



# St Andrew's Cathedral School

## Library Policies

*(revised 2012)*

**The library policy** explains the philosophy and mission of SACS Library and its relationship to the mission of the school

**The teaching & learning policy**

**The collection management policy** supports the philosophy of the school and how it relates to the educational environment and resources of the library. Objectives of selection are outlined, responsibility of selection is clarified and **selection criteria** are listed.

**A statement on donations**

**Challenge procedures & forms:** The **Procedures for challenged materials** includes a document, **Request for reconsideration of resource material**, to be completed by the person challenging the resource and a **Format for analysis** which the teacher librarian will use to evaluate the challenged item.

**The Cataloguing policy**

**The Weeding policy & Deselection criteria**

**The Circulation and Overdues policy**

**The Copyright policy and**

**The Disaster Plan**

**Supporting documents**

- \* *ALIA Statement on Freedom to Read*
- \* *Australian School Library Bill of Rights (ASLA)*
- \* *Statement on Libraries and Multiculturalism*
- \* *UNESCO School Library Manifesto*

# LIBRARY POLICY

## PURPOSE

St Andrew's Cathedral School Library contributes to the school vision: "Whole knowledge, whole people", its mission: "Under God, St Andrew's Cathedral School is committed to presenting Christ and nurturing individuals into a community of learning, in partnership with the Cathedral, engaging with the city, preparing to meet the world and the future," and the school's Teaching and Learning Statement: "passion for learning, preparing for life," by providing relevant information services and innovative teaching and learning practices within the school community.

The Library is **"the school's physical and virtual learning commons where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' information-to-knowledge journey and to their personal, social and cultural growth"** (Todd, 2007).

## PHILOSOPHY

- \* A Christian philosophy of and approach to education is central to the development of lifelong learning at St Andrew's
- \* The Library is instrumental in putting into practice the aims and policies of the school
- \* Reading is a foundational skill for all students
- \* Quality information services contribute to life-long learning and the development of the whole person
- \* Learning, particularly research skills, occurs best in context and in response to the need to know
- \* Collaboration results in effective and integrated learning opportunities for students and teachers

## IMPLICATIONS

- \* The school library has a positive welcoming ambience.
- \* The school library provides a wide range of learning resources and learning opportunities in order to foster the academic, psychological, social, physical, cultural and spiritual development and growth of students; it enables students to access relevant resources when required.
- \* The library contributes to the development of literacy and life-long learning through programs and activities building on information literacy, digital literacy and critical and complex thinking.
- \* The library is committed to being a teaching library.
- \* Collaborative planning and teaching is used to develop resource-based tasks.
- \* Learning activities cater to a range of learning styles and ability levels.
- \* Self-reflection is incorporated into information seeking activities.
- \* A range of physical spaces, hardware and other resources provide opportunity for a range of teaching and learning activities.
- \* The library supports the school's partnerships with the Cathedral & city through providing resources relating to these areas, supporting the School Archives and the CityLinks program.

# LIBRARY TEACHING AND LEARNING POLICY

*Information literate students are competent, independent learners. They know their information needs, and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and communicate. They operate comfortably in situations where there are multiple answers, as well as those with no answers. They hold high standards for their work and create quality products. Information literate students are flexible, can adapt to change, and are able to function independently and in groups. (Todd, 1996)*

## PURPOSE

St Andrew's Cathedral School Library provides programs and resources to support teachers' and students' research needs and to facilitate life-long independent learning and to ignite a passion for learning and literature. The library supports a guided inquiry approach.

## PHILOSOPHY

Best practice in learning happens collaboratively.

Change is a constant for all learners.

Quality teaching pedagogy underpins the approach to developing life-long learning.

A constructivist approach is the platform for developing life-long learning.

Life-long learning develops as students:

- \* realise that learning continues as a lifelong process
- \* value truth and the disciplines of scholarship
- \* recognise that access to information gives them power
- \* recognise the different forms and purposes of information
- \* value information skills to help them develop as learners
- \* value creative and critical thinking through the research process
- \* develop enthusiasm for learning and reading
- \* become aware of their own learning styles
- \* become independent learners
- \* develop confidence in using different technologies
- \* develop teamwork and improve their communication skills.

