



Department of
Education

Premier's
Reading
Challenge

Plus

Read, Grow, Inspire!
CBCA WA Branch website is here

Premier's Reading
Challenge returns

A night with our Stars
20th Anniversary

What is BookTok?

Reading can take you
anywhere



Professional Journal of the
WA School Library Association
Vol. 13, No. 1
June 2023





Editorial

I hope the start of the year has been enjoyable for everyone as we start to move away from the uncertainty from the last couple of years. Welcome to our jam-packed first edition of *ic3* for 2023. It is full of inspiring and educational articles. We are so proud to be a challenge partner for the Premier's Reading Challenge, what a beautiful and positive front cover to make you feel relaxed and ready to read. We celebrate the WASLA awards and congratulate these amazing winners on their great achievements. WASLA introduces our new committee members to you as they share stories and passions. There are many articles to enjoy including our BOAF PD in 2022, WA Authors and Illustrators and the great night we had at the ANWOS evening. We learn about a school library design and view some wonderful library displays.

Thank you to everyone who has contributed to this journal. We would not be able to have a professional journal without all your efforts and we appreciate this. If you would like to contribute to our next edition in term four, please send your articles and photos to ic3editor@wasla.asn.au.

Please enjoy our first edition for 2023.

Helen Tomazin
WASLA *ic3* Co-Editor

Front Cover image courtesy of
[The Premier's Reading Challenge](#).

Additional graphic elements and stock photos from
[FreePik.com](#) and [Pexels.com](#)

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>).

Publisher:

Western Australian School Library Association.

Editor: via email at ic3editor@wasla.asn.au

Editorial Sub-Committee – Helen Tomazin, Tina Russo, Alison Fonseca and Barbara McNeill.

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):

- Rebecca Murray
- Natasha Georgiou

ISSN: 1838-9643

Contents

Vol. 13, No. 1, Jun 2023

2. From the President's desk

3. New Committee Members

5. 2023 WASLA Award recipients

9. A Night with our Stars
20th Anniversary

11. WASLA and the School Library
Coalition

13. 2023 Premier's Reading
Challenge returns

15. Weeding Collections at
Northcote High

17. Teen Reading in the Digital Era
survey results

19. What is BookTok, and how is it
influencing what Australian teenagers
read?

22. Book Reviews

25. Read, Grow, Inspire! CBCA WA
Branch website is here

27. Kennedy Baptist College School
Library Design: No end in sight

31. Promoting WAYRBA at Bunbury
Catholic College

33. Library Displays

37. Birds of a Feather 2022

38. Copyright Corner:
Using images in library catalogues,
on school websites and newsletters

Major sponsors and regular advertisers relevant
to school libraries are welcome in *ic3*.

Please contact the Editor for
sponsorship/advertising packages
at ic3editor@wasla.asn.au



From the President's desk

Hello and kaya

Welcome back to school for 2023 and to our first edition of *ic3*. I hope that you had a relaxing break recently and feel rejuvenated to hit the ground running.

The WASLA Committee have been working hard behind the scenes to organise opportunities for our members throughout the year. In the first term we presented our WASLA Awards to the deserving awardees who are featured in this edition. The winners are all worthy recipients mainly for their outstanding efforts in supporting their local school communities and advocating for the profession.

We had a few new faces joining the WASLA Committee including Tamara Reads, most recently the Coordinator of the Premier's Reading Challenge in NSW, Sharon Hanson from John Wollaston Anglican Community School and Rebecca Keshwar who works at Providence Christian School. We also have Mike Spanier from Joseph Banks Secondary College who is returning to the Committee. You will find more detailed bios on the new members in this edition.

Recently the WASLA Committee worked on a submission to the SSTUWA Public Education Review where we made a strong case for equitable access to appropriately funded school libraries enhanced by the services of qualified library staff. Whilst working on the submission it was interesting to revisit a large range of research and reports on the current state of school libraries over here in WA and across the nation. WASLA is looking forward to reading the resulting recommendations later this year and recommend that you take a moment to make your own submission at <https://www.sstuwa.org.au/campaigns-home/review>.

In this edition I have included a report on the progress that has been made across the country with the member associations working together in the newly titled Australian Coalition for School Libraries (ACSL) formerly referred to as the School Library Coalition. In the coming months more work will be undertaken to formalise the working arrangements to build a stronger network in order to support school libraries both here in WA and across the nation.

We have much to celebrate in our Association and in our school libraries and I would like to acknowledge the amazing work of our Executive Officer, Barbara Lippiatt who keeps the committee on their toes and the Association running smoothly. Not only does Barb manage all the membership records, and constantly communicates with our members on all things WASLA, she looks after us with food and care. Our mentoring program is also under way and I look forward to supporting all of the participants over the coming weeks and months.

I hope you enjoy the following pages and look forward to saying hello at the upcoming networking opportunities.

Rebecca Murray
WASLA President

New Committee Members



Rebecca Keshwar
Providence Christian College

I have a passport stuffed with stamps from exotic places, a mind brimming with vocabulary, an ability to time travel to places only imagined and have heard the stories of voices that were silenced in the pages of history. And it hasn't cost me a cent. How? Because my passport is my library card and my reading imagination is my ticket to the world!

My name is Rebecca Keshwar and I currently work at Providence Christian College as a part-time English Teacher. After teaching English and Drama for over 15 years in a variety of schools both here in Perth and overseas, I completed my Graduate Diploma in Information Science in 2014. I worked as a Young People's Services Librarian and Teacher Librarian prior to having my children and have been slowly edging my way back into my teaching career and involvement in school libraries.

I believe every person in the world should have the opportunity to discover the joy of reading and have access to great books through their local library. School libraries are of immense value to students to help ignite their love for reading and I am determined to be a strong proponent of reading for enjoyment be it in the classroom or the library. I look forward to serving on the WASLA committee this year as well as attending professional learning events, networking with others and continuing to add my voice to yours to advocate for the survival and revival of the school library.



Sharon Hanson
John Wollaston Anglican Community School

Hi, I am Sharon and I am probably a very familiar face to many of you. I have worked at John Wollaston Anglican Community School as Head of Library for the past seven years. Before this position I was at St Marks Anglican Community School as the Primary Teacher Librarian. I have a keen love of literature and love getting students enthusiastic about reading.

I have been involved in the WASLA/AISWA School Library Conference committee in the past and had an awesome time arranging the bus trips. I am looking forward to being a part of the WASLA team this year and hope to meet many of you!

Tamara Reads

Curtin University PhD Student



My name is Tamara Reads, and whilst I'm new to both WASLA and Western Australia, I'm not new to school libraries!

I have worked in education in NSW for 20 years in both public and private schools, as an English teacher and teacher librarian. For the past five years I worked for the NSW Department of Education running the NSW Premier's Reading Challenge, and I am passionate about the importance of reading for pleasure. So much so, that in late 2022 I moved to Perth to continue my PhD studies at Curtin University, in which I will be examining the impact of Premier's Reading Challenges on student reading engagement and literacy achievement.

I believe that school libraries are the heart of the school, and I am passionate about advocating for all students to have access to a healthy, thriving, and well-staffed and resourced library as an essential aspect of their schooling. I am an advocate for reading for pleasure, and for ensuring that all students, indeed all readers of any age, have access to literature that helps them explore, escape, and imagine new worlds. As part of this passion, I love to read, share and recommend books which feature diverse and inclusive authors, characters, ideas and perspectives. And I've never met a Neil Gaiman book I don't like.

Mike Spanier

Joseph Banks Secondary College School



I have been the Discovery Learning Leader (Teacher Librarian) of the Joseph Banks Secondary College School Library and Discovery Centre in Perth since 2016. Prior to beginning at Joseph Banks, I was the Teacher Librarian at Balga Senior High School from 2008 to 2015.

I have set a strategic vision for the Library and Discovery Centre and oversee the provision of information literacy services and resources to staff and students. My vision for the Library is for it to function as a Library and Information Literacy and Resource Centre, study centre, creative zone and an exhibition centre where showcases of student's creative and innovative work feature prominently. The Library and Discovery Centre's greatest strength lies in its use of flexible learning space and furniture where it can switch between multiple modes - library and resource centre, town hall auditorium, exhibition centre, staff meeting area almost instantaneously.

Collaborative teaching and learning and a focus on inquiry and cross-curricular learning are two areas I promote as key features of the Library and Discovery Centre at JBSC.

Jean Davis

School Library Officer of the Year

The 2023 School Library Officer of the year is a very deserving member of her school community. She has over 28 years' experience in school libraries and has an outstanding work ethic. With her meticulous attention to detail, she maintains her LMS and work environment and utilises her knowledge to deliver outstanding service to staff and students. Along with all the demanding tasks undertaken by a library officer she administers the school website and the school newsletter. Her demonstrated willingness and aptitude to take on new technologies is fundamental in her library's move to RFID technology.

Her engaging and passionate personality ensures the school library resources and equipment are readily available for all staff and students to access. This includes the Education Support Unit and is also reflected in her support of the

Wirrpanda Foundation and Clontarf Academy staff and students. She is a valued team member and makes a significant contribution to her school, community, and region. Her passion for coaching netball is greatly appreciated by children and adults in teams, squads, carnivals, and Country Week sporting events.

It is for these reasons that Jean Davis is a very worthy recipient of the 2023 WASLA School Library Officer on the Year Award. Congratulations Jean!

Alison Fonseca
WASLA Awards Sub-Committee Member



Jonathan Dutton

School Librarian of the Year

This award recognises and honours an exceptional School Librarian, in a school setting, whose professional practice has a positive impact on the service provided by their school library.

Jonathan Dutton is the e-Librarian at Perth College who continues to go above and beyond for the College and the wider community in terms of all operational and technical aspects of library and information services.

