



## In this Issue:

Getting out of bed in the morning by Cristy Burne

Travelling to: Alaska

Teacher's bookshelf:  
Creating reading spaces  
by Megan Daley

WASLA Award Winners  
2021

ANWOS 2021

Professional Journal of the  
WA School Library Association  
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Welcome to our first edition of *ic3* for 2021. Let's leave 2020 behind us as we commence another library year of fun, excitement, learning, inspiration and enjoyment as you read this jam packed *ic3*.

We have added a couple of new topics that we hope you will enjoy. These include an 'Author Focus', WA State Library column, 'Travelling To ...' along with our regular news and features.

Without your contributions we would not have an *ic3* and I thank all of you who have contributed to this first issue for 2021.

Please feel free to contact WASLA anytime if you would like to contribute ideas for future content or offer any feedback. We are always happy with any suggestions for future issues. [ic3editor@wasla.asn.au](mailto:ic3editor@wasla.asn.au)

Please enjoy !!!!!

**Helen Tomazin**  
**Tina Russo**

***ic3* Coordinators**

Front cover image is courtesy of [Cristy Burne](#).  
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*ic3* is a professional journal for school library staff that focuses on librarianship and information literacy in schools. *ic3* is released twice per year and supplied to all WASLA members as part of the membership package. It is available to others by subscription (details at <http://wasla.asn.au>).

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**Submissions, advertising and subscription enquiries should be directed to the Editor.**

**Panel of Referees:** The following people have agreed to act as referees for *ic3*'s peer review process (see the WASLA website for more information):

- Lorinda Gersbach
- Rebecca Murray

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## Vol. 11, No. 1, July 2021

2. From the President's desk
3. New WALSA Committee Members
5. A Night with our Stars 2021
7. Getting out of bed in the morning by Cristy Burne
9. Creating reading spaces by Megan Daley
11. WASLA Award Winners 2021
15. Putting PD learning into practice: CCGS's new Information Literacy Program by Lia De Sousa
17. Travelling to: Alaska
21. VIBE at Helena College
23. Celebrating Book Week at Dulwich College Shanghai Puxi by Amanda Stewart
25. Spotlight on the Students Need School Libraries campaign by Holly Godfree
27. Library Displays
30. Sticking out of the Stacks ...at the State Library of Western Australia

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## From the President's desk

Well, what an interesting first half of the year! Most schools started late due to a COVID lockdown, whilst others continued on with online learning. It does appear that the way that we teach and learn has changed. As educators and school library staff we need to find ways to reach our students when we can't see them face-to-face. We need to stay relevant. How can we do that? It is vital more than ever that we have a professional learning network (PLN). You can keep up-to-date with the latest trends in pedagogy and school library ideas by not just attending PDs but by following industry leaders' blog posts, Facebook pages, Instagram and Twitter accounts. There is a plethora of inspiring ideas out there for us all to explore.

The WASLA team decided this year to produce *ic3* twice per year instead of three editions. This was due to sustainability both with Committee time and the rising cost of creating, printing and distributing the journal. In lieu of the third edition, WASLA will be creating a digital newsletter that will be distributed each term, starting from Term Three. Because this newsletter is digital we will be able to showcase school libraries and their initiatives not only with images but with video. If you would like to showcase your school library, please send your short videos and written description to [ic3editor@wasla.asn.au](mailto:ic3editor@wasla.asn.au). I would like to sincerely thank Helen Tomazin and Tina Russo for ably taking over the leadership of the *ic3* Sub-Committee. They lead a team consisting of the following people; Sarah Betteridge, Anne-Marie Gregory and Barbara McNeill. Another big thanks is extended to Rebecca Murray for creating the digital newsletter template.

Congratulations to the awardees of the 2021 School Library Awards. The Awards night was held at the Catholic Library of WA in Doubleview. The School Library Team of the Year deservedly went to Lynwood SHS, who are bucking the trend of school libraries in terms of staffing by remaining an integral part of the school's literacy focus. The Teacher Librarian of the Year is Darryl Fernandez from Perth College; the Library Technician of the Year is Sarah Samardin from Notre Dame Catholic Primary School; and, the Library Officer of the Year is Lisa Perriam from Scotch College. All three recipients are well-deserving of their award in a field of tough competition. Congratulations to all those who were nominated. You all are a shining light for school libraries and their dedication and commitment to improving students' lives is to be commended.

I would like to thank the Professional Development Sub-Committee for organising and running a successful Awards night. Led by our Vice President, Felicia Harris, the team consists of Lorinda Gersbach, Sue Stopher,

Sarah Samardin, Barbara McNeill and Anne-Marie Musca. The 2021 WASLA Awards Sub-Committee is led by Felicia Harris and includes Sue Stopher, Rebecca Murray and Sarah Samardin. Of course, any event that WASLA runs would not be possible without the assistance of our very capable Executive Officer, Barbara Lippiatt. Other Sub-Committees that we have this year are the Digital Communications Sub-Committee, which includes Sarah Betteridge (leader), Johathan Dutton, Felicia Harris, Rebecca Murray, Anne-Marie Gregory, Sue Stopher and Sarah Samardin. Then we also have our Advocacy Sub-Committee for myself (leader), Felicia Harris, Helen Tomazin, Rebecca Murray, Sarah Samardin and Barbara McNeill. Like I said in last year's AGM, if any member wants to help out with the PD, *ic3* or Digital Communications Sub-Committees, please let us know. We have an able team currently working on planning the 2021 School Library Conference to be held on October 8 and 9 at Kennedy Baptist College, Murdoch. This team is made up of AISWA Libraries and WASLA members. Please save the dates as this event will be a highlight of the school library calendar. More information and expressions of interests for breakout sessions will be posted very soon.

All these events and services would not be possible without people stepping up and volunteering to help. I am very proud of the team that makes up the WASLA Committee. It takes dedication and commitment to run the Association. We strive to not only provide professional learning opportunities but to also advocate for school libraries on a local, state and national level. All this requires energy and it is because of this that I sadly announce that I have resigned my position as President of WASLA. At the beginning of the year my health took a turn for the worse and for Term One, Felicia stepped up as Acting President. I thought that I could return to my position but it became soon apparent that this was not possible. It is with a very heavy heart that I have made this decision but my health needs to come first. That should be everyone's number one priority. The WASLA Committee has been like a second family to me as I have held the positions of Member, *ic3* Editor, Vice President and President since 2013. I highly recommend anyone who is passionate about school libraries to join the Committee. Yes, it requires time and commitment but you get so much back too. It has provided me with invaluable opportunities in professional knowledge and skills, networking and team work. I am sure that whoever will be next President will enjoy leading this remarkable team.

**NatashaGeorgiou**  
**WASLA President**

## New WASLA Committee Members



**Anne-Marie Musca**

My name is Anne-Marie Musca and I am the Library Technician – Junior School at Penrhos College. I have been at this school since 2016. I have worked in primary school libraries, public libraries and the Catholic Library of Western Australia. I believe that sharing a love of books and reading with children is an important part of them growing and developing. Some of my favourite children’s series are Wings of Fire, Murder Most Unladylike and Pages & Co. My favourite authors are Jane Austen, Terry Pratchett and J.R.R. Tolkien.



**Barbara McNeill**

My name is Barbara McNeill and I live in Albany, on the south coast of Western Australia. Our natural environment is one of the most beautiful in Australia and I love living and working in this small regional city. As Head of Library Services at North Albany Senior High School, I work in a team with two wonderful and creative library officers. Together we have created a rich, welcoming environment for our school community in our library that celebrates our school values and provides a safe space for the many activities that take place here.