## IMPLICATIONS

- \* A scope and sequence of information literacy and ICT skills provides a matrix for Early Stage 1 to Stage 6
- \* Outcomes-based education provides a systematic framework for curriculum planning which makes explicit connections between content and skills and allows for precise assessment of learning and skill development
- \* Learning activities are designed to empower students to reflect on their own learning
- \* The guided inquiry approach is used to assist students develop competency along the continuum of the information skills process
- \* Creative and critical thinking processes are embedded in units of work
- \* Collaborative planning and teaching is used to design and implement and assess learning activities
- \* Information skills are actively taught and reinforced in a relevant context
- \* The teaching and learning will be embedded into the actual learning and assessments needs of students as learning happens best at the point of need

- \* Tasks will be constructed in collaboration with classroom teachers to create, implement and assess stimulating units of work which give students opportunities to choose their preferred learning styles and which develop critical literacy and problem-solving skills in the use of text, electronic and visual sources of information across the curriculum K-12
- \* Dynamic emerging technologies will be embedded into tasks to provide students with opportunities for digital learning and to foster responsibility in the use of these decontextualised sources of information
- \* Library displays and a variety of means of promotion will draw attention to resources and services and stimulate interest

**SOURCES:**

Ryan, J. & Capra, S. (2000). *ILPO: Information Literacy Planning Overview, P/K-7*. CRA: Capalaba, Qld.  
Trinity Grammar School draft Information Literacy Policy [c1995]  
*Information skills in the school*. [1988]. NSW Department of Education.  
*K-6 English syllabus and support document*. (1994). Board of Studies: North Sydney.  
Riverview Library Life-long learning policy (2006)  
Birrong Girls' High School Library Information Literacy Policy  
St Andrew's Cathedral School Library staff

# COLLECTION MANAGEMENT POLICY

## PURPOSE

The collection of St Andrew's Cathedral School Library caters to the learning and recreational needs and abilities of students from Kindergarten to Year 12 including the Gawura Aboriginal campus; it also assists staff in supporting the curriculum. This policy provides the framework for management and development of a well-balanced collection that:

- supports the curriculum and teaching and learning needs within the school
- caters to the interests, needs and abilities of the students
- provides literature to foster a love of reading and
- supports the library as the stimulating intellectual hub of the school.

The investigation of ideas is a vital part of education and for this purpose some resources, which may be seen as controversial, will be included in the collection to provide several points of view on a subject.

## PHILOSOPHY

- Students need access to a range of information sources in a variety of formats at various reading levels – items that are up-to-date, stimulating, attractive, balanced, inclusive and accessible
- Information resources, print and digital, presenting balanced opinions or several viewpoints on an issue are more conducive to critical thinking
- Staff professional needs must be catered for
- The collection requires continual updating and culling to remain a quality resource for the learning community of the school.

## IMPLICATIONS

\* A considered and strategic target of acquisitions needs to be developed annually. The collection comprises an organised set of resources in print, audio-visual and digital formats divided into smaller collections:

- Reference – easy rapid access resources like encyclopedias, atlases and dictionaries
- Non Fiction – print information resources to support the curriculum and recreational needs with in-depth resources for Stage 6
- Junior Non Fiction for Stages 1 and 2 students
- HSC and IB collections – senior textbooks and subject guides
- Fiction – reading materials for literacy, curriculum and recreational needs; Junior Fiction for Early Stage 1 to Stage 2 access is marked with a yellow sticker; fiction for Stage 3 is marked with an owl sticker; age-restricted borrowing is indicated with a pink sticker inside the book
- Graphic novel collections for Juniors and secondary students
- Picture book collection
- Wide reading and Literature Circles collections
- Journals/Magazines – hard copy journals, kept generally for no more than 5 years
- Stack – a small collection mainly of historic interest

- Closed reserve – short term changing collections to support specific tasks
- AV – audio-visual material for teacher use to support the curriculum
- Foreign languages collection - to support ESL, IB and LOTE needs
- A range of databases with centralized access on the library website.

