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Tim Winton Writing Competition

**Professional Journal of the
WA School Library Association
Vol. 09, No. 3
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This is my favourite issue for the year, where we feature Book Week. Book Week means different things to different people and groups. Each school that is featured in this edition tells its story in a different way, and they collectively represent the essence of the value of libraries, and how the library, books and other mediums, value add to everyone's lives. Yes, not just the students, but also how staff in schools have recognised and participated in this annual event.

For me, not being in a school, I saw Book Week in practice every time I ventured out into the community. A group of students crossing the road on their way to the local public library, parents holding the hands of their book characters in the supermarket, and library sessions in my local public library.

This edition also features the report by Rebecca Carmody (ABC) mentioned by Barbara Combes in her President's Desk. This is a powerful and relevant piece of reporting which demonstrates what can be achieved in school libraries, and the reality of what is happening today in many. Linked to our national statistics on reading levels, a time for many to sit up and take notice of how our students are being disadvantaged by reduced funding, and the impact of educational outcomes.

Reiterating Barbara's comments about the committee, I too would like to thank the committee for their support in providing content for the journal, helping it to reflect what is happening in our schools and in our libraries.

Val Baird, Editor

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Ya Room Photos courtesy of Sarah R Hatch from [TheYARoom_MELB](#)

***Please note:** Our sincere apologies for printing the Volume incorrectly on the previous issue. This should have read **Vol 9, No. 2**

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Editor:

Val Baird
vbaird@iinet.net.au Mobile: 0407 086 208

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- Val Baird
- Dr Barbara Combes
- Rebecca Murray
- George Diek

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From the President's desk

2019 is almost over and the year seems to have flown by, yet again. WASLA has had a very busy year working with the School Library Coalition. The SLC consists of school library staff from around Australia and the work completed by this group can be accessed via the Students Need School Libraries website at <https://studentsneedschoollibraries.org.au/>. WASLA contributed to this campaign in 2019 by working with ABC education journalist Rebecca Carmody, who published a news bulletin and an online article on teacher librarians in WA schools (to be found at <https://www.abc.net.au/news/2019-09-15/research-reveals-alarming-loss-in-teacher-librarians-in-schools/11494022>). This article was followed recently by an interview with the State Librarian, Margaret Allen on the future of libraries (to be found at <https://www.youtube.com/watch?v=oxBQuon6y3Y&feature=youtu.be>). In a world awash with information, much of it often dubious in nature, the importance of libraries and their staff who can act as mediators and information mentors is more important than ever before.

For schools, libraries also play a major role in the development of literacy skills – remembering that literacy means reading, writing, viewing, listening, speaking and understanding. Literacy is much more than just reading, which is closely allied to writing and speaking. Children learn to read first, ie. they learn to decode text so the words make sense and have meaning. This skill is not intuitive which is why we need to read to maintain and improve our reading skills. Adults who don't read after school quickly lose their literacy skills, a fact which might explain why Australia has 44+% of the population with a reading level at 2 or below (level three = graduation from high school). Once children learn the mechanics of reading they then move to the reading to learn stage. Only when we can read to learn do we become lifelong learners. Fifty years of research about the advantages of reading and the role of libraries is now available when advocating for your library. WASLA continues therefore, to maintain and promote the Literacy Matters! site which contains links to research on reading and libraries. The site is currently being expanded under a partnership agreement with SLAV, whose members are working to provide an Information Literacy side to the site (<http://www.literacymatters.org.au/>).

WASLA is also working closely with the State Library on their Literacy Matters campaign. This group is comprised of about 30+ associations, not-for-profit organisations, government departments and researchers in Western Australia, with the aim of supporting an holistic approach to literacy for all ages across WA communities (<https://www.slwa.wa.gov.au/news/state-library-takes-lead-literacy>).

During the last few weeks two very different articles have appeared in my in-box that I would like to share with you. The first is about Deep Fakes. We have always had fake news, even before Trump made the idea a media art form, and part of the role of the TL is to help students learn how to authenticate information and information sources. A deep fake is where AI and facial recognition technology allows the computer to change a person's face to create a video so it appears that someone else is doing the talking. This is a powerful form of fakery, because it is visual. You can read more about deep fakes at https://blog.csiro.au/deepfakes-danger-in-the-digital-age/?utm_source=Snapshot-September-2019&utm_medium=newsletter&utm_campaign=Snapshot. Articles on deep fakes can be found at The Conversation <https://theconversation.com/us/topics/deepfakes-50460>.

The second article concerns the disparities that occur within Australia's education system. These disparities were the focus of the PISA Australia report in 2015 (<https://theconversation.com/to-reduce-inequality-in-australian-schools-make-them-less-socially-segregated-95034>), where the gaps between educational achievement in the private versus public schools, urban versus rural and remote rural, and indigenous versus non-indigenous were evident. Inequity in systems also extends to the differences between state systems that are responsible under Australia's constitution for the provision of education. Under the current government, Catholic schools will also receive additional funding. For a really detailed report on this inequity in education, go to another well researched report by the ABC at <https://www.abc.net.au/news/2019-08-13/rich-school-poor-school-australias-great-education-divide/11383384>. 70% of Australia's students attend a range of schools publicly funded by government as opposed to schools privately funded by parents paying

expensive school fees. The differences may surprise you. Where does your school fit and where do your children go to school?

As many of you may know, I retired from academia last year. I have been at the helm of WASLA for nearly 10 years and feel it is way overdue for a change in both leadership and direction. No organization should be directed by one person or group for too long, and as school libraries continue to grow and change so must the association that supports WASLA members. New ideas and approaches, perspectives and ways of doing things differently are important for the association to continue to grow. I am delighted to be able to hand over the reins to the President elect Natasha Georgiou and the Vice President elect Felicia Harris at the upcoming AGM to be held at the State Library in November. I look forward to seeing many of you there as we take a look at how the partnership between WASLA and the State Library can benefit everyone working in schools.

Once again, I would like to take the opportunity of thanking the wonderful people on the WASLA Committee and recommend everyone to come on board. The WASLA Committee is an opportunity to work with colleagues and learn new skills. Committee members are colleagues who become mentors, friends and a support group both personally and professionally. On behalf of members and the Association, thank you to Natasha Georgiou, Felicia Harris, Val Baird, Barb Lippiatt, Mike Spanier, Sarah Sarmardin, Sarah Betteridge, Sue Stopher, Barbara Elliott, Tina Russo, Helen Tomazin, Alison Fonseka, Rebecca Murray, Phyllis Paioff and the Professional Teaching Council WA awardee for 2019, Hanneke Van Noort. I wish you all a safe and restful Christmas and New Year and thank you for letting me be apart of your professional lives during the last 10 years.