I am delighted to be a part of the vibrant and professional WASLA Committee this year. Living in regional Western Australia, we sometimes feel a little isolated, especially from the incidental professional learning and networking opportunities available to our metropolitan colleagues. However, being a part of WASLA keeps us connected, and as a member of the Committee I hope to be able to bring some of our experiences to wider attention. I look forward to making a positive contribution to the WA library community this year.



**Anne-Marie Gregory**

Hi, I’m Anne-Marie Gregory and I am a Library Technician in the Senior Library at Penrhos College, where I have worked since 2010. I have had a long and varied career in libraries, both school and public library services in WA and SA, with over thirty years of experience, dating back to my first year as a Library Clerk at Cottesloe Library in 1981. I am an avid reader and enjoy sharing the love of books and promoting children’s literature. I am also a trained proofreader and copy editor, with a good eye for detail and I am keen to further develop this professionally. I have a love of all things Italian and enjoy learning Italian with a small group of friends, putting my skills to the test when travelling in Italy with my family. I recently had the wonderful opportunity of proofreading a new bilingual picture book, illustrated by my Italian teacher - the perfect merging of my interests! I also love the beach and yoga and appreciate the combination of the two!

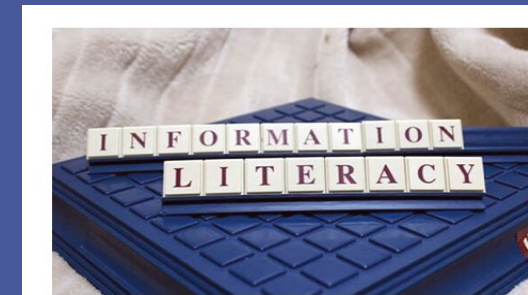


**Jonathan Dutton**

Upon returning from overseas in 2005 and finding myself at something of a loose end, I decided to fulfil a longstanding ambition and enrol in a Graduate Diploma of Science (Information Services). Shortly after graduation, I was fortunate to land a position at Perth College Library, where I am currently employed as an eLibrarian. While my role encompasses many facets of the Library’s operations, my main area of specialisation is digital media in all its forms. I enjoy the challenge and diversity of this role, as well as its correlation with my personal interest in emerging technologies. However, perhaps my greatest source of motivation is from ensuring that our students have access to relevant, top quality information sources, in a way that only a library service is able.

Outside the library realm, my favourite pastimes include electronic project construction, cycling, and of course, reading. I have constructed my own 3D printer from a kit, and am slowly getting to grips with its operation. My experiments with it have been rather hit-and-miss, but some of the better models have made cameo appearances in our library displays!

I am looking forward to the opportunity to serve on the WASLA Committee, and engage with other committed school staff. It is my hope that I will be able to gain a broader perspective on school library operations across the sector, and in turn, make a worthwhile contribution of my own.



## Literacy Matters! Website

The Literacy Matters! portal is for teachers, librarians and researchers to use for advocacy and research purposes on the importance of literacy and reading.

It has been developed to support the Literacy Matters! campaign, devised and launched by the [Literacy and Reading Section](#), the [International Federation of Library Associations](#) (IFLA). WASLA has worked in conjunction with the School Library Association of Victoria (SLAV) to create the Literacy Matters! website with SLAV developing the Information Literacy section of the website.

The campaign is part of the [United Nations 2030 Agenda: Sustainable Development Goals](#) to support the development of literacy for all peoples across all nations.

Literacy is a foundational skill required to participate in education and knowledge acquisition and development for the advancement of all peoples. Being able to read is a basic skill in order to be literate. The Literacy and Reading Section have developed the following Creed which helps to explain the importance of reading.

<http://www.literacymatters.org.au/>





# A NIGHT WITH OUR

# stars

ANWOS has been happening for 18 years and it continues to grow in popularity! I love that it provides attendees the opportunity to not only get to hear from well-known and new children's authors but also a chance to network with others.

**By Natasha Georgiou**

Wow!!!! What a night filled with inspiring authors and their beautiful stories behind their books. It was a lovely night meeting the author's, viewing their books and an opportunity to purchase the books. We can't go past the yummy food too !!! A really fun filled night.

**By Helen Tomazin**

ANWOS is always an inspiring night to go to. I always get a fantastic vibe from the presenters and the audience. It reinforces, for me, the importance of what creators and library people do for children's literacy.

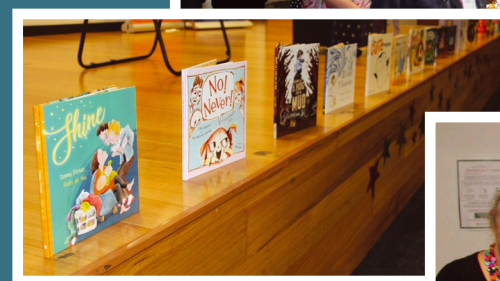
**By Anne-Marie Musca**

If I were to give a reflection, it would be that it is an event that I have come to look forward to each year, as there is always a stellar line-up of local talent. While it is a great opportunity to put a face to the name, it also allows their character to shine through in the fascinating presentations they give. It is very much like hearing an exclusive "story behind the story".

**By Jonathan Dutton**

The ANWOS night was highly enjoyable. I was once again blown away by the number of talented authors and illustrators that we have in Western Australia. It is such a lovely evening mingling with fellow book lovers, library people and authors alike, seeing all the books on display and then hearing the authors and illustrators talking about their books and the inspirations for the stories that they tell. So inspirational!

**By Sarah Betteridge**





# Getting out of bed in the morning

Because it's not just about the coffee.

By Cristy Burne



Why do you get out of bed each morning? So you can have a coffee? So you can achieve what your calendar demands? So you can do Thing A at Place B before Time C?

If you're like me, you've answered YES to all these things.

But if you're reading this article (and I see you are – thank you!), then you're also driven by much greater goals (but don't get me wrong: the goal of achieving a flat white is indeed a great one).

If you're like me, you're driven by a desire to improve children's literacy. You get a buzz every time a kid's face lights up. The joy of a new story, the spark of a new understanding, or the surprise of an unexpected fart joke.

That buzz has been getting me out of bed every morning for two decades. This is my twentieth year as a children's science journalist – and my twelfth year as a children's author. And every morning (okay, so, almost every morning), I jump out of bed feeling lucky to be feeding the brains and souls of our next generation.

For me, children's literacy boils down to four superpowers:

## **COURAGE: let's be brave**

Whether it's facing the blank page, the rejection of a beloved manuscript, or that ten-page double-sided letter from your editor, being an author requires

great courage. And so does being alive.

In all my work, I aim to show kids that they are enough. They have what it takes to get through hard times.

When Isaac and Emmy crash their bikes, in the dark and on the other side of Rottnest Island in *To The Lighthouse*...they have what it takes to make it back. When Harry and Deepika realise they'll be spending the night minus their parents in *Off The Track*...they have what it takes to not only survive, but to flourish. And when Cam realises that's not a little black caterpillar crawling up her sister's leg in *Beneath The Trees*...well, that's based on a true story, so I know for a fact that she wants to puke and scream and run, but she has what it takes to reach out and grab the little wriggler between her fingers (over and over and over again).

*Aussie STEM Stars'* Fiona Wood shows courage every time she goes into surgery. The courage to honour her patients' pain and hardship, and to do her best, even though her best will never be perfect.

Having courage means you feel the fear, and you make the right choice anyway. I want that for every child.

## **CREATIVITY: let's think outside the box**

Creativity is the superpower that bans boredom and provides purpose. (Please don't confuse "Creativity" with "TV": only one of these should be turned off.)