Over the last few years there have been numerous changes in the library and information services field and Jonathan goes out of his way to stay informed and bring his comprehensive knowledge back to the team. Jonathan's professional knowledge goes over, and above which includes devising administrative policies and procedures, including a collection development policy. He has prepared annual budget submissions for the library, supervision of library staff and participation in the recruitment process.

Jonathan has instructed in the use of online platforms, resources, and equipment, including creative technologies such as 3D printing through in-person presentations and creation of tutorials. He also presents to classes on library orientation, research and referencing skills. He has prepared LibGuides to support specific topics and assignments and has assisted staff on article location and retrieval from online databases.

Jonathan's key achievements have been to oversee the migration to the new Library Management System and introducing eBooks and audiobooks to the school. Jonathan has established the capacity to livestream school events and performances for occasions during COVID restrictions where audience limits applied. He has planned and initiated the integration of digital resources into the library catalogue,



ensuring suitable points of access were available as well as coordinating an electronic use survey for the use of copyright digital materials across the school. He also increased the scope of Library intranet pages so that they presented a second "face" of the library. Jonathan assisted with the running of the STEaMologists Inventors' Club by resourcing and advising on electronics projects.

Jonathan is committed to being a frequent attendee and occasional presenter at WASLA Professional Development events. His presentations have included: Access-it, managing copyright compliance, getting started with electronics and co-presented on the Internet

and social media. He has participated in TAFE industry panel meetings and reviewed course structure and content. He has been a valuable member of the WASLA Committee over the last couple of years and is currently our Treasurer. He is also currently the Executive Officer of the Professional Teaching Council of WA (PTCWA) Committee.

Jonathan Dutton is a most worthy recipient of the inaugural WASLA School Librarian of the Year Award. Congratulations Jonathan!

Helen Tomazin
WASLA Awards Sub-Committee Member

Rebecca Sheridan

Teacher Librarian of the Year

Rebecca (Bec) Sheridan has been a teacher since 2007 and has had an exciting and varied career making the most of the opportunities that have been offered to her.

Bec started her teaching career as an English teacher at Mercy College in Perth. After a few years Bec took an exciting opportunity to teach at the Park House English School in Qatar, where she established and managed a team of staff in the running of the Model United Nations program, which is a simulation of the United Nations and required students to research and debate global issues.

Bec returned to Perth where she gained work at St Mary's Anglican Girls' School as a Library Technician. During this time, she completed her Master of Education (Teacher Librarianship) through Charles Sturt University and began working at St Mary's as a Teacher Librarian. At St Mary's, Bec developed the Year 7 Library Orientation program, the information literacy program, a critical and creative thinking program for Year 9s, and assisted in the development of the Year 7 and Year 8 information literacy program. She has also collaborated with other departments to create LibGuides to support a variety of subjects and assessments. As well as being responsible for managing ClickView, Bec ran professional development sessions for staff on ClickView, Turnitin, Information Literacy, and other available library services.

In 2018, Bec began working at Christ Church Grammar School (CCGS) as the Senior School

Teacher Librarian, and in this role, she has continued to provide excellent service to staff and students. Her information literacy skills are a strong element of Bec's professional practice as she collaborates with other learning areas to embed these skills whenever practical for teaching and assessment programs, both upskilling staff and students. She has been instrumental in developing an information literacy program for Year 7s that includes differentiated learning activities, and ensuring that research skills, copyright, and referencing is used effectively. Bec has developed a highly respected and professional relationship with her colleagues and is regularly requested to team teach with classes to provide broader opportunities for differentiation and teaching styles.

As well as developing information literacy programs, Bec has been instrumental in creating literacy programs to not only help to develop students critical thinking skills, empathy for others, but to promote literature for enjoyment. Bec is a reflective practitioner who uses evidence and data to inform her teaching. She has altered existing programs to meet the specific needs of students in her class and trials reading materials that both meet the interests of the students but also challenges them with their reading.

Bec has worked diligently to engage her school community with the benefits of reading including creating materials such as staff orientated



bookmarks, curating online lists for classes, and collaborating with the CCGS Communications Department to promote the library to the wider school community. Bec was part of a working group to evaluate LGBTQI representation in resources within the collection. She has collaborated with the Director of the Centre for Boy's Health and Wellbeing, and the School Psychologists, to develop a comprehensive pastoral list of resources for the pastoral care team to enable them to support students' mental health concerns when required.

Bec is an enthusiastic and creative adopter of technology. Within her classes Bec models the use of a variety of technology tools and encourages students to adopt the tools that best suit them to enhance their learning. She is also very patient and supportive in encouraging her colleagues to use technology.

Bec has a genuine interest in developing her professional practice and professional knowledge, engaging in professional development opportunities to continually learn and improve. She is very supportive of the wider school library community and has been an active member of the WASLA and AISWA

Library Committees. Bec has presented at the WASLA School Library Conference on reading programs and has engaged in further discussion with library staff beyond the Conference. Her professional development is not limited to organised conferences and professional development but is part of her daily practice as she engages with other practitioners via social media, email groups plus she will seek and read the latest professional articles and regularly attends online webinars.

As well as performing the role and responsibilities of a Senior School Teacher Librarian, Bec has been trusted to perform the role of Head of Library, as well as Assistant Head of House where her strong work ethic, her professionalism, leadership, decision making, and interpersonal skills have been able to flourish.

Bec Sheridan is the worthy recipient of the 2023 WASLA Teacher Librarian of the Year Award. Congratulations Bec!

Felicia Harris
WASLA Awards Sub-Committee Member

Santa Maria College School

School Library Team of the Year



The Santa Maria College School Library Team consists of Head of Library, Amanda Crossley; Teacher Librarian (and currently Co-Head of Library) Amy Hollingsworth; Library Technician Khrystal Trimble; and Library Support Officers Ruby Farrell and Emma Hall.

The team strives to be well-informed about information literacy and recently completed Stanford University's MOOC on Critical Online Reasoning. Since then, they have updated their information literacy program to incorporate the SIFT strategy. They are developing an Information Literacy Scope and Sequence to

ensure students can develop their information literacy skills during their time at Santa Maria.

They are passionate about developing students' lifelong learning skills. Therefore, they developed an online study skills program and platform for their students to develop these life skills at their own pace. Their students are well versed in 'Googling' and 'YouTubing' when they want to know how to develop a particular skill. They have mimicked these online environments to provide e-courses on study skills, information literacy, technology how-to, leadership and more in their upGrade program. The upGrade platform includes gamification that appeals to the interests of young adult learners. This program has proved to be immensely popular and of great educational value to the College. Some of their courses, such as the plagiarism course and PEEAL course have been made mandatory by some teachers before students commence a particular assignment. Their upGrade program was recognised by the School Library Association of Victoria (SLAV) in 2022 as the recipients of the SLAV Innovators Award.

They are fortunate that the College supports the development of literacy, by providing timetabled library classes for Years Five and Six. These classes aim to develop students' information literacy skills, digital literacy and develop their love of reading. Students record their reading logs on Padlet so they can share their recommendations and they use Infiniti's portlet features to promote new books, popular reads etc.

They also leverage their new library management system's Libpaths to create digital learning resources alongside LibGuides. Both these platforms are accessed regularly by staff and students, and they are constantly receiving requests to create more! Their LibGuides are constantly updated to ensure they reflect the curriculum. They are using Infiniti's Libpaths to create reading suggestions, promote SIFT, Book Week and other events.

Their print and digital collection caters for Year 5 – 12 students. Therefore, they created labels on their resources denoting what is appropriate for Juniors (Year 5 & 6s), Young Adult (Years 7 - 9) and Seniors (Years 10 – 12). To promote reading, they genrefied the Year 5 - 8 collection, which has assisted them to be able to locate suitable books for their young readers. Student

feedback has indicated that it is easier for them to find books that suit their hobbies and interests.

Their Borders without Borders orientation program includes welcoming new borders into their community, by building connections in Microsoft Teams. They already feel at home in the library before they have begun!

The library also has founded its very own podcast! Santa Station is a co-curricular opportunity for students to record episodes and engage their peers with lots of competitions and topical discussions. The success of Santa Station assisted us in receiving extra funding from the College to transform a room in the library to a Creator Space. The Creator Space houses their podcasting equipment and green screen. It's very popular and a booking system is in place to manage students using the space for classwork.

Their library policies, procedures, vision, and mission reflect the College's mission. For example, their Collection Management Policy ensures they make selections that support the Mercy ethos. Fundamentally, their library operations support the Teaching and Learning program of the school by selecting resources for the curriculum, creating e-courses for the development of the general capabilities and their students 'learning for life' skills, collaborating with teachers and responding to their requests.

The team are lifelong learners and regularly attend professional learning events offered by WASLA, AISWA Libraries, SLAV, ASLA and the South Secondary School Library Network. Amanda and Amy have also presented on their initiatives and achievements at WASLA and SLAV PDs.

The team has shown creativity, innovation, open-minds, hard work, efficiency, and effectiveness to achieve all the above accomplishments plus much more. Most importantly they work incredibly well together, with their strengths and weaknesses complimenting each other.

Santa Maria College is the worthy recipient of the 2023 WASLA School Library of the Year Award.

Natasha Georgiou
WASLA Awards Sub-Committee Member

20TH ANNIVERSARY A NIGHT WITH OUR Stars

The twentieth CBCA WA A Night with Our Stars (ANWOS) was a resounding success. First held on the 4 March 2004 at Westbooks in Burswood, the event has surpassed all expectations of initiator Jenni Woodroffe who is delighted that ANWOS has aided in “strengthening the connections between creators in a range of disciplines”.

From humble beginnings in a tent, ANWOS has developed into an event which is one of the highlights of the Western Australian children’s literature community where writers, illustrators, publishers, booksellers, teachers, librarians, and parents come together to celebrate the wonderful creations of our talented local children’s storytellers. It was wonderful to see many local authors and illustrators in attendance to support their peers, and CBCA WA supporter Dr Peter Williams flew over from NSW for the event.