Dr Barbara Combes
President WASLA

WASLA INC

ANNUAL GENERAL MEETING

Presenter: Kate Akerman
from the State Library of Western Australia

Wednesday November 27
4.30pm for a 5pm start
State Library of WA,
Education Space

Social Media Accounts

Follow us and interact

Facebook
Western Australian School Library Association (WASLA) Closed Group that can be found at the following link:
<https://www.facebook.com/groups/812877622171734>

Twitter
Follow WASLA on Twitter at:
<https://twitter.com/WASLApln>
@WASLApln

WASLA

PROFESSIONAL DEVELOPMENT



WASLA is committed to delivering at least one professional learning event every term to its members. Our first event in Term One was at UWA and focussed on what skills students need to succeed at university. This was held in collaboration with AISWA Libraries. In Term Two we held our popular annual event, Birds of a Feather, at Sevenoaks Senior College. In Term Three we organised two collaborative events; Morris Gleitzman with AISWA Libraries and the Bodies of Information Conference with ALIA and RIMPA. In Term Four we will be holding our AGM at the State Library with guest presenter Kate Akerman.



All our events are offered for free or at low cost. WASLA and any other organisations that we collaborate with share the cost of catering and speaker fees, if applicable. Working together with other organisations is a sustainable approach not only with funding events but also in sharing the organisational workload. We look forward to working together with other library groups to provide you relevant and interesting PD events.



Natasha Georgiou

Bodies of Information was a joint event for ALIAWest, ALIA Students and New Graduates, ALIA Academic and Research Libraries (WA), WA School Libraries Association (WASLA) & RIMPA.



Featured are images from the Term 3 Professional Development Bodies of Information held at the State Library of Western Australia.

Keynotes

Professor Julia Richardson, Head of the School of Management at Curtin University. *"An intelligent career – taking responsibility for your work and life"*.

Jeremy Chetty, Entrepreneur in residence at Murdoch LaunchPad. Cofounder of Student Edge - *"Service as a brand"*.

Amy Kapernick, Freelance developer - *"The art of failure"*.



How to Make Book Club and Reading a Fun Activity for Tweens and Teens



^ Sarah Hatch from The YA Room.com

By Darryl Fernandez
TRG Organiser - Perth College Library

To be completely honest, I was somewhat reluctant at first, when someone approached us about starting another book club this year. If previous years are anything to go by, it was of moderate interest to students, with membership frequently dwindling over the first half of the year. We put this trend down to a provision so many co-curricular activities and possibly, the culture of our students did not favour the format and content of our reading program.

Not to shy away from a challenge, we decided to revisit our teacher reference information about voluntary reading ideas from library professionals and researched children and young adult specialist articles and websites, for that perfect formula to capture and entice students back to book club. Not surprisingly, we found that no single correct and successful method of conducting a book club exists, however, some consistent themes that came through from findings revealed that online YA book clubs, organised mainly by students and young adults, to an audience within a similar age range, appeared to have greater followings and longer lasting membership, in comparison to a few of the



^ Bianca, Sarah and Shaun from The YA Room.com

other groups around. It was also suggested by writers, that young readers should be encouraged to conduct the direction of their particular club or at least, for organisers, to frequently check-in with members on ideas and to canvass for activities, genres and guidelines. Also, sound advice for a teacher or adult involved in coordinating a club, that it would be best for them to simply act as a 'guide on the side', instead of totally managing the book club and to gently facilitate these sessions, to offer ideas and help with editing or compilation of website content, as and when required. Another important point worthy of note, is that even before promoting any book club, is to firstly seek out the

primary reason(s) for conducting such an activity in the first place. Apart from an organiser being absolutely enthusiastic and interested in reading, it is recommended that, to sustain club longevity, would be to include a solid repertoire of interesting and engaging activities for members to participate in, beyond just the regular book talks and sharing recommendations, discussions and reviews.

We assume that many of the students who join a non-compulsory book club, generally are avid readers, however, there is also the opportunity to experience areas of social development such as respect and value, building friendship and trust, sharing a common bond with like minded individuals in a safe environment, to improve public speaking, to learn appropriate conduct when using social media and interacting with others within a mixed age range or across year levels. It is worth keeping these ideas in mind, if your aim is to establish a book club with purposeful goals intended for total participant enjoyment and club sustainability, whilst simultaneously enticing an interest in seeing reading as a lifelong and socially rewarding pursuit.

Without any claim or suggestion that our book club method is now the best approach for other libraries to follow, we only offer this article with the intention of scattering more seeds of joy in forming book clubs to nurture a love of novels and to promote recreational reading for many tweens and teens.

Initially, we talked about our intentions to continue this year's book club. It took only a few minutes to work out that we just wanted to 'dangle a carrot' that promotes some motivation for students to become engrossed in books and reading and to see this interest as a social activity for lifelong pleasure. Though not spelt out in so many words to participants, a critical outcome of increased reading is also an improvement in their literacy development.

To rebrand an old idea from a young person's perspective, we consulted appropriate 'teen language' sites (Netsanity.net, 2019), and eventually came up with calling our club the 'Teen Reading Squad' (TRS).

We also wanted squad members, to come to appreciate this optional-extra-reading commitment, as a positive, vital, socially rewarding and worthwhile

activity, even though this school event exists, as part of a host of other popular and lively sports or practical co-curricular programs.

Something that I personally found, when trying to generate a reading interest, using new and excitingly sensational and awesome book events, it seems somewhat easier working with a class full of girls, in comparison to my previous years of conducting literature promotion sessions, only with boys. I am certainly not suggesting that boys are not interested in reading, however, it would appear that males (and not all males), read far less fiction than females generally, as indicated by a rather large volume of research statistics on the Internet.