Creativity is what helped Fiona Wood invent spray-on skin. It's what helped the innovators of *Zeroes and Ones* to create the vacuum tube, the transistor, the qubit... And it's what helps Wednesday Weeks defeat the dreaded Gorgomoth on her way to the Tower of Shadows.

Slap me with a block of Lindt Excellence Supreme if it's not true that right now, our world needs creativity more than ever. Creativity is about inventing new solutions, trying new possibilities and shining new light along the global-challenges tunnel. I want creativity as a superpower for every child.

## **COMPASSION: let's live with kindness**

Compassion is perhaps the most super of the powers that literacy brings. Stories can transport children, help them walk a mile in someone else's shoes, let them know they're not alone when they feel lonely. Through books, kids can fight a dragon, face a bully, make a friend.

Cam feels for her hungry sister as they traipse through the mud. Fiona feels for her patients as she fights to save their lives. Isaac feels for his over-protective mum, even as he strives for more independence.

For all the things that make us different, there's so much more that makes us the same. We can teach our kids all the maths and science and history we like, but if we're not also teaching empathy and compassion, we're not doing it right.

## **CAPABILITY: let's fall in love with learning**

Our kids can only make a real difference in their world if they have the skills they need to thrive.

We don't even know what those skills will be – the future is a wild and woolly place. But we know we'll need inventors, innovators and sense-makers.


Curiosity is just another word for science. So let's develop our kids' capabilities. Let's empower them. Let's help them fall in love with learning.

We don't know what our future holds, but we're united in wanting that future to be bright.

I don't think there's anything more important than helping our children develop the tools they need to engage with their future. Sometimes coffee might feel more important.



But stepping towards a brighter future is the real reason we all get out of bed every morning.

And I'm proud of all of us for that. 

### About the author:

Cristy Burne has performed in a science circus, worked as a garbage analyst, and was a reporter at CERN when they turned on the Large Hadron Collider. Her latest books include *Wednesday Weeks and the Tower of Shadows*, *Beneath the Trees*, and *Aussie STEM Stars: Fiona Wood*. Cristy is a popular presenter and is passionate about empowering our next generation of creative, science-savvy citizens. She also loves chocolate.

[cristyburne.com](http://cristyburne.com)



## Feature Articles



**Megan Daley** is passionate about children's literature and sharing it with young and old alike. She is a Teacher Librarian at a girls' school in Brisbane and was recently awarded the Queensland Teacher Librarian of the Year by the School Library Association of Queensland, as well as the national Dromkeen Librarian's Award, presented by the State Library of Victoria. A former national vice-president of the Children's Book Council of Australia, she is currently on the Queensland chapter of the board of the Australian Children's Laureate and is a judge for the Queensland Literary Awards. Megan blogs at [childrensbooksdaily.com](http://childrensbooksdaily.com).

photo by jannoon028 - freepik.com

### Teacher's bookshelf: Creating reading spaces

by Megan Daley

Award-winning Teacher Librarian Megan Daley's new book *Raising Readers: How to nurture a child's love of books* features practical advice, book recommendations and activity ideas for educators and parents. In this extract for Teacher readers – taken from the chapter *Spaces for Reading* – Daley shares her tips for designing and stocking a dedicated recreational reading area in your classroom and how to create inviting library spaces for your school.

#### The reading classroom

Classrooms need an area or zone dedicated to recreational reading. I vividly recall my first year of teaching and the reading zone I created in my Year Two classroom because I think it remains my favourite to this day: acres of deep purple and bright turquoise tulle, ten oversized turquoise cushions covered in purple stars (thank you, Nan, for making those), framed pages torn out of old books and a selection of beautiful books that I changed each week at the school library and displayed in baskets

and on the windowsill. When I eventually moved from the classroom to the library, the tulle came with me and my first library was a riot of colour and texture (but, I promise, not an assault to the eyes because I did stick to just a few colours – clearly I have missed my calling as a home stylist).

While there are some fabulous reading spaces in classrooms all over Instagram and Pinterest, I think it's important that you work with the interests of the students and allow them to create the space with you. It can even become a curriculum-related task. The main things for students to think about should be how the books will be arranged, how key books will be displayed and 'advertised', how to make the space comfortable (chairs, cushions or bean bags), how often books will be changed and by whom, and what colours or innovative features should be used to invite and welcome readers to the space. When the students are a part of the process, it gives them a sense of ownership and they are more likely to feel

comfortable using the space. This is also a perfect way to involve reluctant readers in a reading-related task that will have a positive outcome for everyone.

How you stock your classroom library is also an important consideration and books should be changed up regularly to keep interest high. With most of the classroom libraries at school, we library staff send new books each term ensuring a mix of fiction, non-fiction, chapter books and illustrated texts. There are also a number of classrooms where students are assigned the weekly task of 'librarians'. These students manage the books in the classroom reading zone and swap some out each week, tidy them and refresh displays.

#### Inviting library spaces


School library spaces are public spaces and should consider the needs of the learners as well as the needs of the educators and the entire school community. Our students need a balance of spaces from expansive, active and social, to small, intimate and quiet with technology infused rather than glaringly obvious [Freeman, 2007]. Teachers need spaces to withdraw individual students for testing and areas for whole class research. Social learning spaces might be needed for small groups to discuss and debate or for students to read aloud in a group context. Conversely, students also appreciate and seek refuge from a busy day in small reading nooks and quiet, reflective spaces.

In *33 Educational Design Principles for Schools and Community Learning Centres*, Lackney talks of creating 'alcoves for learning' centrally located and close to resources [Lackney, 2015]. I love this term and it brings to mind cosy and inviting learning spaces. Many of you will fondly remember those individual, 'walled' library desks from your own school days; your own little private space where you were meant to work in silence. These went out of vogue as education embraced group work, but more recently we have reconsidered the needs of individuals, and for many students there are moments in a school day when being alone (as alone as one can be in a busy school) can be beneficial to think, create and wonder [Groundwater-Smith, 2004]. In my own school library, we created 'booths' reminiscent of milk bar booths where students can work alone or in small groups. They are close to the fiction area of the library and often students choose a book and make themselves comfortable in a booth

for study or for recreational reading. These 'alcoves for learning' have probably been the best feature of our library despite the initial worry that they would look a little like school libraries of old!

I could talk endlessly about the importance of displays of books in the library, but instead I'm going to distil this information down to one sentence that I hope will stick in your mind: Library displays should be dotted around the library, be ever-changing, professional (quit the clipart), eye-catching with all books facing forwards and able to be borrowed from the display. (If you're so inclined you can find plenty of ideas and inspiration on Pinterest for themed library displays.)

A final point on library spaces: if at all possible, extend your space into the outdoors (see chapter 11 for more on this). Our school library is the top level of a building, which is not ideal, but we utilise the lovely outdoor areas downstairs for quiet reading, group reading and workshopping. Currently we are doing a unit of work on mindful reading, and many of the students choose to read near our native stingless beehives or in the grove of palm trees.

I am very fortunate to work in a dynamic and constantly evolving library space, which we consider to be meeting the many requirements of a modern learning environment by promoting and supporting a range of pedagogies, including delivering, applying, communicating and creating. Our library offers flexibility and access to the varied resources to support a technologically robust community and one which promotes language and literacy learning at all times. 

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# WASLA Award Recipients 2021

## Sarah Sarmardin

### Library Technician of the Year

Sarah Sarmardin is a respected and highly valued member of Notre Dame Catholic Primary School. She is a very talented Library Technician who undertakes her duties with pride, perception, and precision. She is motivated to provide an incredibly high level of service to both students and staff and forms excellent working relationships with everyone. Sarah displays initiative in all areas within her role and this enables the Library to operate at a very high level of proficiency. The school library is in the process of being updated and Sarah is integral to ensuring that the choices made will provide an environment which is functional, attractive, and engaging.

