began'. If you have a concern with your Year Six child borrowing these books please send instructions so we can note this on their borrower's profile.

EVERYONE (parents, community groups) is most welcome to use the library and borrow resources. Details about current events will be posted on the school Facebook page or in the newsletter.

Students have a School Homepage where they can access links to school websites including OLIVER the library Catalogue. https://qedu.sharepoint.com/sites/1221/Student

From Oliver students can login, search for books and also see what books are overdue. Students in Years 3 to 6 have usernames and passwords to access this site. Prep to Year 2 details are available on request.

The Library Policy is accessible on this homepage as well as via the School Website.

EBOOKS

 Education Queensland has provided access to borrow e-books from Queensland state School Overdrive library. If you are a member of the Gympie Library you may be familiar with this kind of service. Registration allows access to many more books than we have in the school library. If your child is a keen reader and you have a tablet device at home, you may be interested in this service. If so, the school will need to register your child for access. Please return the form at the bottom of this letter.

I will be holding two Library Info Sessions on WEDNESDAY 12th FEBRUARY at 3.15pm and again at 5.15 pm so you can learn more about this service, the links to the library and at the same time look around the best school library in town.

If you have any concerns or requests either email or come and see the Teacher Librarian, Mrs. Wood or Tracy who co-ordinates borrowing and returns.

Look forward to seeing you here in the library.

Thank you

Mrs Maria Wood

(Teacher Librarian) mwood123@eq.edu.au

Gympie South library PH: 54830457

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GYMPIE SOUTH LIBRARY & LEARNING CENTRE

Return this form IF:

I am interested in having my child borrow ebooks to read at home on a home device preferably tablet or ipad. I wish to register my child (name)…………………………………… (class)…………………..for home access to borrow Ebooks from the Queensland State School Library.

I intend/do not intend to attend the ………………session on WED 12th February.

Signed……………………………………………………………………..

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LETTER TO CANDK KINDY
February 2018

Dear Kindy Parents,

Gympie South State School library operates under the following policy. This policy explains the routine of the school library and the procedures followed in various circumstances. It is put into place to maintain a consistent approach to borrowing and ensure the integrity and quality of the library collection.

Thank you for encouraging your children to borrow and to care for their books.

Mrs. Maria Wood (Teacher Librarian)

Borrowing

Students MUST use a waterproof library bag to carry items to and from home. NO BAG NO BORROW policy. Please check the item BEFORE borrowing for damage and if so, inform the staff.

KINDY -   1 book – 1 Junior Fiction

Returns

Returns are to be placed in the Returns Box. Books are to be returned after 1 week. Please inform LLC staff of damage to resources. Overdue notices will be handed out each week as a friendly reminder to return books.

Book Replacement   If students damage books or consistently have overdue items, Library staff will inform parents that their child will have restricted or no borrowing privileges until the book is reimbursed/returned and the child has developed responsibility in caring for items. Compensation will be sought for lost books (after 3 months) and those damaged beyond reasonable repair. Costs are:

● paperback novels $15.00   ● paperback non-fiction $20.00

● paperback picture books $20.00   ● hardcover non-fiction $25.00—$50.00

● hardcover picture books $25.00   * Replacement/repair of Barcodes, cover etc. $5.00

………
……………………………… Please return this consent form agreeing to allow your child to borrow under these conditions.

GYMPIE SOUTH LIBRARY & LEARNING CENTRE

I wish my child…………………………………..…………..……………………..to borrow from the Gympie South Library. I have read and am aware of the policy conditions.

Signed…………………………………………………………………………..Date:……………………………….

REFERENCES

REFERENCE LIST   **Back to Contents**

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