I recall, in my earlier days of teaching, those co-educational English classes for USSR (Uninterrupted Sustained Silent Reading), in which a considerable amount of energy was spent, chasing students around the library, hustling them to quickly locate a preferred genre, author or title and achieving limited success by the end of the day. In many instances, students who needed a lot of coaxing, tended to be boys and when restricted to fiction, their resistance persisted with periodic displays of low, intermittent chatter, audible sighs, increased fidgeting and constant time watching. These types of behaviours only intensified when extended to reading circle books for group discussion and with similar results in library based literature promotion sessions. With a captive audience and forced reading time sanctioned to the confines of an English lesson, my intention to improve literacy, somehow created a wedge between this and another very important goal; the possibility of infecting students with an insatiable thirst to take up reading, purely for enjoyment and sustaining an interest in recreational reading for a lifetime.

It was during our search for articles about running successful book clubs, we noted some of the research supported the view that girls on average, read about 30 - 60 minutes more, in terms of recreational fiction reading (OECD Observer, 2019), than boys. Despite this slight advantage of greater readership statistics for girls, at Perth College (PC), we constantly reflected on ways to further position our students in taking up co-curricular membership of the school book club, by canvassing colleagues in other libraries on various 'tips and tricks' and how to entice our voluntary readers.

Library News

We promoted TRS via school slide advertisements on the network a few weeks ahead of time, then sent out colourful email notifications for our lower secondary students to attend an interest meeting. Eighteen students attended our first get together, to talk about what and how they wanted the club to operate and possibly to link-up with other book clubs, face to face and online. We stressed the point that this was to be their own club and to dictate a large part of its content. The students indicated that they wanted to meet and talk to local, national and international YA authors, they requested a forum to share members review, have occasional opportunities to write short stories and poetry slams, to play story cube and rhyme-time-games, complete quizzes and to read aloud and improve on writing skills, to publish their work on an online webpage and were open to the idea of visiting other libraries, along with excursions writers festivals and to see book-to-movie-tie-ins etc.

We took our students on a tour of the City of Perth Library and they noted YA titles and readers which we did not have in our fiction collection. We have visits to other public and school libraries planned later this year.

Something that worked well for us in first term, was to link-up with young adult (YA), specialists and sales representatives from good bookstores, to visit us and show students popular and bestselling titles, to present a quick book chat and promote exclusive programs and offers for our members. Students also gained much pleasure from receiving gratis copies of publisher preview novels and chapter samples, along with giveaways such as bookmarks, promotional gifts, tote bags and advanced news of forthcoming book launches, author visits and literary workshops. New library approval books on display is available for recommendation by club members, as a possible inclusion for our library fiction collection, along with encouragement to borrow and review novels from the display, for others.

Boffin Books, YA club, in Perth, provide a detailed, downloadable book review worksheet students favoured as a guide to complete a book review: (https://d1nmq8yw1yjo7e.cloudfront.net/media/uploads/yaclub/book_review_worksheets.pdf)

Club members have opted to provide individual reviews and combine their creative talents when

writing in their story journals discussing other book reviews for the same novel, found on online social media feeds, blogs and websites such as:

Teen Reads - <https://www.teenreads.com/>

Epic Reads - <https://www.epicreads.com/fun/>

Teen Lit Rocks - <http://teenlitrocks.com/>

Teen Ink - <http://www.teenink.com/>

Good Reads (Free e-Books List) https://www.goodreads.com/list/show/23017.FREE_Ebooks_For_Teens

Literature Map - to extend our knowledge of authors www.literature-map.com

The Book Trust - For the top 100 YA titles <https://www.booktrust.org.uk/booklists/1/100-best-12-14/>



Our students recently connected with an Australian based YA readers club and we skyped the founders of this group. If you have not come across 'The YA Room', yet, they are worth looking into (<https://theyaroom.com>) It is the biggest young adult (YA) book club based in Melbourne, with regular blogs and reviews through video features on YouTube; They have a large social media following and are extremely popular with our students. Although some of the YA titles reviewed may not entirely be age appropriate lower secondary readers, we find that members especially enjoy the positive and bubbly

reviews by Sarah Robinson-Hatch, as she is such an articulate, inspiring, engaging and enthusiastic individual, that her love of reading is excitingly infectious for young people and a terrific role model. Other YA Room hosts include, Alexandra Panzarino, and co-hosts Bianca Breen and Shaun Goodhue are likewise witty and charming with their audience. Prior to the Skype, students and staff formulated the following questions about 'The YA Room' activities and the crew's personal reading interests:

1. What made you decide on forming The YA Room, instead of a general book club?
2. For members, aside from reviews, what else would you like them to contribute to in your club?
3. Which novel inspired you the most or had the greatest impact in your reading world?
4. If you only read one type of genre, should you just stick with that genre or would it better to try and read books from other genres?
5. What are some of your favourite books or series you have read so far?
6. Why do you love reading so much? What is so good about reading?
7. What features/things do you look for when deciding on reading a particular novel?
8. What are the important things readers want to hear about in a review?
9. Is it better to watch a movie, then read the book and do you personally like novel to movie tie-ins?
10. Have you thought about writing a novel yourself and what genre would you write in?
11. What is your technique when reading? Do you read every word, skim read and how fast do you read?
12. Where do you find are the best places for you to sit and read?
13. Are there any books you would say, is a-must read for someone between 12 – 15 years old?
14. How much work is involved with running the YA Room and the amount of time taken for video editing and attending book and author events?
15. If you could, are there any settings of any place or world created in YA novels, that you would like to visit?

16. Who is your target audience for The YA Room and can we, at 13-15 years old, join your online club?

The students prefer a weekly 30-35 minutes meeting, in which the time is divided into three segments:

1. Book Reviews, talks and interviews and social media club catch ups
2. Book related games, story journal writing or quiz (prizes awarded)
3. TRS web-page update and discussions or installment of a book-to-movie-tie-in

This approach seems to cater for all interests and we provide small food treats at meet-ups, to encourage socialising and fun during discussions and activities. Occasionally, students will make popcorn, since the emphasis is on having fun which is very much a part of TRS's attraction.

Darryl Fernandez
TRG Organiser
Perth College Library



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School libraries hit by the loss of a dying breed as teacher librarians enter 'survival mode'



Noranda Primary School Library

Researchers have reported an “alarming” loss in the number of qualified teacher librarians in schools, warning student literacy will continue to suffer if the trend is not reversed.