A chance to get up close and personal with our favourite Western Australian creatives, ANWOS has a fun, light-hearted format where presenters have three minutes to talk about a book they have had published in the previous year. A range of approaches is made from heart-warming, to hilarious, to creative, which all result in expressing the passion and love that our creatives have for children’s literature in Western Australia.

All presenters gave spectacular performances, with Rachael Robertson’s awesome rap for My Amazing Animal Alphabet Alliteration Book, Shirley Marr’s heartfelt personal story behind All Four Quarters of the Moon, and Craig Silvey’s rubber glove challenge to the MC being standouts.



To celebrate the twentieth year of ANWOS an art gallery of original postcard sized artwork from 26 WA illustrators was offered via silent auction prior to the night. A very successful auction resulted in all art works being sold, and along with generous raffle prizes donated by Fremantle Press and Theatre 180, over \$4400 was raised.

During the past 20 years of ANWOS there have been three Convenors: Jenni Woodroffe 2004-2013, Joanna Andrew 2014-2019, and Jan Nicholls 2020-present. There have been 3 MCs: Joanna Andrew, Heather Zubek and Jan Nicholls. Over 3177 people have attended to listen to 182 presenters. Two presenters were at the first and twentieth event: Julia Lawrinson and Dianne Wolfer, with Julia Lawrinson and Sally Murphy having the most appearances at 12 each.

Thank you to supporters Fremantle Press, Westbooks, Theatre 180, Butterfly Catering, and the Bendat Parent and Community Centre for helping to make the night a success.

A big thank you to all CBCA WA Committee members, partners, and family members, both past and present, for helping to make A Night with Our Stars a magnificent night full of fun, energy, and excitement.

Here’s to another 20 wonderful years of ANWOS.

Felicia Harris
CBCA WA Committee Member





WASLA and the School Library Coalition

by Rebecca Murray

Recently, WASLA representatives, Natasha Georgiou and Rebecca Murray, travelled to Melbourne to attend a School Library Coalition meeting. It was a productive and energetic meeting focussed on the future of the group. The School Library Coalition consists of representatives from WASLA, QSLA, SLANSW, SLASA, SLAV, ASLA, ALIA, ALIA Schools, ACER, CSU and Students Need School Libraries with the central premise to work together to advocate for school libraries in Australia and the people working in them so as to benefit students across the nation.

A very useful, blue-sky thinking activity was the development of a collaborative vision of our ideal for school libraries. What would school libraries look like if everything we hope for had been achieved? This was accomplished by the attendees drawing our hopes and dreams for school libraries. The discussion during this session was rich and productive, providing many opportunities for the representatives to realise that our missions were almost identical. The session also provided an opportunity for the Coalition to form a joint vision on how we can move our advocacy goals forward and become more united

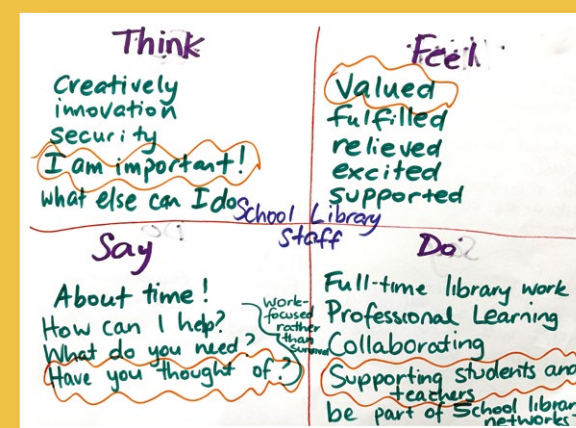
Feature Article



View of the Future



Students



School Library Staff

in our approach. However, it also reinforced the current work associations, such as WASLA, are undertaking. One of the stakeholders identified in this process were unions. At the time of writing this report, the WASLA committee are writing a submission for the SSTUWA Public Education Review to make a case for an increase in qualified staffing in school libraries in the WA public school system.

Dr Lyn Hay provided a precis of her research project into Australian school libraries. The report addresses the specialised needs of school libraries to achieve a diverse, valued and supported Library and Information Services workforce. You can read Dr Hay's report here: <https://read.alia.org.au/alia-professional-pathways-school-libraries-research-project-report>

During the meeting Holly Godfree provided an update on the work of Students Need School Libraries campaign and the successful inaugural Australian School Library Day (ASLD) which was celebrated on 24 August 2022. We collectively agreed that the day was well placed within Book Week celebrations. The Coalition was appreciative of the work that Holly and her team have undertaken to create the ASLD logo and advertising the day both within schools and outside of school libraries nationally. One of the great successes of the event was the Twitter storm, with many people adding their voices and support to the aims of the campaign.

All attendees of the meeting agreed that the School Library Coalition is strengthening the advocacy for school libraries across the country. It is a strong, united national voice that highlights the diversity of school libraries across Australia and provides opportunities between the associations to share many resources and strategies to provide a stronger student-focussed approach to advocating for school libraries. Since the meeting many discussions have been held via Zoom and email on the future of the Coalition with a view to formalise the arrangement through the possible creation of an united association. A face-to-face meeting will be held during Term 2 to further explore the options put forward by each member association. WASLA will keep our members informed of any new developments that happen in this space.

Rebecca Murray
WASLA President

Reading can take you *anywhere*



2023 Premier's Reading Challenge returns

The Premier's Reading Challenge is back for another year and will be bigger than ever.

Relaunched in 2022, the Premier's Reading Challenge is an annual state-wide event to encourage students from Kindergarten to Year 10 to read and challenge themselves.

Last year, the event saw 845 schools participate, 27,207 students sign up and 224 school staff become challenge champions.

Participants read a total of 300,142 books, which is about 11 books per student.

The 2023 challenge will launch on Monday 8 May and run to 8 September, with plenty of activities and prizes planned for students.

The challenge also has a new podcast, 'Between our pages.' Each month, the Premier's Reading Challenge team will dive into the world of reading and writing and speak to the authors behind some of WA's most popular books.

Award-winning author and illustrator James Foley, who is behind the popular title 'Stellarphant,' was the Episode 3 guest on the podcast, providing a fascinating insight and highlighting the importance of reading widely.

"We've got to have lots of different books so that there are things to cater for all sorts of interests that kids are into," Mr Foley said.



"Also, we've got to have books about all sorts of different characters so that kids can see themselves represented."

At the time of print the award-winning author Dianne Wolfer was the Episode 4 guest on the podcast and is a lifelong bookworm and loves writing about animals and the environment around her.

Listen to 'Between our pages' wherever you get your podcast.

Learn more about the 2023 challenge on the [Premier's Reading Challenge website](https://premierreadingchallenge.wa.edu.au) and [Facebook page](https://www.facebook.com/premierreadingchallenge).

Your challenge contact is Anne-Maree Ferguson. Email: Anne-Maree.Ferguson@education.wa.edu.au



Weeding Collections at Northcote High

The recent Northcote High book cull has generated much discussion on the role of school libraries as gatekeepers of knowledge. Some are crying that the decolonisation of the collection is akin to book burning and wokeness engendered. As someone who regularly culls items in their collection, I can tell you the reality is much more mundane. In my library, like most school libraries, the reality is a Teacher Librarian with a detailed knowledge of their collection, community and current curriculum, assessing resources and yes, disposing of those which are no longer 'fit for purpose' in the bin.

It is this question of 'fit for purpose' that elicits some controversy. As with many areas of society, politics and values influence what we teach and the books we provide in our schools. However, the purchase and retention of resources which highlight cultural, religious and gender diversities is not only important for those who identify as such, but for all students. The danger in our school libraries is the inherent bias in all of us, we all have our own stories and experiences which shape our picture of the world, and at times our collections. Our own professional organisations, the Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA) state that the collection should represent freedom of information and ideas in the interest of all Australians whilst considering the aims, needs and educational significance of school library resource services. This demonstrates the importance of Teacher Librarians acknowledging their own bias when determining to reflect the current knowledge and our community.

With the removal from the Northcote High School Library of books that depict European colonisation as peaceful, the question was raised 'what are they teaching kids at school these days?'. Introducing the Australian Curriculum, particularly the Year 9 History curriculum which contains content related to the effects of colonisation, such as frontier conflicts. If the school library does not include books in their collection that reflect this curriculum, and current teaching, then students are going to look online at resources that don't have the same quality control of published books.

There is no dispute that students need to learn terms such as 'savages' and 'yellow peril', however these should be considered historical terms not descriptive terms for their classmates. The inclusion of books that cover these concepts need to consider the historical context, and acknowledge the change in vocabulary and values. The result is the removal of books with outdated content and their replacement with books that honour this growth as a nation.

Our schools are as diverse as our population, and there will always be a market for texts which challenge the status quo. For example, the publication of 'Dark Emu' and its version for younger readers 'Young Dark Emu' was met with both accolades and criticism. Within my own school, I have offered resources which support both points of view allowing staff to work with students to critically analyse the text along with others



to develop knowledge and understanding. The key aspect to consider is the role of the Teacher Librarian in determining what does, and does not, reflect current knowledge and community values. This role as adjudicator of resources for our students is not taken lightly. There will always be those in our community, including our libraries, who hold views different to our own, but with the application of the critical literacy skills we teach in our schools, our young people are in good hands.

Many years ago, my son interrupted his Kindy Storytime of the old classic, 'The Very Hungry Caterpillar' when the teacher read the words "He was a big, fat caterpillar". His four-year-old argument was we shouldn't call someone fat. This innocent example of 'wokeness' could be a perfect opportunity to teach descriptive words, of which 'fat' is one. No, it is not appropriate to call someone fat in public discourse, however we don't need to remove 'The Very Hungry Caterpillar' from our collections because it uses this word. I have, however, removed a book from my library collection which, published at the dawn of the obesity epidemic in the late 80s, contained language which was offensive and suggestions for weight loss that were dangerous.