\* Selection criteria are used for all resources including donated material

\* To aid in the selection process, the following tools and means will be used: online databases, trade and other journals, e-lists, bibliographies and reviews, suggestions by students and staff, standing orders, bestseller and prize-winning listings, visits from booksellers, visiting bookshops

\* Library impact statements will be used with school faculties to facilitate acquisition of relevant resources and to improve support of the curriculum

\* Responsibility for selection of materials ultimately rests with the Head of School although responsibility is delegated to the Head of Library Services

\* Suggestions for resources by staff, students and parents are very welcome and will be considered in relation to the balance of the collection, gaps and weaknesses, new developments in curricula, and interests of students

\* Membership of other libraries will be facilitated particularly for senior students

\* Inter-library loans will be arranged if need and funds justify it

\* Weeding is a continual ongoing process based on clear criteria (see the SACS Weeding Policy and Deselection Criteria)

\* Any item in the collection may be challenged by a member of the school community by handing a completed challenge form to the Head Librarian

\* The policy is due for revision every two years by the library team.

## **SUPPORTING DOCUMENTS**

- Statement on Freedom of Access to Information
- Statement on donations
- Selection criteria
- Weeding policy and criteria
- Library Impact Statement
- Challenge forms: **Request for reconsideration of resource material**
- **Format for analysis**

**Other Appendices** which form part of this document and are attached are:

- Statement on Freedom to Read - ALIA
- The Australian School Library Bill of Rights
- Statement on Libraries and Multiculturalism
- The IFLA/UNESCO School Library Manifesto

## **STATEMENT ON DONATIONS**

Gifts and donations will be accepted by the library as long as they meet the library's selection criteria. The library reserves the right to dispose of resources if they are no longer considered suitable to be included in the collection. Money received by the library will be used for the acquisition of resources to supplement the collection.

This policy will be reviewed every two years by the Library staff.

References: Collection Development Policy 2002-2005, Yarra-Melbourne Regional Library Corporation Policy Manual

# SELECTION CRITERIA

*Purpose, use and relevance are primary considerations for all formats.*

## GENERAL CRITERIA FOR SELECTION OF ALL MATERIALS

Purpose	- of the resource and its ability to fulfill that purpose
Use	- level of usage across the curriculum and at various levels
Relevance	- to users, to subject/curriculum
Authority	- reputable publishers, authors and artists
Reliability	- accurate and current information
Durability	
Interest	- of potential users
Stimulus	- for thinking and enquiry
Support of philosophy and aims of school	
Presentation	- aesthetic appeal - technical quality - well-integrated treatment of topic - well-designed for educational purposes
Content	- importance of content - scope; depth of treatment - logical progression of ideas - relevance to the curriculum - literary merit - clarity of expression
Suitability for age, special needs	
Ease of use	- aids for information retrieval, e.g. list of contents, bibliography, glossary, index
Cost factor	
Availability	

## ADDITIONAL SELECTION CRITERIA FOR FICTION

Range of reading levels	
Range of interests	
Values expressed	
Literary merit	
Appeal of format	
Enhancement of self-concept	
Consideration of undue emphasis on sex and/or violence	
Consideration of language, i.e. not appropriate to context	
Consideration of attitudes expressed – sexist, racist, multicultural emphasis, attitudes to disabilities	

# PROCEDURES FOR CHALLENGED MATERIALS

## STATEMENT REGARDING INTELLECTUAL FREEDOM

The Library and School Executive of St Andrew's Cathedral School endorse the principles of intellectual freedom expressed in the ALIA document *Statement on Freedom to Read* and *The Australian School Library Bill of Rights (ASLA)*, the *Statement on Libraries and Multiculturalism* and the *UNESCO School Library Manifesto*. These statements form a part of this policy.

## STATEMENT OF POLICY ON CHALLENGED MATERIALS

Any person within the school community may challenge any library resource used in the school's educational program on the grounds of its appropriateness. To enable the concerns and the opinions of those not directly involved in the selection process to be evaluated, the following procedures exist.