By Rebecca Carmody

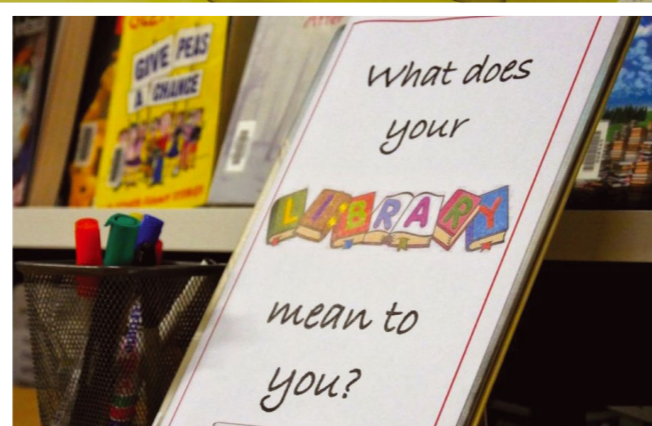
Once a staple of schools, the roles have been branded a dying breed with many principals opting to replace them with cheaper “library officers” and “library assistants”, often with no qualifications or educational training.

Literary researcher Margaret Merga said while teacher librarian numbers had been in decline for some time, they appeared to have hit a critical low, which she warned would have serious implications for students, particularly struggling readers.

“We know that morale is pretty low at the moment,” she said. “We know that positions and funding are both dwindling.”

Last year, the Edith Cowan University researcher interviewed 30 teacher librarians in WA public and private schools and many told her they did not feel secure in their jobs.

They complained of teacher librarians - qualified teachers with Masters degrees in librarianship - either not being replaced or replaced with well-intentioned



library officers with no qualifications, and spoke of being in “survival mode”.

Lack of data hides a problem

Dr Merga’s interviews provide a valuable insight into what is going on in schools, as the WA Education Department does not keep statistics on the number of teacher librarians it employs.

In her interview, “Francesca” was grim about her career prospects:

“We don’t exist. Most schools don’t even have us.”

“Rosie” was similarly pessimistic:

“I think in many ways we’re not perceived as teachers, and sometimes I suspect, particularly in the later years, we’ve been seen as more of a luxury. I have been told by a principal that because I’m not in front of a class, I’m vulnerable.”

“Libba” believed the demise of teacher librarians was worse in the Government sector:

“I can see they’re extremely highly valued in private schools. The sheer weight of numbers and seeing the ratio of teachers to students in those schools is amazing. I don’t feel that they’re terribly revered in state schools.”

‘Eddie’ said his principal was reluctant to spend on the library, but millions had been spent elsewhere on non-essential building works:

“When I started here, our budget was less than \$40,000 ... it’s been reduced to just over \$10,000 in the three years I’ve been here. Our principal says it’s for budgetary, financial reasons. My heart sort of drops.”

School library budgets slashed

Dr Merga said despite her best efforts, she had been unable to identify a single Government primary school in WA that employed a teacher librarian.

She said the positions should be mandatory, as was the case in the New South Wales public education system.

“They do play an important role and research suggests a strong association between the presence of qualified library staff, between regular access to the library and student performance in literacy outcomes,” she said.

“They are a resource that’s incredibly, incredibly important for schools.”

After hearing stories about jobs disappearing, the WA School Library Association (WASLA) recently surveyed its members, hoping to gain a clearer picture of what was going on.

It conducted a sample survey of 52 public and private schools and identified 42 full-time library positions that had been abolished in the past five years alone.

Teacher librarians were the biggest casualties in the sample.

Of the 52 schools, six reported having their library budgets cut by 50 per cent, with two reporting a loss of 80 per cent.

Overall, 32 schools reported budget cuts and one school library did not receive any budget last financial year.

Vibrant safe havens for students

WASLA president Barbara Combes said the findings were “alarming” and indicative of what was happening at schools all over the country.

“With falling literacy and numeracy scores in NAPLAN tests around Australia, the lack of professional staff, and even a library, is of great concern,” she said.

“A lack of understanding by principals of why the library is there in the first place is becoming an all too common feature of new schools.

“The idea of the silent library managed by a dragon lady in a twinset and pearls disappeared 50 years ago.

“Libraries are dynamic spaces where clubs, makerspaces, coding workshops, debates, art displays, author talks and workshops are now the norm rather than the exception.

“They are also safe havens in schools where students can go to escape the rigours of the schoolyard.”



Dr Combes said a well-stocked, professionally staffed library could make a huge difference to the educational outcomes of a school, as proven by more than 50 years of research.

“It is interesting that the decline of literacy and numeracy in Australian schools has coincided with the decline of libraries and professional staff in government schools,” she said.

“The independent school sector presents a picture that is the opposite of the government school sector.”

Where the library is ‘the centre of the school’

Elizabeth Martini is one of the so-called dying breed.

She works as a teacher librarian at Mel Maria Catholic Primary in Perth, where the libraries have pride of place at the school’s two campuses and where its

staff are highly valued.

"It's essential. It's the centre of the school," Ms Martini said.

At Mel Maria, the shelves are well stocked with books meticulously chosen to engage readers of all levels.

Literary milestones are celebrated, the walls abound with eye-catching displays and authors drop in to inspire the students.

To stay relevant in the digital age, library staff also teach cyber safety and online search skills during their hour-long lessons.

"We work very hard at making it wonderful. You can never rest on your laurels and say, 'I've done my job'," Ms Martini said.

And while she was saddened by the loss of so many teacher librarian positions, she had no regrets about her own career choice.

"When you see children totally engrossed in what they're reading, you've given them a gift," she said.

"We try to say yes to everything. We say yes and then we make it work because the library is the centre of the school."

Fears education divide could grow

Charles Sturt University (CSU) is the only tertiary institution in Australia offering a Master of Education (Teacher Librarianship) after QUT phased out its course last year.

There are about 460 students currently studying the online course at Charles Sturt, with approximately 350 of those coming from New South Wales where

government schools are required to have a qualified teacher librarian.

CSU course director Mary Carroll she was astonished schools would not employ teacher librarians, given concerns around literacy.

"Libraries aim to address and resource disadvantage, however it is schools where there is already considerable advantage who will have the capacity to continue to employ qualified teacher librarians and invest in library services for the long term," she said.

"Will this become a further divide between advantaged and disadvantaged students?"

Library staff skills 'expanding', department says

The WA Education Department said every government school, primary and secondary, was equipped with a library but staffing was a matter for principals.