The much more public recent furore over the rewriting of Roald Dahl books has hit a nerve for many. However, if children don't know not to call their grandma an 'idiot', the problem doesn't lie with the school librarian, rather the other influences on their life. At this time most people would blame social media, video games or television, which is further

acknowledgement that the Teacher Librarian, who carefully curates a collection for their library, isn't to blame for the corruption of our children. By honouring the original text in these novels, we are allowing students to develop their critical thinking skills and determine their own social compass.

There are some challenges in our school libraries with ideological agendas and parental influence occasionally present in schools, however with a qualified Teacher Librarian, our children will be okay. So, when your child brings home a library book which you feel does not reflect your values, feel free to discuss this with your school. However, also remember that this is one book of a much greater collection, a collection that has specially been developed with the school community in mind. [b](#)

Catherine Barnes

Teacher Librarian: Endeavour College, Mawson Lakes, South Australia
ALIA Member: AALIA(DCP)



Lecturer: Master of Information Management, University of South Australia

A professional librarian for many years, the teacher part in teacher librarian came twelve years ago. In the middle came a Master of Information Technology and a passion for not only organising information, and providing access to information, but also educating others in the power of information. Key areas of practice and research are diversity in collections, metadata and access.

What have we learnt about the reading habits of Australian teens?

What does our 2022 survey data tell us? Are Australian teens reading?

In 2022, more than 9500 Australian secondary school students responded to our survey asking them about what they read in their free time and how they find books and other reading material they enjoy reading. We heard from students attending 57 different government, independent and Catholic schools in New South Wales, Queensland, Victoria and Western Australia. We also interviewed 60 teen literacy and library experts from the school library and English teaching staff and conducted focus groups with 83 Australian teenagers.

Our research project uses a purposive quota sample designed to be representative of Australian secondary school students. Schools are selected to participate in the survey based on their:

- location (state, capital city/rest of state)
- gender (co-educational, single sex)
- school type (independent, Catholic and government)

We have not yet completed each of the quotas as we are still collecting data in Victoria and Western Australia. But we do have enough responses to share some preliminary answers to the questions:

- How often do Australian teens read for pleasure?
- What do Australian teens enjoy reading?

The following discussion identifies emerging trends in our data. It is indicative only, but we are reasonably confident that these findings will be confirmed by our full data set.

One of the first questions we ask teenagers to tell us is how much time they spend on the following activities on a typical week during the school term:

- Social media
- Video games
- TV and movies
- Watching YouTube
- Reading a book (print, ebook, audiobook)

Almost two-thirds of the teenagers who responded report spending 'some' or a 'small amount of time' reading. A quarter 'don't spend any time' reading and almost a fifth spend 'a lot' or 'as much time as I can' reading.

When we asked teens to tell us how often they read in a typical school week, just over a quarter read daily or 4-6 times per week, one third read once or 2-3 times per week, and more than 40% do not read or read less than once per week. These results are in line with our pilot study in 2016, which suggests that the amount teens are reading has not changed significantly in recent years.

When we asked teens how they feel about reading books in their own free time, more than half indicate that they have a positive attitude towards reading. But we are seeing signs that reading is an activity often side-lined during the school term, especially as students get older. Many teens report that they read less now than they did in grade 6 and that they read less during the school term than during the school holidays.

Feature Article


What are Australian teens reading?

Teens who read for pleasure told us that they prefer to read printed books rather than ebooks or audiobooks. When it comes to genre, fiction is more popular than non-fiction, with fantasy, mystery and crime and dystopian the most popular fiction genres. Humour and graphic novels are more popular with younger teens aged 12-13, and romance and dystopian fiction are more popular with older teens aged 15+. The most popular non-fiction genres are history, biographies, autobiographies and memoirs, and technology and science.

When we asked teens what book they enjoyed reading most in the past year, the Harry Potter series by J.K Rowling tops the list of responses. The next two most popular books are #booktok favourites Karen McManus' *One of Us is Lying* and Colleen Hoover's *It Ends With Us*. Although we still have more work to do on this topic, we are seeing a few interesting trends emerge when we look at the

gender and age breakdown of these responses. The Harry Potter series is most popular with teens aged 12-14, with similar numbers of male and female fans. *It Ends With Us* is most popular with teen girls aged 14+, as are a number of Colleen Hoover's other titles. *One of Us is Lying* appeals to teens aged 12-15, it is more popular with female readers but has a number of male fans as well.

The #booktok effect

The impact of BookTok on the reading choices of Australian teenagers is another significant trend. A quarter of teens report browsing book social media including BookTok, Bookstagram and BookTube for book recommendations and books popular on #booktok feature prominently in the answers to the question 'which book did you enjoy most in the past year?'. The impact of booktok is most pronounced in the responses from teens aged 14+ who identify either as female or with a non-binary gender identity. 

Contact us

If you would like to register interest in your school participating in our research, please contact:

Dr Bronwyn Reddan

Deakin University, Melbourne
bronwyn.reddan@deakin.edu.au
<https://teenreading.net>



Prof Andrew Singleton

Deakin University, Geelong
andrew.singleton@deakin.edu.au
<https://teenreading.net>



The Teen Reading and Digital Practices Research Group acknowledges support from the Australian Research Council (LP180100258), Deakin University, Queensland University of Technology, The University of Canterbury, The Copyright Agency, Book People, the School Libraries Association of Victoria, the Australian Publishers Association, and the Australian Library and Information Association.

Prepared by Bronwyn Reddan and Andrew Singleton for the Discovering a 'Good Read': Cultural Pathways to Reading for Australian Teens in a Digital Age research project team.





What is BookTok, and how is it influencing what Australian teenagers read?

Video-sharing app TikTok has been credited with making reading “cool again” among teenagers, through the hashtag #BookTok. Most BookTok posts are playful short videos, no longer than a minute, that match book images to popular soundtracks. For example, in the ten-second video “YA whoops”, prolific Australian BookTokker @londonapples, wearing her trademark teddy-bear beanie, appears guiltily surprised when interrupted from her reading.

What are TikTok and BookTok?

TikTok is the fastest growing social media platform in history. It's most popular among young people. In 2020, 38% of Australian teens aged 12 to 17 reported spending time on TikTok. Last year, the hours spent by Australian users increased by 40% to 23.4 hours per month. BookTok is a community of TikTok creators who post videos celebrating their love of books and reading. The hashtag #BookTok now has more than 46 billion views worldwide.

Who watches and creates BookTok videos?

Our Teen Reading survey investigates how Australian teenagers use book-related social media, and who they are. Preliminary results reveal that while more than half of Australian teenagers use TikTok (56%), a much smaller number engage with “book talk” on social media, including BookTok (16%). This supports our earlier research, which found that regular book talk on social media is the domain of a small yet

Feature Article

passionate group of readers. Despite being a small proportion of teenagers, BookTokers are building sizable social media followings, encouraging other teenagers to read and influencing what they read.

Anecdotal reports by booksellers credit BookTok with sparking a resurgence in reading among young people. Avid BookTokker Mireille Lee (@alifeofliterature) describes how “I started reading again after six years when I came across BookTok for the first time”.

Until the pandemic, reading rates among teenagers were falling, but the pandemic and the rising popularity of BookTok meant that by 2021, among UK teenagers, a third reported reading more often.

Many booksellers now feature a #BookTok table, or publish “trending on #booktok” [lists](#) and boxed #booktok [sets](#).

The magic of BookTok, in 5 parts

So, how does BookTok work? We've identified five key elements.

1. Playful and creative

First, TikTok is a very playful medium. Users can embed, re-use, replicate and imitate other posts in creative ways.

A “stitch” post, for example, allows a user to embed another post within their own, to mimic, critique or add humour. In one example, @penguin_teen uses her “stitch” post to co-opt another user's advice on not blaming yourself, playfully blaming author Krystal Sutherland for her sleepless night reading her book.

A “duet” similarly embeds another post but plays it in parallel to their own. For instance, in one post, @hellohardbacks compares @kaitlin.tracy's pace in reading Samantha Shannon's doorstopper *The Priory of the Orange Tree* to her own, in disbelief.

2. Algorithm creates unexpected recommendations

Second, while other platforms recommend content to viewers from the creators they follow, TikTok privileges recommendations based on its algorithm, which draws

on posts users have viewed, liked and reposted. This can provide unexpected recommendations tailored to a viewer's individual tastes.

3. Popularity of posts, not creators

Third, TikTok fame is based on the popularity of individual posts, not of creators. Australian BookTokker @hibas.library generally receives views in the low thousands, but one post on “Biggest book related pet peeves” reached over 150k. BookTokker @kelibrary's account was less than two weeks old when their book bargain post received 393k views.

4. Connects book lovers

Fourth, BookTok creators connect with other book lovers – the platform's key attraction. @luzlovesbooks explains: “I created my book account because I was longing to find a connection with people about something I am super passionate about.”

This provides a rare opportunity outside school to learn from each other about books, reading and book culture. We explore this sharing as “peer pedagogy”: a process in which young people teach their peers about something that they are passionate about.

5. Emotion is currency

Finally, TikTok's currency is emotion and it is video-heavy, which together make it a much loved, performative medium among young readers.

This is why books like *They Both Die at the End* by Adam Silvera (2017) have experienced a spike in sales – because they lend themselves to emotional expression and hyper-visceral performances. It's common for BookTok videos to feature readers crying.

But how is BookTok influencing what young people are reading?

Surprisingly, BookTokers have been profiling many books that were published several years ago. Publishers are used to most books having a short shelf life, but BookTok is driving unexpected new demand among young readers for older books.

These books include *It Ends With Us* by Colleen Hoover, published in 2016, *The Seven Husbands of Evelyn Hugo* by Taylor Jenkins Reid (2017), and *They Both Die at the End* by Adam Silvera (2017). Dan Ruffino is managing director for Simon & Schuster, distributor of these titles in Australia. He says that in the midst of Covid-19 and paper shortages, “we’ve had to put in massive orders for reprints of books that were published years ago”.