## PROCEDURES FOR CHALLENGED MATERIALS

When a complaint about a resource is received the following procedures apply:

1. Oral response by Head of Library Services explaining the official library policy and selection criteria and the place of the resource in the school's educational program. An attempt will be made to solve the issue internally. The Head of School must be notified of the challenge.
2. If the complainant is not satisfied, the Head of School is notified of the challenge and the complainant is referred to the Head. The Head of School may notify the School Executive.
3. If the complainant wishes to lodge a formal complaint, this is to be made using the challenge form **REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL I and II** and these forms are to be readily available from the School Library. If the complainant is unwilling to fill out the form s/he can see the Head of School.
4. The questioned resource will be temporarily withdrawn pending a decision by the Head of Library Services, the Head of School and/or the School Executive.
5. At the instigation of the Head of School the Head of Library Services will follow these procedures:
  - a) closely examine the resource
  - b) read published reviews about the resource
  - c) using her professional judgment weight the resource's values and faults and form an opinion on the item as a whole (using the **Format for analysis**)

- d) seek feedback from other library professionals regarding the resource
  - e) prepare a report and present a copy to the Head of School
6. The Head of School and the Head of Library Services will decide on whether the resource should remain in the library collection.
  7. The Head of School will reply in writing to the person expressing concern.
  8. If the complainant is still dissatisfied the matter may be referred to the Association of Independent Schools.
  9. A resource may not be reconsidered more than once in twelve months.

## REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL I

This form is for any citizen wishing to request a reconsideration of the use of a resource within the school. Please fill it in and return to the Head of Library Services via Reception or the Library.

Request initiated by:

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_ POSTCODE PHONE

Complainant represents: (tick appropriate space)

himself/herself

organisation

other group

please identify

\_\_\_\_\_ (name of organization)

\_\_\_\_\_ (name of group)

Title of material \_\_\_\_\_

Author/Producer \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Form of material \_\_\_\_\_

*(Proforma from Hudson Library Policy, Meriden School - based on "Policies and procedures for selection of instructional materials" - Appendix C. School Library Media Quarterly, Vol. 5 No. 2 (Winter 1997), p.115.*

## REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL II

Please answer the following questions on a separate sheet of paper and attach this form to the front.

1. To what in the material do you object? Please be specific and cite particular pages or parts.
2. What do you feel might be the result of reading/viewing this material?
3. Did you read/view this material in its entirety? If parts only, which parts?

*Please consider the following questions objectively:*

4. For what age group would you recommend this material?
5. Is the material free from derisive names and epithets that would offend minority groups, children or young adults?
6. Does the resource give a broader understanding of human behaviour, without stressing differences of class, race, colour, sex, education, religion or philosophy in any adverse way?
7. What do you believe is the theme of this work?
8. Could you recommend another work or material of equal literary or artistic quality to replace the item in question?
9. Is the material well-written or produced?
10. Are you aware of the judgment of this material by literary critics or reviewers?
11. Does the material make a significant contribution to the history of literature or ideas?
12. What would you like done about this work (eg do not assign it to my child, withdraw it from all students as well as my child, reconsider its suitability for inclusion in the school library)?

-----  
SIGNATURE OF COMPLAINANT

-----  
DATE

## FORMAT FOR ANALYSIS (Head of Library Services)

### A. *PURPOSE*

- Is purpose/theme of material accomplished?
- Will use of the resource result in greater empathy for others?
- Does it develop understanding of hopes and problems of minority groups?

### B. *CONTENT*

- Is a realistic picture created?
- Is the material balanced, not too rosy or oversimplified?
- Is the information accurate and factual?
- Are concepts appropriate to user's level of maturity?
- Is language true to the period?
- Is the material offensive to women or a minority group in its characterisation?
- Is there undue emphasis on sex, violence, cruelty, and/or perverted behaviour?
- Is any use of offensive language appropriate in the text?
- Is it well-written or produced?
- Does the material have a special purpose, eg of high interest, suitable for low reading ability?
- Does the material make a significant contribution to the history of literature or ideas?
- Does it increase human understanding without stressing controversial differences? *(Adapted from Hudson Library Policy, Meriden School)*

# CATALOGUING POLICY

## PURPOSE OF CATALOGUING

1. To offer accountability through maintenance of records
2. To ensure physical and intellectual accessibility by:
  - a) providing a consistent and reliable system for listing and shelving all resources
  - b) assisting in easy location of resources
  - c) helping students become familiar with ways of retrieving information through the provision of a logical and consistent system.