Sarah always goes above and beyond expectations to provide for her school community needs and ensures that our library is a place of high activity, creativity, and fun. She has helped to establish and run a Makerspace Program, a Reading Club, a STEM program within the library. During COVID Sarah continued her library services through creating interactive videos which students could access through Seesaw.

Sarah is the sole person in the library, and this requires her to continually reflect on the evolving needs of the school. She works hard to maintain student and staff engagement with the library as she believes that one of the key goals of the primary school library is supporting literacy outcomes for our students. By promoting reading for pleasure and engaging students in sustained reading through new and exciting books she aims to provide benefits that will flow onto other aspects of their learning.

Sarah is keen on learning and continually improving her knowledge and skills in the library profession. She achieves this through networking with others, being an active committee member of her professional organisation WASLA, as well as reading current research. As an educator and librarian, Sarah reflects on how students can be supported on their learning journey by the library and how we can support classroom teachers in their educational role.

Sarah is a most worthy recipient of the 2021 WASLA Library Technician of the Year Award.

Congratulations!



## Lisa Perriam

### WASLA School Library Officer of the Year

Lisa is a valued, key and integral member of the Scotch Library team and she represents the 'face' of the school's library service with outstanding customer service. She is flexible in all aspects of her job and adapts well to rapid change. She has the amazing ability to command the attention of the smallest patrons but also to have meaningful conversations with the Middle School boys around their interests. She always makes time to talk to students and staff, and often works above and beyond to make sure the library is seen in the best possible light. No job is too big or too small and she takes each of them in her stride. During the past three years Lisa has developed a great relationship with staff, parents and students alike.

One of Lisa's key roles is supporting students in the literacy outreach programme, Little Pipers. Each week, she runs the sessions for baby rhyme time and toddler tales, singing songs and preparing activities. She is outstanding in her support with this programme and her actions have subsequently increased school enrolments. She works tirelessly to ensure that the collection for this programme is diverse and meets the needs of the smallest patrons and their parents with careful selection of resources.

In her role, Lisa provides the most outstanding support for the PK-8 students. Speaking specifically about the Middle School, she knows every book in the collection. She actively ensures that when she is engaged in processing books, she is also taking note of the titles, which allows her to match them to students' interests and deliver them through targeted promotion.

A key aspect of her role is a love of literature and active participation in reading different formats and genres. Lisa's role is dynamic in that she is keen to learn more about making digital products and promoting collections through digital means. She has a sound knowledge of various library systems and multimedia applications with an ability to create graphics and video clips for school publications. She has a sound ability to understand the web interface and LibGuide software which is integral to the school library. She is able to update the school's digital products, and most importantly, her knowledge of the collection and books in general is second to none in the libraries.

Whilst working on the circulation desk, she is efficient and manages the workflow well providing support to teachers when selecting books. She works with the Junior School staff on the Units of Inquiry that map to the curriculum. She supports the management of the curriculum through the creation of reading lists, creation of wonderful displays and, importantly, through connecting kids with relevant books. She recommends books to the Teacher Librarians that fit the purchasing priorities and also goes out onto the floor to help the Teacher Librarians during classes.

Lisa undertakes professional development opportunities independently based on her personal and school development goals through courses, conferences, and other meetings required to ensure best library principles and practice are maintained. She contributes to policy and procedures when asked and highlights efficiencies for improvement.

Lisa Perriam is a prime candidate for the Library Officer of the year and deserves this award.





## Darryl Fernandez

### Librarian of the Year

“Darryl has demonstrated himself to be an exemplary practitioner in his position as teacher librarian. His commitment to the school, the library and above all the students themselves is evident in both the design and delivery of his teaching programmes...finally Darryl is an integral part of our cohesive and collegial library team.” Jonathan Dutton, eLibrarian, Perth College.



Across the almost 40 years that Darryl has been a member of the teaching fraternity, he has worked across all sectors and in many different roles. This breadth of experience speaks volumes for the value that he adds to his role as teacher librarian. He currently provides

a pivotal link between the library’s resources and services overseeing the operation of both the junior and senior libraries. An important aspect of his role is the design and review of teaching programmes, physical space, and digital tools to produce optimal outcomes for the students. Darryl is also currently teaching in the Learning Enrichment Area, facilitating the integration of digital and information skills with various subjects and across all years. This occurs through coordinating the availability of suitable library resources and offering one-on-one tutoring, along with proof reading, referencing assistance and editing of student work.



Darryl keeps himself busy by making effective use of the LibGuides platform to curate library resources and online information; planning workshops for the development of student skills in library-related learning technologies; developing a literature promotion programme for students across all year levels, including the coordination of special events such as visiting authors and storytellers; running a lunchtime book club whose members keenly recommend titles for the library’s collection; engaging reluctant readers to participate in the selection of periodicals and novels to cater for special interests and hobbies, and he has developed an information and digital skills continuum chart to monitor the progress of student competencies from years 3 to 10. All of this in his current position!

Darryl Fernandez is a committed, enthusiastic, and knowledgeable advocate for the profession of teacher librarianship and, in these difficult economic times, should be applauded for his determination to continue being an exemplary role model.

Darryl is a very worthy recipient of the 2021 WASLA Teacher Librarian of the Year Award. Congratulations!

## Lynwood Senior High School

### School Library Team of the Year Award



This award recognises and honours an exceptional school library team whose professional practice has a positive impact on student achievement and information literacy within their school, and who also engages with the wider school library community (WASLA).

Lynwood Senior High School Library stands out as one of those exceptional school libraries that supports lifelong learning in the teaching and programmes that it provides. The library team consists of four Teacher Librarians and four library officers. Their teamwork enables them to consistently reflect on what the needs of their students are and how they can support student literacy through the curriculum.



Lynwood Senior High School Library Team has a thorough understanding of their student cohort and the needs of their students. Due to the high Non-English-speaking backgrounds and over 60 different languages, all Teacher Librarians have been trained in Explicit Instruction, Teaching English in the Mainstream Classroom, Tactical Writing, Guided Reading, HITS (High Impact Teaching Strategies) and Advanced Instructional Intelligence program. This is a team that strives to reflect on their library services through planning, acting, and reviewing. The library team uses research and data (eg. student surveys) to guide the usefulness of their program.

The library staff promote literacy through a variety of programs including Reading Appreciation Program (RAP) which support individual students through assessment and monitoring student reading. The Teacher Librarians ensure that they support information literacy and digital literacy by collaborating with teachers in other curriculum areas and the Lynwood Intensive English Centre. The library staff also manage the online testing of ACERS’s PatR, PAT Science and eWrite for all students at Lynwood Senior High School and the OLNA intensive program. The library team assist by developing resources to support these students in their reading and writing skills.

Lynwood Senior High School Library supports the social, cultural, and developmental backgrounds of their students through the schools’ calendar of events, chess competition, book club, ONLA breakfast club, Book Week and Homework Club to name a few.

Lynwood Senior High School Library Team needs to be commended for their dedication to providing a library service that assists not only individual students but the staff and wider community.