"We know that over time, school libraries have evolved and changed," deputy director general Stephen Baxter said.

"They have become hubs that are often equipped with the latest technology, housing innovative teaching resources and, of course, also displaying a wide range of interesting books.

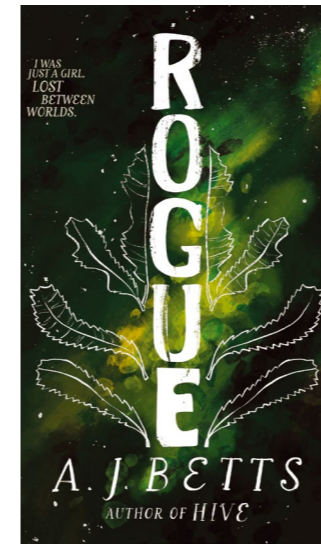
"As our libraries have developed and advanced, the skills of the library staff schools are now recruiting have also expanded.

"Library staff can access professional learning and specialist training to equip them with the skills they need to perform their important role."

Book Review

Rogue

Written By A.J. Betts



The June book selection for The CBCAWA Book Discussion Book Group
ISBN: 9781760556440
Audience: Year 8+
Format: Paperback, not illustrated
Category: Young adult, Contemporary, Science Fiction
Language: English
Number of pages: 368
Published: June 2019
Publisher: Pan Australia
Country of Publication: Australia
Price: \$16.99

Reviewed by Sue Stopher

Rogue is the second novel in a duologue by WA Author A.J. Betts. Hayley, the teenager from the first novel, Hive, finds herself in a new world above the ocean, leaving everything she loves, including her bees, knowing that now she has the knowledge, she had to escaped. She finds friends on her journey to a new enlightened world but keeps moving towards her goal - the ultimate life in the city.

Australia is in damage control from climate change causing environmental degradation and extinction of many species and a new way of life. Just like the 'Hive', every one has a specific role to play and Hayley's quest is trying to find the right place for herself in this new society. Now she has survived, she is looking for a sense of belonging and her own unique place in the world - firstly Tasmania and then the mainland. Once she leaves the trials of Tasmania, she finds that Australia has gone into survival mode and the world is a mysterious place. I was really impressed about the concept of Amanda's projection of the future and how she envisaged society could cope. Needless to say, not a scenario in which I would like to be caught.

Friendship rather than romance plays a big part in the story which also enhances the story's resolution. This is a truly remarkable sequel to a really unique concept on which the first novel was based.

Library Coalition

The school library coalition is a national initiative and represents all school library staff in some form, depending on the state or territory organisation, and how school libraries are recognised in each space. In Western Australia, WASLA is the state representative as we are the body that represents school libraries here in the West. In a perfect world, our counterparts would be seen in each state and territory, but this is not necessarily the case. So some school libraries come under the ALIA School Libraries banner, and some are represented by ASLA where there is no state/territory association.

The goal is the same – to gain recognition throughout Australia of the value of school libraries for our students' literacy and numeracy, and to ensure the best outcomes for all children through the provision of the resources provided by school libraries – especially in regards to the resourcing of those libraries. Adequate funding to support both the curriculum and recreational reading by providing physical resources and e-resources and appropriate staffing.

The Students Need School Libraries website is a great starting point to get the feel for the work that is being done. There is a pilot research project being conducted in South Australia, a great school libraries campaign, and advocacy – much of which is being done through the website, the various social media platforms, and the print advertising. We keep to ensure that people do not forget the importance of a school library and the implications for it being at an optimum standard with its resources – print/ non-print/ and human.

Val Baird



Students Need School Libraries

Further Reading

The Literacy Matters Website

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

This website has been created and funded by WASLA and has become an international space for all things literacy for our community.

Morris Gleitzman - Australian Children's Laureate

<https://www.morrisgleitzman.com/>

Check out the open letter to government where Gleitzman discusses "the importance of stories in the development of young people"

<https://www.morrisgleitzman.com/letter.htm>





The Library and Podcasting - the pedagogy, the practicalities and why the library should take ownership for this.

THE WHAT

Podcasts are an increasingly popular medium for entertainment, information and study. Essentially, they are audio content published online. Podcasts are usually available to a wide audience. They provide statistics to the publisher on amount of views, as well as the option for listeners to like and comment, and to follow and receive notifications.

THE WHY

From a teaching and learning perspective, podcasting is a highly motivating, purposeful way to provide students with the opportunity to develop truly transferable 21st century learning skills. Skills such as collaboration, self-regulation, ICT, knowledge construction, and skillful communication are all an integral part of creating an effective podcast.

Students aren't the only beneficiaries. Teachers can use a podcast as a way of creating revision notes or for flipping instruction, for example students might listen to a podcast in preparation for a class discussion.

THE HOW

The Penrhos journey started with the idea of creating a student podcast team who would be based in the Library. In talking to our student body, we found there was enormous interest from students in creating their own podcasts for their peers. We put out an expression of interest for students to form a Penrhos Podcast

team. Very quickly the positions were filled, and the planning began.

The first podcast was an author talk with popular WA author AJ Betts. Whilst this is published internally at the moment, we are in the process of looking at external publishing options.

The second was Year 11 teachers 'selling' their subject to Year 10s. This had enormous traction with some of the podcasts getting over 150 hits.

Next a live lunchtime podcast during Book Week in which teachers and Year 12 students talked about the importance of reading in their lives, as well as their favourite childhood books.

Currently, the team, together with the school counsellors, are creating podcasts on wellness and on study tips.

The range of topics is endless.

THE MECHANICS

At Penrhos, we are using the Rodecaster podcast production desktop studio which is located in the library. Students and staff can book a time to use this, as well as book the library staff or the podcast team to assist. The Rodecaster unit gives a very professional feel, as well as great quality. However, this equipment isn't necessary. When we first started, we used a microphone plugged into a laptop. In reality, a quiet space and any device that can record will do as well and there are a variety of software programs available to edit the podcast on.

WHY THE LIBRARY

Apart from keeping the Library at the forefront of using technology in the school, we are well-placed to assist students and teachers with using the equipment, as well as advising on areas such as: protocol for naming; search terms; intellectual property and copyright; and internal and external publishing options such as Clickview, the library catalogue, and the school portal.