## FEATURES OF THE CATALOGUING AND CLASSIFICATION SYSTEM

1. provision of a standardised description of the resource
2. assigning of a classification number and a shelf location
3. assigning of subject headings to enable retrieval by subject
4. assigning of multiple means of access, e.g. notes, series, author

## RESPONSIBILITY FOR CATALOGUING

This is a professional task which will be undertaken by staff trained in cataloguing. A checking process will be used to ensure the quality of cataloguing of new resources and a time-economical reviewing process is employed to ensure older records are updated.

## CATALOGUING AND CLASSIFICATION STANDARDS

Cataloguing will be done according to the standards in the following bibliographic tools and standards.

1. *Anglo-American cataloguing rules 1988 revision* 2nd edn. American Library Association, Chicago.
2. *Abridged Dewey decimal classification and relative index* 14th edn. 2004, Forest Press, Albany, N.Y.
3. *SCIS subject headings* 5th edn. 2002, Curriculum Corporation, South Carlton, Vic.
4. *SCIS subject authority files* (available online).
5. *Curriculum Corporation standards for cataloguing and data entry* 1991, Curriculum Corporation, Melbourne.
6. LC subject headings.

Cataloguing conventions are in the process of changing (RDA). SACS Library will remain informed of these changes and change this policy accordingly.

# WEEDING POLICY

## PURPOSE

The purpose of weeding is to maintain an up-to-date and useful resource collection appropriate to the aims and needs of the school.

## BELIEFS

Weeding leads to:

- easier access to quality resources
- more accurate and current materials relevant to the curriculum and users
- better use of available space
- a more appealing appearance to the collection
- an improved reputation of the collection as a source of reliable information
- less waste in staff time for cleaning, storing and recording unused or unwanted resources

## IMPLICATIONS

**Responsibility:** Weeding is a professional activity, which is based on the professional judgment of the teacher librarian and carried out according to a carefully developed plan. The teacher librarian should consult with staff to draw on their subject and curriculum expertise in the area of weeding.

**Frequency:** Weeding and discarding will be an ongoing, steady and systematic process employing the library's deselection criteria. The stocktaking period will also be used to identify items that should be discarded. The library does not need to be closed or borrowing limited for the purpose of weeding the collection.

### Methods of disposal

- donating to a specialised agency, such as the Papua New Guinea Book Drive or Rotary
  - recycling
  - outdated unused equipment may be donated or disposed of in a rubbish collection
- Culled items should not be sold, distributed to pupils or given to Australian charitable institutions.

**Alteration of records:** As resources are discarded, records will be updated.

**Damaged or lost items:** An appropriate charge will apply commensurate with the age, cost and condition of the item.

## DESELECTION CRITERIA

*Purpose, use and relevance are primary considerations for all formats.*

### CRITERIA FOR WEEDING (all formats)

#### WORTE

Worn out	ugly appearance poor physical condition AV – no longer matched to hardware
Out of date	misleading factually inaccurate does not support curriculum superseded editions age – date of publication
Rarely used	duplicates ease of access to the information - if item is poorly organised, has no index or table of contents amount of use – if not circulated in last 3-5 years
Trivial and faddish	Changing attitudes – patronizing, biased, stereotyped material Appropriateness to abilities, interests and needs of students, eg reading levels, changes in interest Of little literary or scientific merit
E-book/Audiobook	In moving towards a digital collection, especially with non-fiction, if e-books are readily available the book could be replaced or a digital copy purchased in addition to the print copy as long as it appears there is value in having both

### CHARACTERISTICS OF ITEMS TO BE PERMANENTLY RETAINED

- local history
- archival material, e.g. school publications, photographs
- classics - until more attractive editions are acquired
- items which would circulate if promoted more effectively
- unique materials - in content, illustrations, etc.

# CIRCULATION AND OVERDUES POLICY

## PURPOSE

St Andrew's Cathedral School Library makes the resources of the library available and accessible to all students and staff in an equitable useful manner.

## BELIEFS

The management of circulation and overdues is critical to the effective operation of the library and equitable resource provision.