## Putting PD learning into practice: CCGS's new Information Literacy Program.

by Lia de Sousa

Head of Library Services  
Christ Church Grammar School

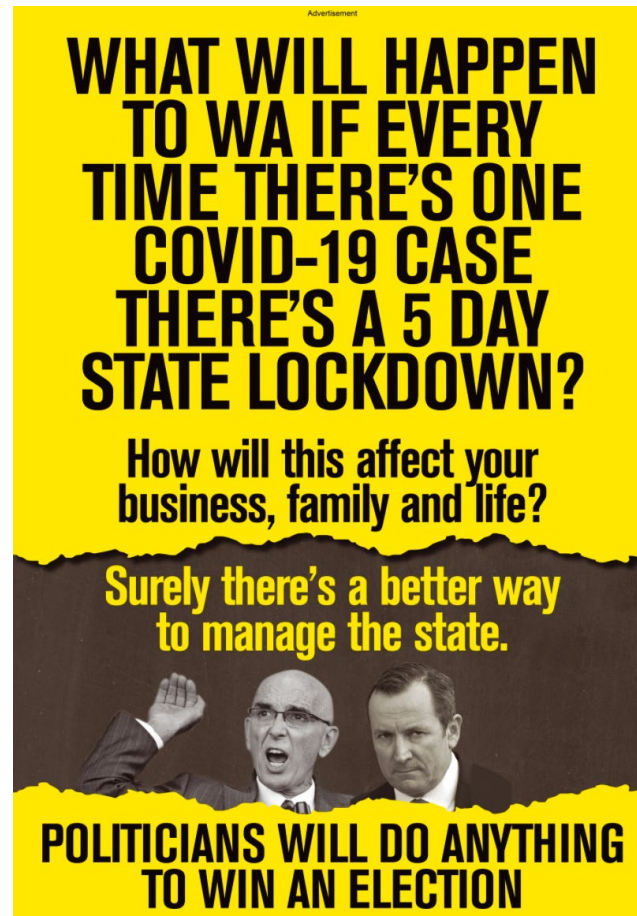
This article will describe the changes we made to our Year 7 Information Literacy program after completing Stanford University's Civic Online Reasoning (COR) MOOC, why we made them and the lessons we have learnt from delivering the program.

Our existing Year 7 program focused on navigating online resources, including the library catalogue and databases, using the CRAAP test to evaluate resources, google strategies and referencing. The major change that we made post completing the COR course was to remove the CRAAP test, incorporate a new model – SIFT (see image and footnote) – and to teach students how to lateral read when completing the 'Investigate' part of SIFT.

We made these changes because the MOOC demonstrated why CRAAP was no longer effective. The CRAAP test (which has stayed virtually the same since it was first created more than 15 years ago) teaches students to use the information available on a new site (e.g. find the 'about pages', dates, domain) to determine whether it's reliable and trustworthy.

The problem, as outlined by the COR course, is that we might never learn the true perspective or motives behind a site. Or we spend considerable amount of time on a site before realising it is not reliable after all. By contrast, with SIFT and lateral reading we teach the students to find out 'who is behind the information' (a key part of the COR curriculum) by immediately leaving the new site and investigating what independent sources say about it. This enables students to identify any perspective behind a site that may make its information unreliable. One of the key things we taught them is that knowing who's behind the information empowers them to decide how and what information they take from a source.

We incorporated these new skills into our existing program; the IL program is delivered via fortnightly library periods which equates to (if we are lucky) five lessons over a term. We still began the program with activities on using the library's physical and digital



Q2) 1 marks

A lot of sources on the internet want to create an emotional response in us. Often this is anger, surprise, shock, sadness, all with the goal of getting you to read and share something.

There's another reason to STOP before using a source: how does it want me to feel?

What does this source want you to feel?

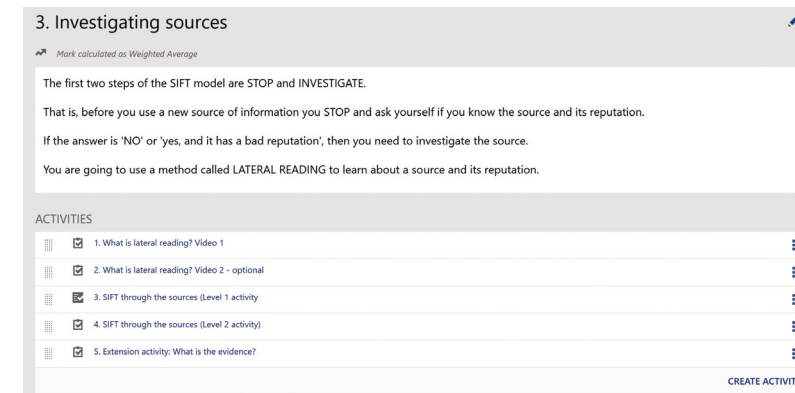
spaces, with a focus on reading webpages correctly. The SIFT and lateral reading activities followed this. We scheduled two lessons for this part, however, it took double the time to get through this content for reasons outlined below.

The program's activities and resources are constructed and delivered on our LMS (Schoolbox). This allows us to alter content at any time and provide the updates immediately to students. We designed the activities to be self-paced and with different levels

## Feature Articles

of difficulty. Unfortunately, due to the large time gaps between lessons students struggled to retain key learnings from previous lessons and thus the 'self-paced' aspect didn't quite work as we intended.

Each lesson started with a 15-20 minute whole class activity. These centred on existing resources from the COR curriculum website (see footnote for example) where the teachers led the class in applying SIFT and lateral reading skills to a new source. The introductory activities scaffolded student learning and enabled us to correct misconceptions, for example that being verified on social media doesn't make a source more reliable. In addition, they often led to great discussions, for instance, what it really means when your browser says a site is 'not secure' (and no, it doesn't relate to the quality of the information).



Whole class activities were then followed by the online activities. These took much longer than we anticipated for the reasons outlined above, but also for reasons we didn't foresee. For instance, students limited world knowledge, largely due to age, meant they often couldn't complete a SIFT activity independently. An example was when they had to investigate whether a Dairy Australia webpage declaring the health benefits of dairy could be trusted as a source. Students completed lateral reading but were stumped when the Wikipedia article said Dairy Australia was the 'industry body' for farmers and thus didn't understand the conflict of interest.

Another obstacle to overcome was finding Australian sources that allowed students to SIFT through sites independently. While of course there are countless Australian sources with specific perspectives to investigate, often it is almost impossible to find an alternative source that tells us about the original site. I did explain to students that this is likely due to

Australia's small size which would impact both the numbers of people willing to do independent research (e.g. Wikipedia) or garner interest from overseas factchecking sites such as Snopes.com. We did find the Media Bias/Fact Check site a useful tool to enable students to learn the potential perspective or bias of Australian media or some interest groups.

At the end of term, we concluded that most students are now able to do lateral reading, but we are unsure of whether they will do so of their own volition. We understand our time with them is limited and that a whole school approach is needed instead. To this end, we continue to share our programs with other departments and updating them as we learn new skills or theories ourselves. In our debriefs, we also think delivering the content later in the year might be beneficial as students have gained more knowledge through other subjects. The disadvantage of this is that bad habits will continue to be ingrained before they learn new skills.

If this article has sparked an interest, please get in touch as we love to share and learn from others. Stanford's Civic Online Reasoning MOOC is being run again this year and I highly recommend it.

### References:

Sorting Truth From Fiction: Civic Online Reasoning I edX <https://hapgood.us/2019/06/19/sift-the-four-moves/>

The COR course explains why using 'perspective' is more effective than bias.