BookTok is sometimes criticised for featuring only a small number of titles by white authors: mostly young adult, romance or fantasy titles. But books trending on BookTok often show teenagers looking for real-world diversity and complex themes.

For example, Booktok sensation *The Song of Achilles* by Madeleine Miller is a Greek myth retelling featuring a queer romantic relationship. Another BookTok favourite – Helen Hoang’s own-voices romance *The Kiss Quotient* – is about an autistic woman who hires a male escort to teach her how to date. Olivie Blake’s dark academic fantasy novel, *The Atlas Six*, explores philosophical and moral questions through a dystopian lens.

As an international community of book lovers, BookTok does not do much to encourage teenagers to read Australian books. However, a few Australian books, such as Canberra author Sally Thorne’s *The Hating Game*, do have a BookTok following.

Libraries and booksellers are becoming adept at using BookTok as a conversation starter and will recommend Australian books to teenage readers based on titles they liked from the BookTok stable.

BookTok’s popularity reflects the zeitgeist of the pandemic. It offers a digital space for teenagers to connect with their peers and share authentic responses to books in a “youth friendly” way.

By showcasing teenagers who love books and are proud of their reading habits, BookTok inspires other young people to enjoy reading. And it creates trends that influence the types of books they read, sometimes in unexpected ways. 

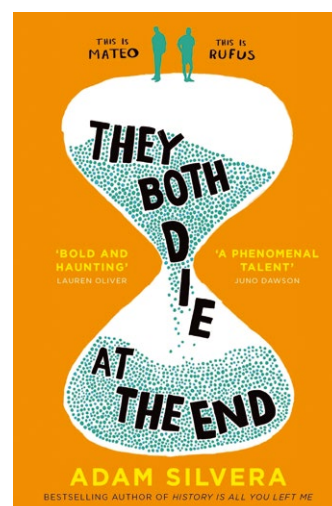
Authors

Katya Johanson
Amy Schoonens
Bronwyn Reddan
Leonie Rutherford
Michael Dezuanni

Professor of Audience Research, Deakin University
Phd Candidate, Research Assistant, Queensland University of Technology
Research Fellow, Deakin University
Associate professor, Deakin University
Professor, Queensland University of Technology

Originally published in [The Conversation](#)

THE CONVERSATION



Book Reviews

by Helen Tomazin

Boris Goes Berserk

Written by Robert Favretto
Illustrated by Janice Bowles

ISBN: 978195804843(HB)
9781925804867(PB)
Publication Date: 2021
Picture Book 32 pages
5-9 years



Boris the huntsman wants his dinner! But Dad has other plans. Join in the family fun as Boris and Dad battle it out throughout the house.

While reading this book I laughed and laughed and could relate to this chaotic scenario when the family see Boris the huntsman spider on the wall. Poor Boris, all he

wanted was his dinner and the house is in disarray with the family fearful for their lives. Boris is not a threat at all, and he is fearful for his life. The illustrations portray this fear and disarray in a humorous and friendly way that encourages so much laughter.

This is a fun rhyming story that will promote the love of reading as it is both engaging and hilarious. It also promotes problem-solving and resilience as well as a healthy respect for spiders. I love the illustrations that portray the family turmoil and a friendly spider who is experiencing fear just like the adults in the household. You will never look at a huntsman spider the same way again!

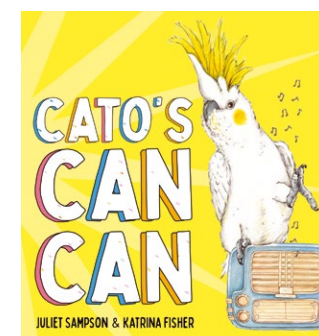
This is a book that children will love to reread and as an adult I was still laughing when I put the book down. Adults and children will appreciate this book as they read it together. Enjoy the laughter.

Teacher Notes: <https://fordstreetpublishing.com/wp-content/uploads/2021/06/Teachers-notes-Boris.pdf>

Cato's Can Can

Written by Juliet Simpson & Katrina Fisher

ISBN: 9781925804751(HB)
9781925804768(PB)
32 Pages
Picture Book 4+



Bop! Bop! Bop! Hop!
Hop! Hop!

Cato the cockatoo loves to dance. But he cannot find a friend. That is until one day he follows some dancers inside... then everyone is in for a massive surprise.

This is a beautifully illustrated story about a cockatoo who is looking for a partner to dance with. He does not give up and is soon having fun dancing, stomping, and kicking while promoting the importance of resilience, overcoming fears, developing confidence, and problem solving.

Children will laugh, move, and be entertained by this lovable cockatoo who is learning new moves and encourages the readers to join in and learn how to try these different dance moves. They will be immersed in the variety of dance styles and the colourful costumes that bring joy to readers including parents and grandparents, who will love sharing this experience.

This is an educational book too where students will learn the days of the week and some counting, and they will discover a variety of Australian native birds. There is a wonderful opportunity for further investigation to cover many curriculum areas including English, Mathematics, Science and Arts.

Cato's Can Can is a wonderful book with lots of movement words that children will embrace and have fun learning how to dance with a cockatoo.

Teacher Notes: <https://fordstreetpublishing.com/wp-content/uploads/2021/05/Catos-Can-Can-Teachers-Notes.pdf>

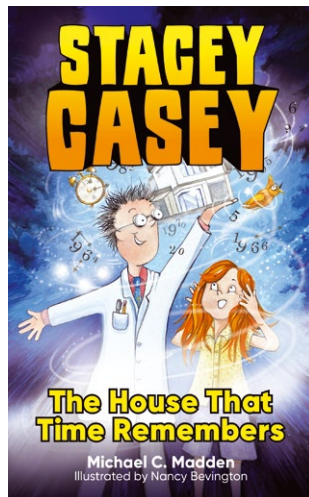


Stacey Casey: The House that Time Remembers

Written by Michael C. Madden and illustrated by Nancy Bevingtona

By Jenny Currie

Think *Back to the Future*, think *Doctor Who*, think *Time Travel* and you will have the essence of this short novel by Michael C. Madden intended for 10 to 12-year-olds.



because her father will be “unable to reverse the effects”. Her best friend Oliver is also inadvertently transported back in time along with Stacey and her dad.

The house is like Doctor Who’s Tardis with everything inside the house staying the same, yet it has been transported back in time. Inside the house, it is still 2022, so that means the internet can still be accessed and phones can still be used. “This is incredible, remarkable, unfathomable, completely unexpected and totally amazing,” Stacey’s dad excitedly declares. At this point, it becomes apparent that the entire house is the Time Machine. So, it is not inside the house that Oliver and Stacey run into trouble but the world outside, where they are accused of stealing, escape from an angry policeman and are forced to negotiate their school in a different context.

This humorous story is easy to read and great for reluctant readers. Perhaps the only downside of this entertaining story is Oliver’s obsession with metaphors. He frequently practices his understanding of metaphors by comparing objects, but the problem is each example bar one is a simile. However, this does not spoil the story’s flow with the characters’ quest to return to 2022 hindered by mayhem and misadventure around every corner.

One Wrong Turn

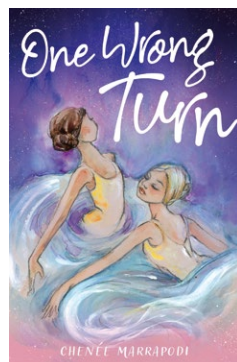
Written by Chene Marrapodi

Publisher: Fremantle Press 2023
ISBN: 9781760992439
288 pages
9+ middle readers

By Helen Tomazin

Amelia’s whole world revolves around ballet and her sights are set on becoming a professional dancer like her parents, and the upcoming lead role in the annual production. She won’t let anyone, or anything get in her way but when Valentina arrives at the Academy and displays great talent there is competition. Amelia has one thing on her mind, and this is to beat the new talent, but Valentina has other issues to worry about. She has left her home country of Italy and is trying to learn and understand the new language and culture, and to blend in with her peers but is made to feel like an outsider. She has her heart set on becoming a ballerina, but her family do not understand her passion and dedication to ballet as they value tradition more and girls don’t grow up to be ballerinas.

This is a beautiful story of family, friendship, passion, resilience, accomplishment, empathy, compassion, cultural heritage, and differences, pushing boundaries,



resentment, competition and harmony. I even learnt some lessons on ballet and the demanding work involved. I’m sure I could feel the pressure on my toes and body while reading, it felt so real.

What an amazing story to read that students will love and relate to. This book takes you on a journey on the daily practices in a dance academy preparing for the upcoming big production. We experience triumphs, disappointments, clashes in cultures and lies. We discover an unnecessary lie can become so big that it causes serious problems and the best thing to do is be honest and be yourself. I love the way each chapter alternates with the perspective of Amelia and Valentina. It is a story in which you can feel their passion and struggles, and the hard work and the emotions that go with this. It is mainly set in the ballet class and there is teamwork too and along with this, building relationships and discovering each other’s character and the beautiful human spirit.

When you read this story, you will feel warm hearted and value the interactions and goodness we all have inside of us. Even though there are struggles and competition there is always kindness in the world. An enjoyable book that students will love to read.

Teacher Notes: https://fremantlepress.com.au/wp-content/uploads/2023/01/TN_OneWrongTurn_21032023.pdf

What if History of Australia: Colonial Settlement – France Vs Britain

Written by Craig Cormick and illustrated by Cheri Hughes

By Jenny Currie

Most of us know when and how Australia was settled by the British. We also know that the Brits weren’t the only explorers to visit our fair land. The French, the Dutch, and the Spanish explorers all navigated their way to and through different parts of the Australian Coastline. But what if the French had been more successful in their quest to explore and settle distant lands and settled in Australia before the British? What if Napoleon had concentrated his conquering efforts in a different part of the world, but still fought against his arch-rivals, the British? This is the premise that the novel *What if History of Australia – France Vs Britain* explores.