## IMPLICATIONS

To enable effective circulation and fair use to occur, the library needs:

- \* To maintain effective control of all the library's resources
- \* To provide an easy-to-use computerised circulation system
- \* To contain resources that support the curriculum and recreational needs
- \* To encourage use of the library and its resources for recreation
- \* To ensure fair access to heavily used items
- \* To provide access to various forms of technology and electronic information, e.g. borrowing of laptop computers, use of the Internet, subscription databases
- \* To manage the library's resources effectively and efficiently
- \* To ensure individual privacy regarding borrowing records at the circulation desk
- \* To provide a useful, balanced and accessible reference collection
- \* To advertise the library and new items to promote reading and circulation
- \* To encourage a pleasant accessible attitude in library staff
- \* To ensure the security of library resources
- \* To facilitate the collection of circulation statistics
- \* To provide an audiovisual service for staff
- \* To arrange interlibrary loans when requested.
- \* To remain open for a useful period of operation each weekday
- \* To notify students and staff regularly of overdue items
- \* To seek to have very overdue items returned or paid for

## OVERDUES

### RATIONALE

At SACS Library, we serve a large population of over 1000 K-12 students and over 200 staff, all with different needs. In the interest of fairness and smooth running of the library, a comprehensive, transparent Overdues Policy is required, and this policy needs to be applied consistently. The basic objective of the Overdues Policy is to educate our patrons to be considerate, responsible borrowers and respect due dates; also that there are consequences for late or no returns. Therefore if patrons do not return loaned items on time, the measures outlined under Overdues Procedure are to be applied.

## **LOAN PERIODS**

No loans – Reference material marked with “Not for Loan”

Two days – All text books, poetry, plays, magazines

1 week – Junior Picture Books

Two weeks – Fiction, Non-Fiction, Gawura, Foreign Languages

Four weeks – Teachers’ Resource

1 year – Department Resources

*Note: When an item is borrowed at the end of the term and where the loan period would expire during the holidays, the due date is adjusted so that the due date would be the first day of the next term instead.*

## **LOAN RULES**

All patrons should observe the following:

- 1) Check the loan period and due date for the item borrowed before leaving the library.
- 2) Return the borrowed item on or before the date due.
- 3) All items may be renewed up to twice, if patrons make the request at the Circulation Desk *before or on the due date, and if the item has not been reserved by another patron.*
- 4) If an item is returned late but before an overdue letter has been received, there will be no charge.
- 5) If an item is returned late, after an overdue letter has been received, *but before the account charging date* given in the letter, there is no charge.
- 6) If an item is not returned after two overdue notices have been sent, it will be treated as lost and the patron’s account will be charged. The amount charged will be double the cost price of the item (this includes administrative costs).
- 7) If an item is returned after the charge date given in the reminder, the patron will have been charged. In this case, a refund of the cost price of the book (but not the administrative cost) will be given.
- 8) Patrons who have lost an item are encouraged to inform library staff at the Circulation Desk immediately.
- 9) Patrons are advised that if they purchase a replacement copy of the lost item and hand it in to the library, this will be accepted and the administrative charge will be waived. This is possible *only before the account has been charged.* All money matters are passed on to the school’s Accounts Department. Library staff do not accept cash payments for lost items.

For Library staff the **Procedures for Managing Overdues** document indicates the process for managing overdues within the school.

# LIBRARY COPYRIGHT POLICY

## PURPOSE

The purpose of this policy is to provide information on copyright issues to all staff and students at St Andrew's Cathedral School. This is linked to the Academic Honesty policy of the school.

## PHILOSOPHY

Copyright is an issue which affects the whole school. As large users of copyright material, schools need to be aware of the limitations on use of copyright works, such as copying pages from a text book, showing a video, or putting on a play.

Copyright law protects a variety of materials from being reproduced. It is contained in the Commonwealth Copyright Act 1968. The Copyright Act places materials into two categories: works and other subject matter.

- a) Works – artistic works such as paintings, sculptures, graphics, cartoons, drawings, photography; written material such as textbooks, novels, newspaper and magazine articles, song lyrics; dramatic works such as plays, mime and screenplays; musical works such as song music, melodies and advertising jingles; computer software and databases.
- b) Other subject matter – films, video recordings, DVDs, television programs, advertisements, music videos, CD, Mp3 and Mp4 files, television and radio broadcasts. XXX

## IMPLICATIONS

There are legal implications concerning Copyright infringement. Offenders risk prosecution in court and payment of fines.