<https://cor.stanford.edu/curriculum/lessons/intro-to-whats-the-evidence/>

Lia de Sousa has over 20 years teaching experience, having worked in both the state and independent school sectors in WA. She is currently Head of Library Services at Christ Church Grammar School, overseeing a library team that caters from PK to Year 12, and primarily works with students in Years 7-10.



travelling  
TO



## Welcome to the Alaska State Library in Juneau, Alaska!

The Alaska State Library is a state government library not affiliated with any academic institution. We're open to the public and share space in the Father Andrew P. Kashevaroff Building, with sister agencies, the Alaska State Archives and Records Management and the Alaska State Museum. Our beautiful new building, which we moved into in 2016 incorporates Alaskan art in a gorgeous setting in downtown Juneau, not far from the cruise ship docks. Between the location, the art, and the outstanding museum, the location is quite popular with tourists. While there was a significant drop during the pandemic because of the loss of cruise ship traffic, we ended up getting more independent travelers than expected.

**The Alaska State Library is divided into three sections:**

- **Library Development** has a small staff of consultants who work with libraries and library staff around the state on continuing education, consulting, and grants.
- **Information Services** is most like a public library, with public computers and wifi, although the collections are strongly focused on Alaskana, law, and resources to help employees of the State of Alaska with their work. This section manages the state depository program, collecting, preserving, and providing access to publications by State



of Alaska agencies. We also manage the Alaska Talking Book Center, which provides large print, braille, and audiobooks to Alaskans with visual, physical, or reading disabilities, although most services are outsourced to the Utah State Library for the Blind and Disabled.

- **Historical Collections** collects, preserves, and provides access to Alaska's history and culture through published materials and photograph, manuscript, and audiovisual collections. This section collects material about the whole state, with a special focus on Southeast Alaska. You can see some of our collections on [Alaska's Digital Archives](#), a repository we participate in along with other Alaskan institutions, and on [YouTube](#). The Historical Collections shares space with the Alaska State Archives and both are open by appointment only.

Before moving into our new building, the Alaska State Library, State Museum, and State Archives were housed in three buildings, all of which had flooding and other issues that put valuable collections at risk. Our new building was built with collections safety as a high priority. There are two large climate-controlled vaults, one for the State Museum, downstairs, and one for the State Archives and the Historical Collections of the State Library, upstairs.

Since we serve the whole state and, like Australia, Alaska has a lot of territory and not a lot of roads, most of our services are provided remotely, and we get a relatively small number of visitors even in a normal year. Our collections are in demand by researchers, and we provide access worldwide both online and through interlibrary loan. However, since it's a specialty collection and much of it isn't available for checkout, our circulation numbers are low overall.

The new building also has a lecture hall that is electronically connected with our neighbor, KTOO, the local public radio and television station, which allows lectures and other events to connect directly to their studios. Together with a classroom and a specially built space for the [Science on a Sphere installation](#) inside the State Museum, prior to the pandemic the space was hugely popular for rentals. We're starting to see that come back, although with social distancing, we're limiting the numbers more.

The terrazzo floor shows Alaska in place between Canada and Russia. The people attending on the map are on Alaska's population centers. Juneau, Anchorage, and Fairbanks. Photo by Chris Arend.



### OTHER DOWNTOWN LIBRARIES

The downtown branch of the **Juneau Public Libraries** is located on top of a parking garage. Cruise ships park right by their windows, so passengers are encouraged to close their curtains for privacy! They have great staff, gorgeous stained glass, and free wifi.

<https://juneau.org/library>

Hike up the hill to the center of state government to find the Juneau branch of the **Alaska State Court Law Library**, in the Dimond Courthouse, and the **Alaska Legislative Reference Library**, in the Terry Miller Legislative Office Building, are two small but mighty libraries focused on legal research materials.

### OTHER LIBRARIES IN JUNEAU

The **University of Alaska Southeast - Egan Library** is located on Auke Bay. It's a bit of a drive from downtown, but well worth the effort!

There are also two other branches of the Juneau Public Libraries: **Mendenhall Valley Branch's** beautiful new library near the Thunder Mountain High School (in "the Valley") and the **Douglas Branch**, an older library that shares space with the Fire Department on Douglas Island, across the bridge from Juneau.

### DID YOU KNOW?

Were you aware that you can only reach Juneau by boat or plane? There is no road connecting this beautiful region to the outside world. It is blocked off by steep mountains and a huge ice field.

Since Alaska is famous for cold weather and extremes of light and dark, we often get questions about that. As you may be able to see from the terrazzo floor above and the map below, Alaska is a big state and as such, the weather varies quite a bit between Fairbanks, Anchorage, and Juneau. Juneau is in a boreal rain forest, so our weather is mild and we get a lot of precipitation year round. Highs in the summer are usually in the 60s (Fahrenheit = 15° C), although they can get into the 80s (Fahrenheit = 27° C). Winters average just below freezing. We don't get weeks of dark, although it sometimes feels like it with all of the cloud cover! Head north to Utqiagvik, formerly Barrow, on the Arctic Ocean, and it's a different story, with the sun below the horizon for about 66 days each winter.

One of the things I like the most about working in an Alaskan library is that, since our population is small and we don't have a lot of libraries, library folk collaborate across all types. We're starting to see this even more with growing collaboration between libraries, archives, and museums throughout the state. It's sometimes challenging, but I think it benefits us all! 📖



Alaska superimposed on the 48 conterminous United States. Juneau is in the panhandle, to the lower right.

- 395 Whittier St., Juneau, Alaska
- PO Box 110571, Juneau, AK 99811-0571
- 1-907-465-2920
- [asl@alaska.gov](mailto:asl@alaska.gov)
- <http://library.alaska.gov/>
- Division of Libraries, Archives and Museums



The Father Andrew P Kashevaroff Building under a double rainbow.

Photo by Angela Schmidt.



A Sunny day in Juneau, taken from Douglas Island. Rain makes the environment lush and helps us really appreciate the sun when it pops out!

Photo by David Mark, from Pixabay.



The upstairs vault. Photo by Chris Arend.



"We are Written in the Layers of the Earth", a large glass and wood installation by Ketchikan Artist Even Zerbetz, serves as the wall between the Reading Room and the Research Center.

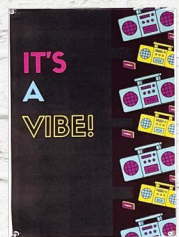


“Reading is to the mind  
what exercise is to the body.”

Richard Steele

# Let's **VIBE!**

## Very Important Book Experiences



The Very Important Book Experiences (VIBE) program was launched at Helena College at the beginning of 2021 in response to many years of casual observations, that our students who were once avid readers in years 6 and 7 were virtually non-readers by years 9 and 10. After a discussion with an English teacher colleague who mentioned that at a recent PL opportunity a presenter had stated that the impact of the non-reading generation was that WACE marks were being substantially impacted, prompted me to introduce a reading program. Essentially, since our students are now finding other ways to occupy themselves and not reading for pleasure, their reduced opportunities to draw on experiences from books was hindering their success in their studies.

Our VIBE program involves all students in years 6 to 9 visiting the library once a fortnight for a period of immersion in books and reading opportunities. Some weeks they have the pleasure of listening to

a book being read or they have the opportunity to sit and read for the period. The class teacher and I work together to guide students towards novels which will expand their reading repertoire and ignite their desire to read for the sheer thrill of it.

As an incentive to read, students complete a reading record and earn points. Regular certificates are provided when certain milestones are achieved and at the end of the year, a pizza party has been offered to any class where every student earns at least 25 points each.

I would like to take this opportunity to thank the team at Lynwood SHS because it was during an SSLN meeting last year that the idea for a reading program was planted and has morphed into our VIBE program.