By Amanda Stewart
Head of Library, Penrhos College

Weeding Refresher Workshop

I attended Birds of a Feather earlier this year. There were so many excellent workshops available and I was unable to attend them all. I had wanted to attend the workshop on Weeding the Collection as a refresher course. We are currently undertaking a massive weed of our collection. I thought it would be a good professional learning opportunity for our library. I approached WASLA and asked if Jeff Herd would be interested in running this workshop for the staff in our library.

Jeff ran a one hour refresher course for our library staff during our school's professional development day. The session was informative and allowed for a question and answer session at the end. Thank you to Jeff for the excellent workshop and WASLA for your assistance in organising this session.

Robyn Walker
Thornlie Senior High School





Refurbishment of the Library-Good Shepherd Catholic School - Lockridge

By Helen Tomazin

We recently refurbished our library and as one can imagine, it was a big task. With the support of our great staff and admin team, we achieved this and feel very proud of the accomplishment.

Before the refurbishment, the library had two functions, a Science learning area and the library. It became evident that the Science Learning Area was becoming too small and it was decided Science would move to a classroom. The problem was we didn't have a spare class. But we did have a classroom known as the DOTT Room which was used for Maths Support Lessons, Special Needs, and storing Maths and Literacy resources.

Discussion was made whether we could swap the DOTT Room and the Science Learning Area. After many discussions and measuring of areas, it was discovered this swap could be done. Within the Science Learning Area were the Non Fiction Shelves. These needed to be moved closer to the front of the library to commence the swap of areas.

The last two weeks of second term staff responsible for their areas began moving all resources from the DOTT Room to the library work area to be stored until the swap was completed. I began moving all the nonfiction books to our library work area ensuring they

remained in Dewey Decimal order. This would make the transition much smoother when placing them back on the shelves.

Over the weekend at the end of term the shelving from the DOTT Room was relocated to the rear of the library and the Science class was relocated to the DOTT Room. Our dedicated staff on the first day of the school holidays came in to shelve the Maths, Literacy and Special Needs resources, as well as arranging tables and chairs ready to commence support lessons for small groups of students. At the rear of the library we have 3 areas for support lessons. The shelving of these resources was positioned in a way so the back of the shelves were facing the library and resembled a "Wall". This created an effect of separating the library from the back-learning areas and an effective display area for the library.

On this day I shelved the nonfiction books and with this new design I was able to allocate a separate area for junior nonfiction. I moved browser boxes housing the picture books to the front of the "Wall" and then placed a "The Very Hungry Caterpillar" fabric design along this wall and some displays. The result is a vibrant and colourful back wall of the library and the support areas are catered for students and educators and there are no wasted areas of space.

With the relocation of the nonfiction books, they were no longer at the back of the library and at times hard to access and overlooked by the students. They are now much more visible and easier to access and utilise. I have had an increase in borrowing of nonfiction books. I was able to place series of junior nonfiction books on stand up shelves and even teachers noticed the

difference of the younger students borrowing the nonfiction books. Even though we have halved the library I actually have more space. Before the refurbishment there were areas not being used by students.

We now have 2 lounge areas to cater for reading and can seat a whole class in each area. In fact, I now have teachers reading a story to their students after borrowing. The staff have embraced this refurbishment and are very supportive and this is great role modelling for the students.

I was able to create more displays, book week, space, graphic novels, mythology, magic, and even organised the nonfiction Lexile books to be placed in the nonfiction area. This refurbishment has created an organised, vibrant, visible, interactive and engaging library.

I decided to have a display for locating the word of the day as I had space for two tables stacked together. I placed colourful jigsaw fabric over these tables with very thick books like an atlas or even a novel and 2 magnifying glasses. I wrote the question on a portable chalkboard "Can you find this word." The students are coming in every morning excited to use the magnifying glass to locate the word. They are engaged and wanting to come in the library and collaborating amongst their peers to find the word and communicating and using teamwork.

With this fresh start to the library, many students are coming in browsing and feeling the displays, finding the word of the day using the magnifying glass and sitting on the floor or couches reading and reading to each other.

I decided it would be a great idea to have story time every morning with the students especially now we had reading lounge areas. I approached the admin and they were very keen and very supportive with the idea and shared my excitement. So I started story time with Year 1 and 2 Monday, Year 3 and 4 Tuesday and Year 5 and 6 Thursday. This has become a great success as students are eager and excited to come in and



listen to a story and I even had a student bring in her own book and read to the children. A Year 5 student offers to help and take photos of the story time sessions every morning using the school iPad and students are asking if I need any help around the library.

In fact, one morning I was at staff prayer and when I entered the library the Year 5 student advised me, he was looking after the library and made sure the students who had entered were reading and not being silly. He had done a great job, the students were reading to each other or using puppets to read. A wonderful sight of reading and respect when I entered that morning.

The students are feeling so welcome as they enter their newly refurbished library. They are enthusiastic and offer ideas and recommend books for the library and I love it. I had a staff member mention one morning "When I come into this library, I want to read". This refurbishment has really created a respect and

love for the library by staff and students.

Library books are borrowed on a weekly basis, but I am noticing after this refurbishment quite a few students are coming in often, if not daily to change their library books. They are not waiting for the weekly borrow. They are borrowing the popular books and they notice the books I am cataloguing at my desk and are asking I hold them once they are ready to be borrowed. This is a wonderful and a great success story because students are reading.

They have embraced this new refurbishment as the library is so much visible, and easier to access and browse. It has also created an inviting and engaging environment where students are entering the library enthusiastically and excited to find their favourite book.

As we know reading and literacy are important and if we can encourage our students to come into the library feeling connected and develop positive relationships to reading, I really feel this refurbishment has achieved this.



NAIDOC Week at Duncraig SHS

Duncraig Senior High School has a student population of 1530. Twenty of these students identify as Indigenous to Australia. Our school is aware of the importance of nurturing these students' cultural beliefs and also educating the rest of the school population in the traditions and history of the first people to live on the land surrounding our school.

Digital Murals

In 2018 a plan was created to immerse our students in the indigenous history of Perth and its surrounding areas. Noongar Elder, Neville Collard, was invited to the school and spent a few lessons teaching our indigenous students local language and the indigenous history of the area we live in.

From this discussion each student chose a native animal and in collaboration with Media Teacher, Nathan Blakely, learnt how to use the Photoshop program. The students designed a mural which was then printed on electrostatic stickers. These stickers were then mounted on the Library windows and look amazing against the backdrop of our leafy school. Library staff hosted a morning tea for the participants and their parents to celebrate the students' success.