Copyright laws are constantly under review. The *Copyright Amendment Act 2006* resulted in measures regarding copyright enforcement taking place as of 1 Jan 2007. Copyright Amendment Regulations 2006

Copyright infringement is a criminal offence punishable by law. Copyright law legally protects copyright owners and recognizes the right to protect their economic interests. Copyright infringement occurs when copying material without the owner's permission. There are exceptions however, that allow some materials to be copied without permission.

Staff at SACS should check Copyright terms and conditions before viewing videos, films, podcasts, photocopying pages, putting on a play and anything that may involve copyright to ensure they are permitted to use works for 'educational purposes'.

## IMPLICATIONS FOR ST ANDREW'S CATHEDRAL SCHOOL LIBRARY

- As copyright laws are constantly under review, members of SACS library staff attend the copyright seminars most years.
- Library faculty meetings are also held regularly to inform all library staff about updates to copyright law and copyright decisions under review. Copyright information is also disseminated to all members of SACS staff.
- The design of library research units minimizes the opportunity for plagiarism.
- The library raises awareness of students with regard to copyright, academic honesty and plagiarism by teaching digital citizenship and citation conventions.
- The library supports the HSC : All My Own Work program which emphasizes honest, ethical practices in effective research.
- Visible compliance notices regarding copyright are prominently displayed on or near all computers, scanners and photocopiers in the library.
- The vertical file is checked from time to time for copyright compliance.
- SACS pays licence fees each year so that the school can legally copy programs that have been broadcast and use educational copyright provisions.
- Digital recordings have an attachment concerning copyright.
- CDs, Videos, and DVDs have a compliance sticker attached and labelled:
- *“Made for St Andrew’s Cathedral School’s educational purposes under Part VA, Copyright Act 1968.” The date the program was broadcast, date the copy was made and other details are also included.*

## **RELATED DOCUMENTS**

### Copyright Act 1968.

Copyright law comes from the Copyright Act and from court decisions.

### Australian Copyright Council

The Australian Copyright Council provides information about copyright in Australia. It is an independent non-profit organization.

### Copyright Agency Limited (CAL)

CAL is an Australian copyright management company. It represents and manages copyright owners such as publishers, artists and authors. CAL acts as an agent to license the copying of their works.

### Smart Copying

Smart Copying is developed by the Copyright Advisory Group. It gives a comprehensive guide to copyright in Australian schools.

### Screenrights

Screenrights represents copyright owners of audio-visual products (such as: film, television and sound recordings.)

### Australasian Performing Rights Association (APRA)

APRA collects and distributes licence fees for public performance of musical works of behalf of members (eg. composers, songwriters, music publishers)

### National Copyright Guidelines

The National Copyright Guidelines provide a quick reference guide to copyright issues affecting Australian schools.

### HSC : All My Own Work

HSC : All My Own Work is a short reference guide to help students in effective, honest research.

### Turnitin

SACS Library subscribes to Turnitin and staff are available to train staff and students in its use.

## **MONITORING AND REPORTING REQUIREMENTS**

The Head of Library Services will monitor the implementation of this policy and will report as required, to the Executive staff and the Head of School.

## **APPENDICES**

### APPENDIX A - Statutory Broadcast Licence

### APPENDIX B - Statutory Print Licence

### APPENDIX CAPRA Licence for the Public Performance and Communication of Musical Works by Schools

### APPENDIX D - AMCOS Licence for the Photocopying of Printed Musical Works by Schools for Educational Purposes

### APPENDIX E - AMCOS/APRA/ARIA Licence for the Reproduction of Musical Works and Sound Recordings by Educational Institutions

### APPENDIX F - Notices

# DISASTER PLAN

## PURPOSE

The St Andrew's Cathedral School Library serves the entire school population, which would all be affected if a disaster should damage or destroy the library or the library collection. This disaster plan incorporates several smaller but interrelated plans (in the supporting documents). This provides the framework for staff to take appropriate steps to:

- prevent disasters from occurring
- prepare for disasters before they occur
- respond to disasters when they occur
- recover from disasters after they have occurred

## PHILOSOPHY

- Preventative measures incorporated into the day-to-day running of the library and the school means that the risk of disaster is minimised
- Personal safety of library users and staff take precedence in any emergency situation; measures to protect the resources will be implemented when human safety is not under threat
- It is important for the library disaster team to make practical, informed decisions and prioritise disaster preparation and recovery activities, so that disaster recovery takes place in the most cost and time effective manner
- Being prepared means the team will be able to respond to emergencies calmly and efficiently
- The library staff is committed to return the library to normal functions as quickly as possible after a disaster