**Rebecca Murray**  
Teacher Librarian



Since graduating 26 years ago, I have taught both at primary and secondary schools, in the public, Catholic and independent sectors. After moving to Perth 11 years ago, I was employed, and still work as the Teacher Librarian at Helena College, an International Baccalaureate (IB) school in the Perth hills. I was fortunate to be awarded the WASLA Teacher Librarian of the Year Award in 2013 which acknowledged my contributions to the profession. Ever since graduating I have been involved in professional associations in NSW and now in WA, covering many roles including publications editor, coordinator of conferences, secretary, website manager, and awards convenor to name but a few. I am an avid life-long learner who has graduated with a law degree and most recently completed training to become a Justice of the Peace for WA. My greatest achievement, however, is being a mum to two boys. I look forward to working with the WASLA committee and members in the coming months and look forward to your contributions.

# WASLA Social Media



with Sarah Betteridge  
WASLA Social Media Officer



WASLA's Facebook private group currently has 398 members. A link to the group can be found on the WASLA website. Membership is by request after answering a couple of questions.

In the month of May this group grew by 9 new members. There are many active members sharing interesting links and articles as well as things that have happened or are being planned in their libraries.

Some things shared over this month have included:

- Your Kid's Next Read Podcast with Megan Daley (Children's Books Daily) and author, Allison Tait discusses Great Graphic novels in Episode 003. Join the Your Kid's Next Read community on Facebook.
- Sarah Love shared Mandurah Catholic College's huge success with National Simultaneous Storytime (NSS) this year when a teacher helped to get every primary class and their Year 7s joining thousands of children across the country as they stopped lessons and read a book together. This year the book "Give Me Some Space" was read from the NASA space station and this was available to watch online.
- The CBCA shortlist and WA Judges talks dates were shared.
- Sarah Love shared her Bag of Books fun initiative which she originally found on this Facebook page. This fun initiative was organised to engage Mandurah Catholic College families in reading and enjoyment of books with their children in some of the primary classes. Each class involved has a bag of books, a colouring book (for each family to colour a page) and a soft toy. The teacher picks a child to have the Bag of Books each week and parents can post photos and comments on forums. Feedback has been very positive, with families being encouraged to read more at home.



WASLA has a Twitter account and can be followed @waslapln. There is a link to this Twitter account on the WASLA website. Currently WASLA has 338 followers on Twitter. This is another great place to connect with like-minded professionals and to create a wider personal learning network. Don't forget to find out the hashtag for the next WASLA professional learning event. Hashtags are a good way to share and find content on Twitter.



WASLA has a new Instagram account, @waslapln, which currently has 77 followers. Instagram, being so visual, is a great way to share books and book displays. We are hoping to use the WASLA Instagram to showcase some of our school libraries, as well as to share what other libraries around Australia and the rest of the world are doing. Don't forget to follow our new Instagram account for posts about WASLA events, announcements and sharing of great Library content.





## Celebrating Book Week at Dulwich College Shanghai Puxi

by Amanda Stewart

Dulwich College Shanghai Puxi celebrates reading like no other school that I have worked at. From the Toddlers through to Senior School, from Marketing to College Leadership, everyone wants to be involved.

We were inspired by the CBC theme of “Old Worlds, New Worlds, Other Worlds” and tied this in to World Book Day held in March. As students entered the campus on the Monday they were greeted by the roar of a huge animatronics dinosaur, read from an enormous fantasy book and looked at the book selection of a life-sized astronaut.

The week was packed with activities:

- Mornings began with ‘Tales on the Tannoy’ where one of the teachers read a short passage from their favourite book to the whole school.
- Early Years and Junior School classrooms all took part in a book themed door decorating competition.
- We had Meet-the-Author sessions with a familiar face, A J Betts, and with Chinese writer and animator Trevor Lai.
- Storytelling competitions took place throughout lunchtimes.
- A rolling story-writing activity began on Monday with Year 1 and finished on Friday with Year 6.

- Older students read to younger students throughout the week.
- A ‘Great Big Book Quiz’ tested student’s knowledge on popular literature.
- Students made bookmarks using recycled materials.
- The week culminated on Friday with a Dress Up Day, where the emphasis was on sustainable costumes. The day included a ‘Snuggle up and Read’ event in the Junior School. Everyone enjoyed hot chocolate while they read and shared their favourite books.

Dulwich College Shanghai Puxi is part of the Dulwich College International family of schools, with roots dating back to 1619 when Dulwich College London was founded by Edward Alleyn. It is academically selected, catering for international students whose parents are working in Shanghai. Students study the British Curriculum, taking the ICGSE in Years 10 and 11 and the IB Diploma Programme in Years 12 and 13. Walking into the College each day, it is not uncommon to hear students speaking English, Mandarin, Korean, Swedish, Spanish and a range of other languages that are their mother tongue.

Being part of a school like Dulwich College Shanghai Puxi has been the most amazing experience. Working in Shanghai and in the international school environment is something that I have found enormously rewarding and something I would highly recommend to others.

**Amanda Stewart**  
Head of Libraries







**HOLLY GODFREE**

Holly Godfree is the coordinator of the Students Need School Libraries campaign. She is a teacher librarian at Lake Tuggeranong College and was the ASLA Australian TL of the Year (2019).



**Students Need School Libraries**

The **Students Need School Libraries** (SNSL) website is here to help save you time with your advocacy work. It makes no sense to have busy people around Australia re-creating the same wheel! Remember the audience of our campaign is parents, but our resources are easily modified for use in many contexts.

Today, let's shine the spotlight on **The Action Guidelines**. You might be a person who cares passionately about school library services and are distressed about the problems you see with declining numbers of qualified school library staff, but you just don't know what to do to possibly make things better. This is the resource for you!

**The Action Guidelines** is a simple, step-by-step list of what you actually need to do to get the advocacy ball rolling in your community. The basic gist of the eight step guidelines looks like this:

- How to get your head around the content about school libraries and understand the best talking points to focus on in your advocacy work.
- How to gather evidence about the details of the situation you're facing.
- How to shape a generic discussion about school libraries to be strategically tailored to convince the decision makers in your community.
- How to identify and gather allies and teammates.
- How to set goals and make a plan.
- Concrete suggestions for actions to take.

This is the first of a regular series which spotlights the **Students Need School Libraries** campaign – <https://studentsneedschoollibraries.org.au/>. The campaign seeks to inform parents of the vital role school library staff, especially teacher librarians (TLs) play in the lives of their children. Its reach is international, but it is an Australian-focused campaign, providing information and resources for us to campaign locally for stronger school libraries. This new Spotlight section in ACCESS will focus on a small, useful tool – this issue on The Action Guidelines.

The **Action Guidelines** incorporate hyperlinks to many of SNSL's best resources. For example, **Step 7: Make a Presentation**, has a link to our excellent new slideshow about why school libraries are so important. This PowerPoint presentation (and speaker notes) can be downloaded and modified to be personalised to your own situation. The presentation also has many of our short films embedded so that the person presenting does not have to be a school library expert. The slides and the films will help you tell a compelling story.

Like all of SNSL's resources, **The Action Guidelines** demystify the 'magic wand' mirage of advocacy work whilst providing practical assistance (and a sprinkle of inspiration) to help you gain the confidence and motivation to act. Ultimately, the reinvigoration of school library staffing and services is a local, grassroots fight. By working in your local community, you will add to the momentum that will eventually lead to state and territory level policy and funding decisions to be made.

**Final thought**


We welcome your suggestions for other, new resources that might be useful. Just send the leadership team an email via the Contact Us page on our website to get in touch with any ideas or queries.

Link to the Action Guidelines <https://studentsneedschoollibraries.org.au/resources/action-guidelines/>

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page 63.