Incredibly humorous, insightful and historically informative, this novel not only presents possibilities for an alternative history but also provides the reader with a brief historical account of what was happening in the world during the period 1770 - 1825. The reader is entertained with a variety of interesting historical facts, corny jokes, supporting illustrations, boundless questions, the writer’s own personal experiences and that alternative history.



Did you know?

- In 1801, there was a French expedition to Australia that involved two ships, 22 naturalists/scientists and was authorised by Napoleon.
- Governor Philip had a missing front tooth and an initiation practice amongst the locals was to knock out a front tooth. Did this help him to engage with the local indigenous people?
- A decree by Governor Phillip stating that there was to be no slavery in the new colony – 20 years before slavery was abolished in Britain.
- That Napoleon wasn’t short, he was 1.7 metres tall and that stories of his small statue were made up by the English to make fun of him.

Added to the array of interesting facts and the alternative history path are the different text formats to keep the reader entertained and to make navigation of the text easier.

- Biographies of historical figures such as Pemulwuy who led the indigenous resistance, Marie Antoinette, and James Cook.
- A glossary of French words for the Australian flora and fauna.
- A timeline of real history and what-if history.
- Maps, diagrams, cartoons, and illustrations.
- The origin of the names of Australian places.
- A table of contents.

This book is highly entertaining and suitable for upper primary school and lower secondary students. Written in first person narrative, it is easy to tap into the author’s musings and his well-researched historical accounts through his sense of humour and clear explanations. A thoroughly enjoyable read!

Float or Sink

Written by Kylie Covark and Andrew Plant

ISBN: 9781925804614 (HC)
9781925804621 (PB)
Publication Date: 2021
32 pages
Picture Book 3-7 years

By Helen Tomazin

A ladybug lands on a stick that is bobbing along a creek. As she is joined by a cast of curious creatures the fate of this stick hangs in the balance. This is a fun and engaging story that will keep children guessing until the end. They will love the rhyme and the repetition “Float or Sink?” as it is an interactive story and a great read-aloud book.



The story invites readers to guess if the stick will float or sink. I can see children during storytime shouting out the words “Float” or “Sink”, they will have so much fun. It is a story written to encourage positive relationships to reading and bring joy to the readers. Not only is this an engaging, fun book, the natural world is beautifully illustrated, and it provides a wonderful introduction to science.

This book offers many opportunities for discussions, observations, sharing ideas and having fun too.

Enjoy this beautifully written and illustrated book that children will love as a read-aloud book and learn science along the way.

Teacher Notes: <https://fordstreetpublishing.com/wp-content/uploads/2020/11/Float-or-Sink-Teachers-Notes-FINAL.pdf>

WA AUTHORS & ILLUSTRATORS

Meet the West Australian Authors and Illustrators who support the WA Branch of the CBCA.

We are fortunate to have so much talent in WA. These creators are happy to hear from you about bookings at any time of the year, not just during Children's Book Week in August. They are available for school visits, author talks, workshops, library visits and kids lit festivals. Please note that, as with all professionals trying to make a living, they will charge minimum **ASA rates** for their appearances.

Contact them direct via their website or from the information they have supplied in their profiles.

If you would like to be featured on this page, please complete the [WA Creator profile submission form](#).



AŚKA

Aśka, (pronounced 'Ash-ka'), is creative dynamite: a shortlisted



SEAN E AVERY

Sean E Avery is a teacher, writer-illustrator, sculptor and designer born



JEN BANYARD

Jen Banyard writes the kind of adventures she daydreamed about -

Read, Grow, Inspire! CBCA WA Branch website is here

Are you already planning ahead for Children's Book Week, need an author or illustrator to visit but not sure where to look? Your problem has been solved on the [CBCA WA Branch website](#)!

For quite a while the WA Branch has been steadily working on the best way of promoting our creators by constructing a web page designed to be a one-stop for anyone looking for a presenter for a school or library visit or as part of a literature festival. Website Manager, Sarah Klass, has designed a brilliant, clean, easy to navigate page featuring a photo of each creator, a brief bio and a link to their website or social media platforms so that you can contact them direct. They are happy to visit at any time of the year, not just in that one special week in August, and please bear in mind that, as professionals, they will charge minimum ASA rates for their appearance.

Those of you who attended the 20th anniversary of A Night with Our Stars in March would know that WA is blessed with an abundance of talent in the field of children's literature. The 20 lucky presenters chosen were a mix of established and emerging authors and illustrators and represented only a fraction of those eligible for a coveted spot on the program. The booklist of work published in the past 12 months and given to attendees listed more than 70 titles. This list will be uploaded to the CBCA WA Branch website under the ANWOS tab.

Feature Article

Criteria for inclusion on the CBCA WA Branch webpage state that creators must be current financial members of CBCA WA and that their publisher is listed on the PAL publishers list. Creatives are encouraged to complete the WA Creator profile submission form via the link on the website.

We finally launched the page in February 2023 and it can be located under the RESOURCES tab on the toolbar. [WA Authors & Illustrators \(cbca.org.au\)](#) As you can see from these examples the response so far has been very positive.

[Alicia Rogerson](#)

I think it's looks super professional! I had no idea we had that much talent, oh and btw everyone's headshots are amaze-balls!

[Bren MacDibble](#)

Oh, the profiles there are amazing. So good Thank you!

[Teena Raffa-Mulligan](#)

A wonderful showcase of WA authors and illustrators and so well presented. Thank you.

[Cristy Burne - Author and science writer](#)

Love it! Super useful to have such a succinct but professional list! Thank you!!

[Sasha Wayles](#)

It looks amazing Jan - huge congrats and thanks

[Sally Murphy](#)

Sorry to be late responding - it looks great, is easy to scroll through and hopefully will lead to lots of us getting bookings. I'm out doing Lit Centre this week so shouldn't complain, but I don't get a lot of booking queries these days. Would like to think that might change with a new book coming out in June.

[Jan](#) it looks amazing – very easy on the eye and with a lovely friendly vibe. Thank you!

[Dianne Wolfer - Author](#)

Fabulous 🥰 thank you 📖

We hope this webpage will become an invaluable resource for libraries and schools looking for presenters and that it will lead to increased work for our talented creators who deserve our full support. 📖

Jan Nicholls

CBCA WA Branch ANWOS Convenor



AJ BETTS

AJ is a Fremantle-based author for young adults. Her novels include the dystopian duology *Hive and Rogue* (2018/2019) and *Zac & Mia* (2013) which was adapted into an Emmy-award-winning television series in Hollywood. AJ is also a secondary English Teacher, and a regular presenter in schools.



KITTY BLACK

Children's author Kitty Black is a champion of emotional acceptance, an advocate for embracing neurodivergence and generally overexcited about life overall. Kitty's books contain opportunities for laughter, imagination and reflection.



KAREN BLAIR

Karen Blair is a multi-award winning author and illustrator who has published more than 15 books for children. She is passionate about creating stories that capture the wonder and magic of childhood with an illustration style known for its warmth and liveliness. Karen had the pleasure of teaching art to primary students for many years, sharing a joy of exploring materials and expressing ideas in visual media.



CHILDREN'S BOOK WEEK®

WEST AUSTRALIAN PUBLISHERS

The CBCA WA Branch supports our Western Australian publishers and especially appreciates their nurturing of local homegrown talent in the field of Australian children's literature.



BOOKSHOPS THAT SUPPORT CBCA WA

The WA Branch is very grateful for the loyal support of these independent bookstores. They have friendly, knowledgeable staff who are always happy to offer book recommendations and advice.

Please support them in turn by making your book purchases there. Their shops are always well worth a visit and many of them also host book launches and events so it's a good idea to join their mailing lists and check their Facebook pages.

Show proof of your WA Branch membership (there is a tear off slip on your Tax Invoice-Receipt) to be eligible for a 10% discount.

If you own a WA bookshop and would like to be listed on this page, please contact us for further information.



Beaufort Street Books
567 Beaufort Street
Mt Lawley WA 6050
Ph: (08) 6142 7996



Child Education Services
76 Royal Street
East Perth WA 6004
Ph: (08) 9225 6516



Dymocks Busselton
48 Prince Street
Busselton WA 6280
Ph: (08) 9754 4410



My Little Bookshop
1025-7 Railway Terrace
Rockingham 6168
Ph: 0430 283 581



Kennedy Baptist College School Library Design: No end in sight

Kennedy Baptist College is a leading co-educational Christian school for 1200 students in Years 7 to 12, on the grounds of Murdoch University. Kennedy is the amalgamation of two neighbouring schools, Winthrop and Somerville Baptist Colleges. It commenced in 2014 after a building campaign that saw new buildings added to existing ones from the previous Colleges.

Before Kennedy commenced, both Winthrop and Somerville students used the same school library. It was a spacious library spread out across two floors. The upstairs space was dedicated to reading and housed all the fiction collection, two areas for students to read, and one where a class could sit at desks for reading lessons. Downstairs was dedicated to research and information literacy with all the non-fiction, computer areas and two open-plan classrooms divided by shelving and stairs. The library staff at the time were quite content to remain in that building when the merge happened.

The founding Principal of Kennedy, Mark Ashby, had other plans for the school library, and they were visionary. The new building master plan had the new Centre located right in the heart of the new campus so it could be central to all learning areas and year groups. He wanted it to be named the Research and Study Centre (RASC), as the focus of the school library would not only involve books and reading but also deliver research and study skills programs to all year levels. The space would also be a place for after-hours tutoring for students. In developing the RASC, the leadership team wanted a library with flexible learning spaces, with rooms that can open up and close off where needed, for the range of activities that would run in the school library.