NAIDOC Week Mural

As NAIDOC week falls in the July school holidays, our Indigenous Student Support Teacher, Sally Murphy, organised an activity to coincide with the Duncraig SHS ALIVE Festival. The ALIVE Festival is a three-day school-wide event hosting motivational speakers, a health expo, educational activities and of course food trucks, bouncy castles and the like!



Julianne Wade, a local artist and parent, designed a triptych mural which she then chalked onto 1m x1m canvases. Teachers booked their classes in for a session of dot painting. The students guided by Julianne outlined the major features of each mural and then as the day progressed more and more detail was added. The end result was three beautiful pieces of art which are hanging in pride of place in Administration.

If you look closely at the artwork you will see that the artist has used boomerangs to represent our boys' connection to culture, circular images to represent a meeting place, and the symbol for people (which the students called "bums on seats") to represent the people meeting together. Nuts and blooms were scattered through all murals to remind the viewer about the importance of regeneration and the reproduction of our environment.

Our Place Mosaic Mural

A mosaic mural has been made by a group of Duncraig indigenous students as a representation of our school. The design incorporates the use of totems (for more information on totems use this link <https://www.deralnara.org.au/moort-totems>) to represent the different personalities of the students and staff. These totems are arranged around the Duncraig SHS logo to show that even though we all have different journeys we come together at a central point - our school.

The students again used the "bums on seats", or symbol for people, to represent the people all moving towards the central meeting place.

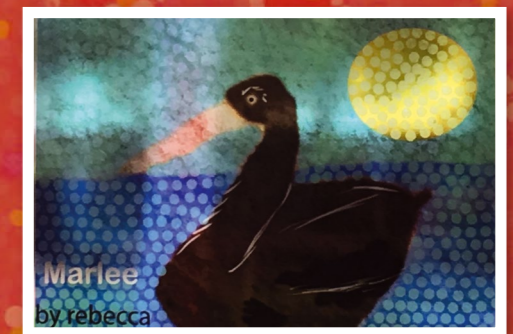
The mural has been constructed on twelve separate boards using a mosaic tiling technique and will soon be mounted on an external school wall so that the passing local community can enjoy it. Check future issues of iC3 for photos of the finished mural!!

Indigenous Cultural Cooking

Each year the Home Economics department invite indigenous students (including a friend each) to participate in an indigenous cultural cooking lesson. Marissa Verma, from Bindi Bindi Dreaming visits the school and talks to the students about the importance of indigenous culture, the seasonality of ingredients including avoiding overuse to protect the sustainability of the plants. Marissa emphasises the fact that it is important for indigenous and non-indigenous people to

Digital Murals

The students designed a mural which was then printed on electrostatic stickers. These stickers were then mounted on the Library windows.



NAIDOC Week

be aware of indigenous culture. The students then cook delicious, modern recipes using native ingredients. Some of the recipes include Lemon Myrtle Cake, Kangaroo Burgers, Fruit Salad with Riverbush Mint and an Australian Native Dukkha.

Six Seasons Pathway

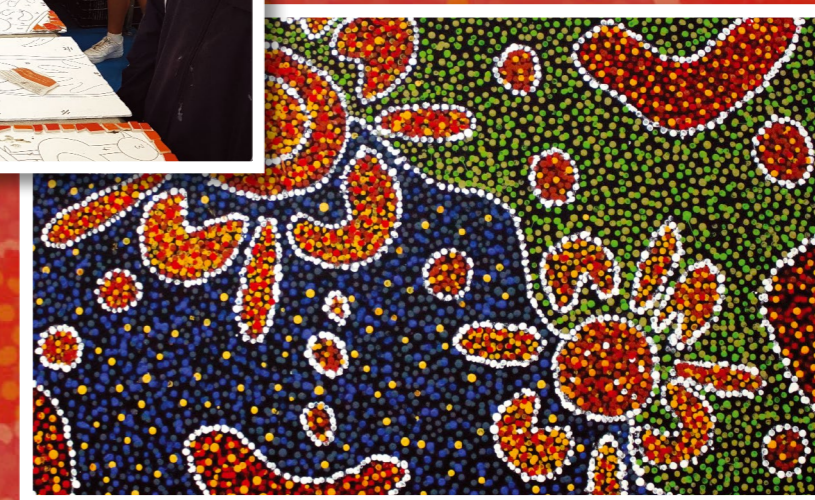
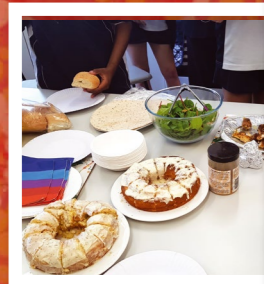
A major project underway at DSHS which will extend into 2020 is the Six Seasons Pathway. The premise of this project is to be cross curricular and educational. Our Indigenous student support teacher plans to get as many departments involved as possible. All DSHS students and staff will be welcome to join in the planning, design, planting and maintenance of the project.

In Indigenous Nyungar culture, the year revolves around six seasons which are marked by differing climatic conditions, growth of food producing plants and sustainable activities of the Nyungar people. Use this link to explore an interactive chart explaining the Six Seasons – Nyungar Life on the Coastal Plain <https://www.derbalnara.org.au/boodjar-six-seasons> .

Spaces have been earmarked throughout the school to create a pathway of gardens which will represent each of the six seasons on the indigenous calendar. The pathway is designed to finish at the garden where the “Our Place” Mural will be hung. Each garden bed will be planted by the students with plant species which flower or produce food in that season. The bush tucker produced in the Six Seasons Pathway gardens will then be used in our Indigenous cooking classes.

A group of Indigenous students have already started designing signage, with the help of the Art Department and teacher Marnie Brown, which will display information about each season including the Nyungar word for the season, plant types, how the Indigenous collected food and looked after the environment and other important information for students to learn about and increase understanding of Indigenous culture.