Santa Maria College



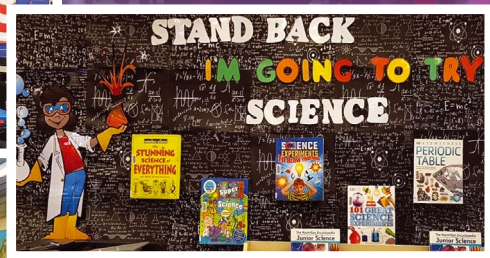
Golden Bay Primary School



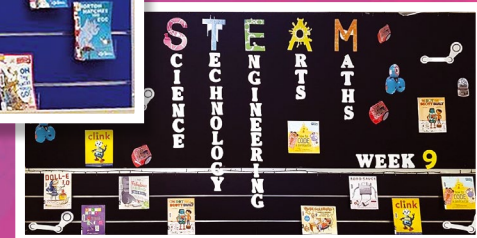
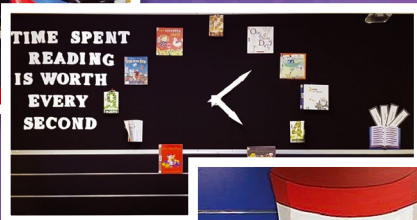
Durham Road School



Mt Hawthorn Primary School



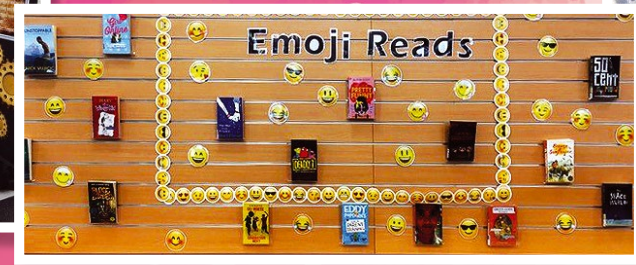
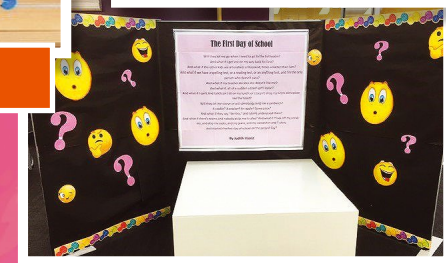
Tapping Primary School



La Salle iCentre



# LIBRARY DISPLAYS





# 7 Signs Your Child Needs Help From Their School Library

*They use digital media every day but...*

**FRUSTRATED** They get frustrated with homework and assignments

**OVERWHELMED** They feel overwhelmed by research tasks

**BORED** They can't find topical, age appropriate digital content

**CONFUSED** They have trouble knowing which information to trust

**VULNERABLE** They don't understand the privacy settings on their social media accounts and devices

**POOR LITERACY** They rarely read for pleasure and their literacy is lagging

**POOR RESULTS** Their grades are starting to suffer

Is your child's school library all that it can and should be?

**HOW CAN I HELP?**

- Ask about your child's access to a well-resourced school library and qualified library staff.
- Share on social media #StudentsNeedSchoolLibraries
- Visit the Students Need School Libraries website for more ideas and info

**Students Need School Libraries**  
studentsneedschoollibraries.org.au

## Sticking out of the Stacks

...at the State Library of Western Australia.



Departure of the first detachment of the Australian and New Zealand Imperial Expeditionary Forces from King George's Sound, Albany, WA Sunday 1 November 1914.

### Departure of the transports, Albany 1914 [4605B\_2]

Departure of the first detachment of the Australian and New Zealand Imperial Expeditionary Forces from King George's Sound, Albany, WA Sunday 1 November 1914.

At dawn on 1 November 1914 the fleet began moving out of the sound – it took three hours to clear as the ships steamed out, line astern. “For thousands of those Australians and New Zealanders, it was the last part of Australia that they ever saw” – Digger Cleak, president of the Albany Returned Services League in a Weekend Australian article The Long Goodbye (April 23-24, 2005)

This photograph was taken from Breaksea Island, looking west. Ships can be seen disappearing in the distance. Fay Catherine Howe was the 15-year-old daughter of the lighthouse keeper on Breaksea Island and she signalled to the departing fleet using semaphore. For many she was their last human contact with Australia, and later numerous postcards came back to Albany addressed to “The little girl on Breaksea Island”. This story in the Weekend Australian article inspired Albany based author Dianne Wolfer to write Lighthouse Girl, published by Fremantle Press in 2008.

This photograph appears in the book ‘The Australian and New Zealand expeditionary forces: assemblage at and departure from Albany’, with photographs by W.H. Campbell and A.G. Sands.



Group portrait of Noongar men, women, and children (before 1907) Fanny Balbuk seated (far right)

### Battye Library [25341P]

Fanny Balbuk, a Noongar Whadjuk woman, lived from 1840 to 1907. Balbuk lived in an area that included what is now the central Perth city area.

Aboriginal women had provided for their families with basic carbohydrate staples which comprised the bulk of their diet along with small protein supplements such as jilgies, frogs, turtles, lizards.

Balbuk walked from the fishing grounds in the river shallows on the south side of the east-west Perth ridge to the lakes and swamps along the northern flank of the ridge. This included what is now Forrest Place. The land is reclaimed from Gooloogoolup (later named Lake Kingsford and drained by the European settlers).

### Daisy Bates wrote of Balbuk;

*“To the end of her life she raged and stormed at the usurping of her beloved country. Balbuk had been born on Heirisson Island at the causeway, and from there a straight track had led to the place where once she had gathered gilgies and vegetable food with the women, in the swamp where Perth railway station now stands. Through fences and over them, Balbuk took the straight track to the end. When a house was built in the way, she broke its fence-palings with her digging stick and charged up the steps and through the rooms.”*



# SAVE THE DATE

for the SLOC WASLA AISWA Mini-Conference



WASLA/AISWA LIBRARIES

## Theme of Conference: "The Full Story"

School Libraries provide a healthy, safe atmosphere where diversity and individuality are respected and celebrated. Within the scope of our school's values, we strive to tell "The Full Story", representing the diversity of our students, teachers, cultures, and ideas. We tell this story in our resources, policies and programmes. Our collections and our services give our communities self-determination, allowing them to engage and unleash their full potential. This is inclusivity, this is "The Full Story".

### Date:

Friday 8th October Bus Tour, leaving from SIDE in Leederville for Primary School or Secondary School Libraries  
Sat 9th October (this is the last Sat in Term 3 holidays) 8.30am arrival for 9am Keynote - 4pm

### Venue:

Kennedy Baptist College, Farrington Road, Murdoch, WA 6150

### Cost:

\$120pp for membership  
\$180 for non-members

Expressions of interest forthcoming for breakout workshop sessions and trade displays and sponsorships

### FREE WEBINARS

## Copyright For Educators Webinars

The National Copyright Unit, which is responsible for copyright policy and administration for the Australian school sector, is offering a series of free webinars to help teachers navigate copyright. These free webinars are open to all Australian Government and non-government schools and are targeted to teachers and teacher-librarians from K-12. They cover a range of topics including statutory and voluntary licences, free use exceptions, Creative Commons and Netflix.

Friday 11th June (9am – 3pm AEST)  
Wednesday 21st July (9am – 3pm AEST)  
Friday 6th August (9am – 3pm AEST)  
Wednesday 15th September (9am – 3pm AEST)  
Friday 15th October (9am – 3pm AEDT)  
Thursday 11th November (9am – 3pm AWST/12pm-6pm AEDT)

### REGISTER AT:

<https://smartcopying.edu.au/national-copyright-seminar-series/>

or call us on 02 7814 3855

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