Mr Ashby openly advocates for the RASC and states that “the space has been incredibly well-used for all of the purposes that we intended it to be. The key to that success has also been the resourcing we put into the Centre. Physically, with the furniture to make it appealing to the students and the staffing. We have a great team working there who are passionate about study and literacy skills. We enabled the allocation of a Head



of Research and Study to lead our staff to ensure that our programs continue in the future. That has been the success of our Centre. We have developed sustainable programs because of both appropriate resourcing with staff, space and budget.” The RASC won WASLA’s School Library of the year in 2020 and is much loved by both staff and students.

Flexible Learning Spaces

The RASC was designed to have five bookable spaces. Three can be opened up or closed off with soundproof sliding glass doors. Each area has access to whiteboards, has enough chairs for an entire class of 32 students, and can project computer screens.

We have two seminar rooms that can be made into a large classroom by sliding petition walls. Older students use these smaller rooms for quiet study, or they are used for small class groups or student clubs.

One of our areas has been currently developed into a collaborative space. Previously, it was a computer area. However, the need for an entire class set of PCs became redundant with the one-to-one laptop program. The RASC team felt that it was essential to convert this space into one where groups can come together and collaborate. There are now only eight PCs remaining along the back wall. The rest of the area is dedicated to whiteboard tables clustered together in group formation. We also have new booth seating areas where students can project their work onto screens.

Chairs make a big difference to space. When the RASC was first built, nearly all the existing furniture from the old school library came into the



new building. This included the chairs. They were comfortable but big and dark in colour. Over the years, the RASC has requested for budget from the minor works allocation to buy new furniture that changed the look of the space. Chairs purchased are lighter, moveable, colourful and add to the room and not subtract.

We have re-arranged our impressive fiction collection from alphabetical order to genres with appealing signage. This change has significantly increased borrowing statistics – the students love it! We have put comfortable spaces for our students to read among our shelving. One of the most popular chairs in the RASC would have to be our egg chairs. Students use them to shut themselves away from the world during break times. School libraries must be a refuge for students to help foster a sense of well-being.

Our maker space area has also been changed around a bit with the placement of the high tables and adding more cupboards for our ever-growing collection of art and craft supplies. This area hosts maker activities at least two times per week and are very popular with students. We also have other spaces in the RASC where students can play games and create Lego or put-together puzzles. The Centre is buzzing all day long, especially during break times.


Our non-fiction collection has been weeded quite a bit and is now down to four long rows of books. This downsizing reflects the increasing reliance on databases and other internet resources for research assignments. This collection must be kept relevant to the curriculum and up-to-date, so it needs to be constantly monitored.

Another great success with the original design of the building was locating the IT team within the RASC. Not only does that encourage students to enter our space when they might not otherwise do so, but it also is super convenient for us as a school library team to have easy access to IT support. We are constantly

Feature Article

experimenting with new technologies to support the curriculum and appeal to students, and this requires regular technical advice and support.

Finally, our office area is open plan. This environment encourages collaboration and discussion amongst our Teacher Librarian team of four. However, sometimes you need quiet to be productive. That is why we have created a private desk area where TLs can go during their DOTT periods to get some work done. It also comes equipped with headphones so you can play “white noise” YouTube videos and completely zone out from the surrounding noise. This desk is where I can get most of my work done that requires focus and concentration without being disturbed.

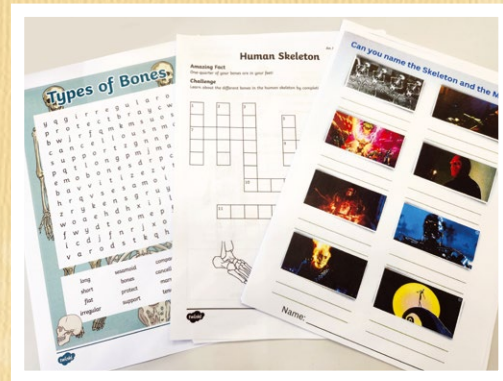
Kennedy’s RASC is a fantastic place. It is vibrant, colourful, buzzing, productive and collaborative. This result was due to the intentional space design and generous resourcing of staffing and budgets from the school leadership. Our student surveys, focus groups and school results in NAPLAN and ATAR provide evidence of our success. It is crucial, however, to never rest on your laurels. We are constantly looking at ways to improve and change our space to match the needs of our school community and keep up with the trends in school library design and pedagogy. Therefore, there is no end in sight to the continual design of the Research and Study Centre. 

Natasha Georgiou

Head of Research and Study
Kennedy Baptist College

This article was originally published in FYI (Spring 2022) by the School Library Association of Victoria and printed with permission.





Promoting WAYRBA at Bunbury Catholic College

Over the years, we have been actively promoting the WA Young Readers' Book Award (WAYRBA) Shortlisted books at our school. It has become an annual event that continues to grow organically, thanks to the fantastic WAYRBA promotional material and the enthusiasm of our students.

To kick off this year's campaign, we hosted a morning tea for last year's WAYRBA participants. During the gathering, we brainstormed ideas for this year's theme, "Books Make Your Mind Grow," drawing inspiration from the fabulous poster created by Sean Avery. We also rewarded last year's participants who nominated a book that made it onto the 2023 shortlist.

We purchased a life size skeleton and a mini-me skeleton that we have named Skelf (Skeleton Elf on the Shelf) which gets up to mischief each day around the library. Our students have embraced the challenge of finding and re-hiding Skelf, adding an element of friendly competition to the event.

Our generous Science Department supported us by lending a range of skeletons and fossils, along with magnifying glasses for curious students. These exhibits, along with donated items from our staff, form the basis of our Mystery Item Quiz, sparking lively discussions. Offering small prizes for both the most correct and the most creative answers adds to the entertainment factor.

In addition to these activities, we are utilizing magnifying glasses to engage students in our "Eye Spy with My Little Eye Socket" competition. The goal is to list all the objects in the WAYRBA 2023 poster, which is filled with fun objects and characters to discover.

We have learned from experience that having a dedicated display space greatly contributes to the success of promoting the shortlisted books during Terms 2 and 3. Students have actively contributed to this year's space by creating cardboard skulls and flowers. To grab students' attention, we have included the first lines of the books, and we have set up a small screen to showcase book trailers.

To facilitate voting, we mount the voting sheets and provide printed pages of smiley stickers for students to cast their votes upon returning their books. As an incentive,



students who have read a shortlisted book or participated in the quizzes earn WAYRBA loyalty points. Last year, we introduced a coffee card-sized loyalty card, which students could complete by earning loyalty points. When the card was filled, they received rewards and entry to our regularly held morning teas. This year, we have a loyalty bookmark with a scratch-off section, revealing a prize.

A group of students has eagerly signed up to work in groups and create book nooks and dioramas to promote their favourite books or genres. Emphasizing the importance of recycling and reusing found objects, these displays will be showcased later in the year, accompanied by a viewer's choice vote. This initiative encourages creativity and collaboration among the students while also engaging the wider school community in the voting process.

Throughout our participation in the WA Young Readers' Book Award, we have discovered that it provides an excellent opportunity to foster conversations about books with our students. From reading the shortlisted books to leaving a review and nominating new titles for next year, we all have a lot of fun. That's why WAYRBA is my favourite time of the year—because books truly make our minds grow.

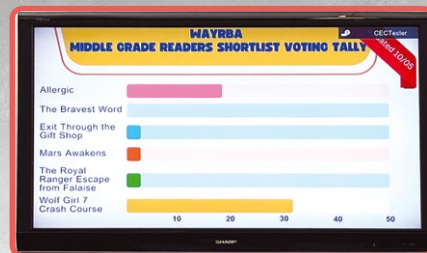
In conclusion, promoting the WAYRBA Shortlisted books at Bunbury Catholic College has been a rewarding and enjoyable experience for both students and staff. Through engaging initiatives like morning teas, competitions, displays, and creative projects, we have successfully instilled a love for reading and encouraged active participation in the WAYRBA program. We look forward to another year of celebrating the joy of books and nurturing our students' passion for reading. 📖

Sharon Castelli

Library Assistant
Bunbury Catholic College



Carey Baptist College Harrisdale



Good Shepherd Catholic School Lockridge



Christ Church Grammar Claremont



Library Displays



Anzac Terrace Primary School

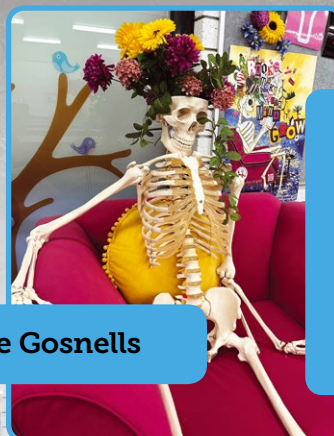


Calista Primary School





Southern River College Gosnells



I have been doing book talks with English classes who visit the Library. All students who vote for a book get their name in the library raffle and may win a prize at the end of the term.



It will grow over time, we have a very dedicated Year 6 crocheter who is going to make flowers.



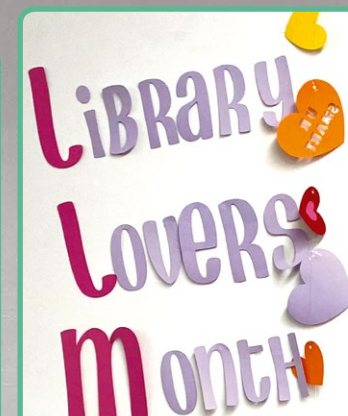
Penrhos Junior School



John Curtin College of Arts



We put voting slips in all the books – any students reading and voting on at least 3 of the books go in a draw to win one of two Dymocks vouchers later in the year. We also put nomination slips for next year into books on our New Book display – any nominations also get the chance to win a Dymocks voucher. We advertise in the school newsletter and on our social media pages, as well as placing the posters and voting instructions on the display and in our reading room and promoting the competition directly with our lower school reading classes.