## IMPLICATIONS

- It is critical to the success of the disaster plan that it remains dynamic and current, so there should be a review of the total plan every year
- The library liaises closely with the OH&S committee regarding safety issues in the library
- The library relies on building maintenance personnel to ensure regular checks on the electrical and plumbing system to avert fire and water disasters due to electrical and plumbing faults, and for pest control
- The library should comply with the building evacuation plan and take direction from the fire wardens in evacuation procedures
- The library consults the Director of Resources regarding security issues, and should also undertake to check that security measures are in place before leaving the premises each day
- The library system should be regularly updated and backed-up by the IT staff
- The library should also perform a manual backup of the system once a term to safeguard against a server breakdown

- Scrupulous record keeping is important for making insurance claims
- All library team members should be familiar with all parts of the plan and be aware of their individual roles and responsibilities
- Mock disasters will be staged to test the viability of the plan and ensure all team members have had hands-on practice at disaster recovery
- A disaster bin stocked with disaster recovery supplies should be placed in the workroom
- A complete set of the disaster plan, including a recent inventory, should be kept off-site
- An Emergency Information Sheet (immediate steps to be taken and individuals to be contacted) should be readily accessible in the workroom and other offices

## SUPPORTING DOCUMENTS

- Disaster Prevention Checklist
- Decision Making Flow Chart
- Library Emergency Information Sheet
- Priority Collections
- Library Resources Inventory
- Disaster Recovery Procedures
- Disaster Bin Checklist
- Disaster Services Contact List
- Evacuation Plan
- Library Floor Plan with the location of priority collections, fire extinguishers and disaster bin clearly marked
- Disaster Team Roles and Responsibilities

## References

- Australian Museum Research Library, nd. *Disaster planning committee : Collection recovery inventory*.
- Lyll, J 1993, Disaster planning for libraries and archives : Understanding the essential issues, *Pan-African conference on the preservation and conservation of library and archival materials*, 21-25 June 1993, IFLA.
- National Library of Australia, 2007, *Collection disaster plan*, viewed 4 December 2007, <<http://www.nla.gov.au/policy/disaster/>>
- Solinet (Southeastern Library Network, Inc.), nd, *Planning and preparedness: The disaster planning process*, viewed 5 December 2007, <[http://www.solinet.net/preservation/preservation\\_templ.cfm?doc\\_id=4213](http://www.solinet.net/preservation/preservation_templ.cfm?doc_id=4213)>
- Syracuse University Library, 2007, *Syracuse University library disaster manual*, viewed 4 December 2007, <<http://library.syr.edu/information/preservation/displan.htm>>

## DISASTER BIN CHECKLIST

	Item	Quantity
1	Strong pastic sheeting	5
2	Paper towels	5 rolls
3	Unprinted newsprint	
4	Corrugated cardboard	
5	Nylon clothes line	5
6	Fishing line	1 roll
7	Plastic clothes pins	1 pack
8	Lint-free cloths	2
9	Distilled water	1 bottle
10	Adhesive labels	1 pack
11	Notepad	2
12	Pens, pencils	5
13	Waterproof texta pens	5
14	Packing tape	2 rolls
15	Scissors	2
16	Freezer bags, 2 sizes	1 pack each
17	Garbage bags	1 pack
18	Printed up-to-date inventory of each collection	1 set
19	Instructions on salvage procedures	5 sets
20	Torch	2
21	Batteries	1 pack
22	Disposable gloves	1 pack
23	Disposable masks	1 pack
24	Long extension cords	2
25	Basic First Aid kit	1
26	Clean rags	1 bag
27	Plastic bucket	1

**Also required: access to the following equipment / facilities:**

- Brooms, mops, dustpans, & other cleaning equipment
- Vacuum cleaner (wet and dry)
- Crates
- Fans
- Dehumidifier (only useful if obtained in less than 24 hours)
- Freezer (very cold, practical only if items can be left for 4-6 months)
- Trolleys
- Large space with long tables for drying out of wet items (a few weeks)