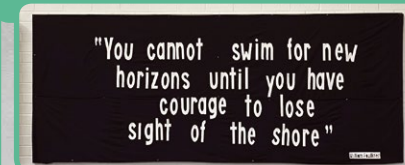
Kent Street Senior High School



Library Lovers Month
The letters and hearts were simply and quickly created using a Cricut Maker. Instead of posters and such, I prefer to create a PowerPoint and convert it to an Mp4 and run this through a big screen in our foyer.

Encouraging quote
We have a large pinup board and usually change the theme each term. Once again the letters are cut on Circuit maker.

Student work
We love to display student work. Year 8 Aviation have provided this for us.



We are promoting WAYRBA in the following ways:

- A colourful display near the Library entrance and on the front of the Circulation Desk
- The WAYRBA shortlist slideshow playing as part of the WAYRBA display
- Many of the shortlisted books on display with voting forms and bookmarks
- Instructions as to how to vote for books on the shortlists
- A school newsletter article
- Book talks to the Year 7 classes on the shortlisted books
- Promotion of the shortlisted books as possible reads for the Premier's Reading Challenge.



Ocean Reef Senior High School



Kennedy Baptist College

Beth Ward (Library Assistant) created the amazing flowers on our Cricut machine.

Birds of a Feather

At our last event of 2022, WASLA combined our popular peer sharing professional learning event with our AGM. We were hosted by Sharon Hanson at the wonderful John Wollaston Anglican Community School in Camillo. Once the formalities of the AGM were over, we were all in for a treat with a wide and varied program for the rest of the morning.

We heard about the innovative and engaging online study skills program that has been successfully developed and implemented at Santa Maria College. We were inspired by Lynwood SHS in how a school library can contribute to reporting to parents.

After an amazing morning tea in a bright and modern school library, we learnt how to teach academic honesty in an innovative manner from Rebecca Murray at Helena College. Presbyterian Ladies College Teacher Librarians talked about how they used a proactive approach to information needs of the school. Christchurch Grammar Teacher Librarians skilfully informed the audience about how to evaluate school library resources to be more inclusive. Stephen Sampson from Lake Joondalup Baptist College talked about their Reading Achievement Scheme and Maureen Smith from St. Norbert's College showed how she advocates and collaborates with their school community. Frederick Irwin Anglican School library staff have been changing their school library over time to meet their changing needs and shared their experience. Teacher Librarians from both Trinity College and Kennedy Baptist College shared reading promotion via game-based learning with their Bookopoly and Eight Epic Reads programs.

We then had special guests from Foundation for Indigenous Sustainable Health (FISH) and they engaged everyone with their presentation on how they can support school libraries and selecting resources using the new AIATSIS Guide. They were so popular in your feedback, that they will be the keynote speakers at our WASLA Awards evening.

All the presentations mentioned above are available for members on our website in our member's only section. If you missed out on coming to this session, we will be hosting another Birds of a Feather again in Term 4. Presenters will be called for later in the year.

Natasha Georgiou
WASLA Vice President



Copyright Corner:

Using images in library catalogues, on school websites and newsletters

The National Copyright Unit

School libraries often copy images of book covers to use for library cataloguing purposes or as part of a physical display in the library (for example, to promote a particular author or as part of Book Week).

Schools may also copy other types of images to include in a publicly accessible school newsletter or on the school website. For example, schools might use images copied from the internet to decorate their school newsletter or highlight a particular school event.

Copyright infringement notices

Over recent months, schools have reported receiving notices from companies who claim to act on behalf of a copyright owner and allege that the school has infringed that owner's copyright by using an image without their permission. Some common examples of these companies are: Copytrack, Pixsy, Picrights, Lapixa and Emedialaw.

This article explains how schools and libraries can use images on public websites and library catalogues.

How can school libraries copy and share images of book covers?

All school libraries are covered by an agreement between the Australian Publishers Association (APA) and the Australian Libraries and Information Association (ALIA) known as the [Book Covers Agreement](#).

Under this agreement, school libraries can use covers of books where copyright is owned by Australian publishers, to publicly promote books on posters, bookmarks and other marketing materials as well as in library displays, library catalogues, school newsletters, school website/s and social media platforms (e.g. Facebook or Instagram).

School libraries do not need to request permission or provide payment to use the copyright material contained on the book covers of Australian books.

For further information, see the [Using Book Covers Information Sheet](#).

[What about copying the covers of books published overseas?](#)

The Book Covers Agreement does not apply to books published overseas. In this case, schools can rely on a licence set out in the Copyright Act known as the Statutory Text and Artistic Works Licence. Access to images of book covers copied under the Statutory Text and Artistic Works Licence must be limited to students and staff of the school. If the images are to be included in the library catalogue, access to the catalogue must be password protected.

Can schools include images on their publicly accessible website or newsletter?

Schools can share images publicly provided the images are:

- school owned images
- Creative Commons (CC) licensed images
- images the school has permission or a licence to use directly from the copyright owner.

It is important that these images are clearly labelled stating either that copyright belongs to the school (or its administering body) or that it is used with permission, such as an image licensed under CC, and providing the details of that licence.

Regularly review publicly accessible images

Schools should regularly review all images used publicly such as on the school's website or in the school's library catalogue or newsletter to ensure that these images belong to the school or are being used with permission (either under a CC licence or with permission of the copyright owner).

Schools should immediately remove any image shared publicly by the school that does not fall into one of the three categories identified above.

What to do if your school receives a copyright infringement notice?

If a school receives a copyright infringement notice relating to its use of an image, the school:

- must immediately take the image down from its online location (for example, remove the image or photo from the school website or take down the school newsletter that contains the image)
- should not respond to the notice, but provide a copy of the email, details of the image/photo and the date and time the image was taken down to the National Copyright Unit (NCU).

The NCU will provide advice on how to respond to the notice and what further steps should be taken.

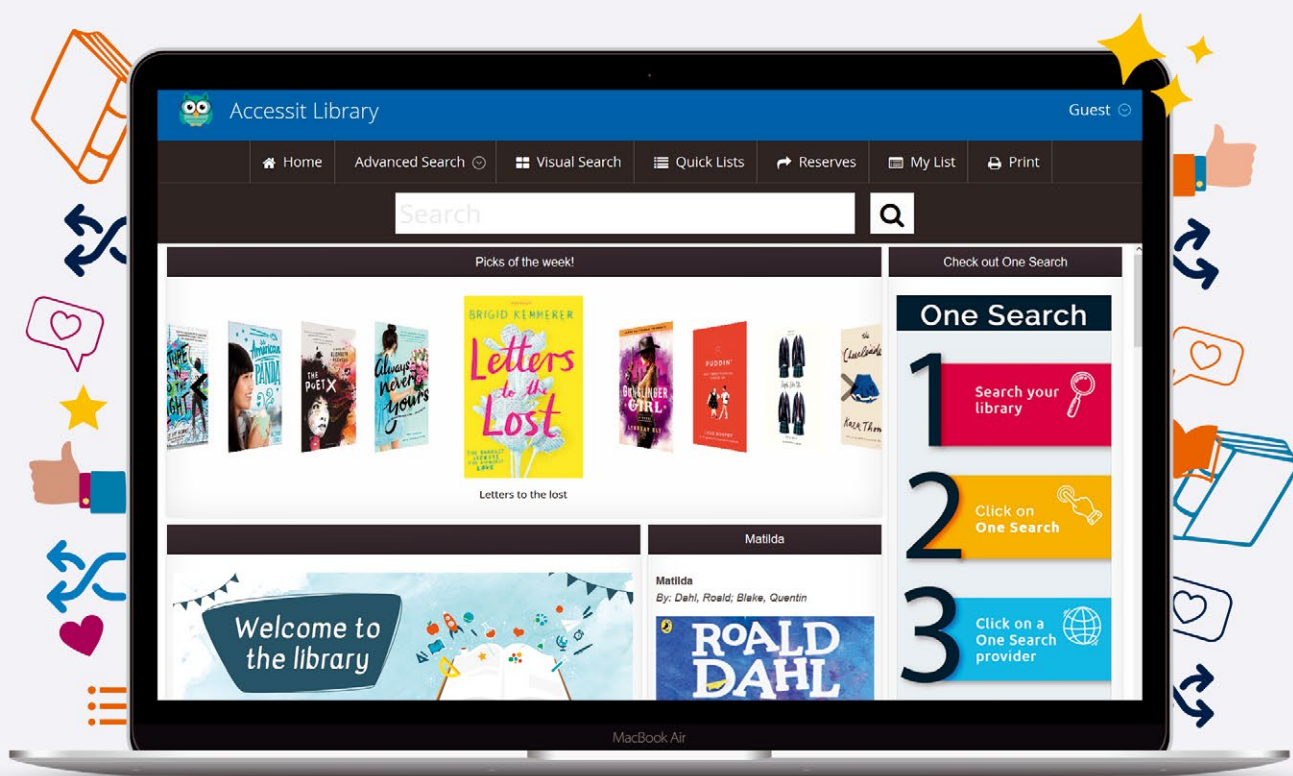
Additional information

The NCU is a specialised unit that provides copyright advice to all Australian government and non-government schools and TAFEs in Australia.

The purpose of this article is to provide a summary and general overview of selected copyright issues. It is not intended to be comprehensive, nor does it constitute legal advice. For copyright assistance and advice, including information on NCU's copyright webinar series, please visit the [Smartcopying website](#) or contact us on (02) 7814 3855 and at smartcopying@det.nsw.edu.au.

This work is licensed under a [Creative Commons Attribution 4.0 International Licence](#). Attribution: National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs)

Take your library from good to GREAT



Easily integrates with your student management system

Design and share topic dashboards

All of your resources in one easily searched Web App

accessitlibrary.com/great

Committed to supporting Australian librarians ♥

Need a hand? Our local support team is growing and always ready to help!

Call us on 1800 707 561



Accessit 
LIBRARY

Terms & conditions apply.