By Hanneke Van Noort & Sally Murphy



Morris Gleitzman Visit - July 22nd

On a cold and overcast afternoon, approximately eighty adventurous souls braved the elements to attend the professional development session featuring the outstanding author and current Australian Children's Laureate, Morris Gleitzman. In the bunker at Methodist Ladies College, Morris employed his sharply honed craft with words and humour as he outlined his mission to raise the profile of reading across this nation, including within our nation's capital. The key message was that reading develops essential important skills such as students problem solve, expand their research skills and develop their interpersonal skills, in particular empathy and creative thinking. Morris drew the links between students engaging in stories and working their way through intricate issues of plot and character, developing resilience, particularly as big problems never get solved first time round and another opportunity is just around the corner. Morris read out his address to parliament, which is available on the WASLA website.

My only question would be why so few government school staff attended.

Jeff Herd



Jeff, with Alison Fonseca and Brenda Clover



Music in words

We can all remember the rhymes from our childhood with the music and movement embedded in those rhymes. What a pity that the creative energy embedded in rhyming words is lost so quickly and "poetry" is seen to be accessible for a chosen few.

Strengthening the link between poetry and music creates a powerful medium for self-expression and facilitates the communication of stories, emotions and ideas between people of all ages. Giving children a foundation that supports self-expression and communication throughout their lives. inspired Jocelyn Lowinger in her career as a teacher of music in early childhood and as a published poet.

Jocelyn has published "Chasing Birdsong", rhymes to delight children and invite adults into their enchanting world. Just published is Music in Words, a resource book which provides early childhood teachers with guidelines for exploring the elements of music in 30 original rhymes. Jocelyn bases each exploration on the Orff techniques of Sing, Say, Move and Play.

Both books have lively illustrations by **Karen Goldsmith**, artist and teacher.



RAINY DAY

*I'm jumping on the bed,
I'm jumping on the bed,
I know I shouldn't do it,
I might fall and break my head.*

*I'm stamping on the floor,
I'm stamping on the floor,
It's very, very noisy,
So I'll just stamp some more.*

*I'm hissing at the dog,
And barking at the cat,
But now I'm feeling tired,
I'll have to take a nap.*

Jocelyn Lowinger

WASLA

Are you a member of Waslanet?

The WASLA Listserv continues to provide support to all library personnel through the generosity of you, the members as you share experiences, resources and ideas. It is a forum for questions on anything school library, a function first established in the 1990's, developed and funded by WASLA and maintained by members of the WASLA Committee.

There is an ability to pay for advertising but no unsolicited advertising of products is permitted. It is a moderated list, which means that all posts are screened for content prior to being sent through, and arriving in your email software.

Please feel free to contact WASLA if you have any suggestions for the list. WASLA is keen to provide best service for its members.

DUNCRAIG SENIOR HIGH SCHOOL



Book Week was celebrated at DunCraig Senior High School with our annual "You be the Judge" competition. After a lesson with Teacher Librarian Jasleen Singh discussing the aspects of each category that the CBCA judges look for, all Year 7 English classes participated in a round robin activity where they perused the shortlisted CBCA books and then voted for the book in each category they thought was the best. Gift cards and hot chocolate vouchers were awarded to the students who judged the most winners.

The Library utilised year assemblies held during Book Week to award our most frequent borrowers with Dymocks book vouchers. Library Officer Jenny Jensen also created an interactive display asking students to tell us what their secret power is. Students wrote something about themselves that they considered powerful and pinned it to the display.

DunCraig Senior High School



Not to be overshadowed by primary schools, Governor Stirling Senior High School jumped right into Book Week. Spearheaded by our wonderful English Department, a significant number of students and staff participated in the week long activities, with the highlight being dress-up day. As a high school, participants are exposed to a wider source of reading material, which translates to a broader selection of character dress-up options. The classic example is the Year 12 student who obviously enjoyed the Julia Gillard autobiography. Perhaps he aspires to become Prime Minister one day!

**Tina Russo
Governor Stirling**



Reading is my SECRET POWER



Dianella Secondary College embraced Book Week with prize draws for our library patrons, a Reading is my Secret Power book recommendation display, a CBCA Book of the Year display, Write a Book in a Day participation and, the grand culmination, Book Week Dress-Up Day!

The Reading is my Secret Power display featured staff and students promoting their favourite books from the library. This popular display attracted a lot of laughs, and provided students with inspiration on what to read next.

Dianella Secondary College demonstrated that dress-ups are not just for primary school in the annual Book Week Costume Parade. The walkway to the library was decorated with flags and superhero paraphernalia. Students posed for photos in the library with our special guests, members of the 501st Legion Desert Scorpion Garrison and Rebel Legion Wraith Base dressed in Star Wars costumes, who also announced the awards for best costume in each cohort.

**Angie Gostlow - Library Officer
Dianella Secondary College**



DIANELLA SECONDARY COLLEGE



BOOK WEEK 2019

Children's Book Week was celebrated at Mater Dei College a week later, in Term 3 Week 6, to fit in with our busy calendar. The theme of 'Reading is My Secret Power' resonated well with the college community; we all like to think we have inner secret powers! Staff and students were invited to have their photo taken in the Reading is My Secret Power stand-up. The stand-up was made by our D&T and Art departments and painted by Donna & Helen, Library staff. Photos were then displayed all over the Library. Other activities included, What's Your Superhero Name? Find that Book and Jigsaw Puzzle Book Titles, all available to participate in at Recess. Week 6 was also English Week, which was celebrated with a Spelling Bee, held in the Library each Lunchtime. Dress Up Day for the Social Action Group's Vinnies Winter Appeal was held on Wednesday 28 August, with an excellent participation rate and some creative and imaginative costumes. Interest in the Dress Up Day has steadily grown over the past few years and is outgrowing a lunchtime gathering in the Library. The Spelling Bee grew in popularity over the week also and both events are locked in for future celebrations.

On Thursday 29 August, the Library hosted a group of Year 4 students from Whitford's Catholic Primary for a discovery session. The children loved having their photo taken in the Reading is My Secret Power stand-up and working out their Superhero name. We also listened to Sorry Day by Coral Vass, the winner of the Eve Pownall Award for the best Information Book 2019. The students then completed some reconciliation activities and decorated a bookmark to take home. It was a fun, interactive experience for all!

Janine Boyle
Library Coordinator
Mater Dei College



Reading is my SECRET POWER

For Junior School - a Costume Parade and author James Foley attended the college for the day. Activities included: A class allocated library session, the Teacher Librarian - Cassandra Bull read an award winning (CBCA) book to the children.

Book Week 2019 themed colouring sheets, word sleuths, and a Marvel Mandala colouring.

Junior students received a bookmark.

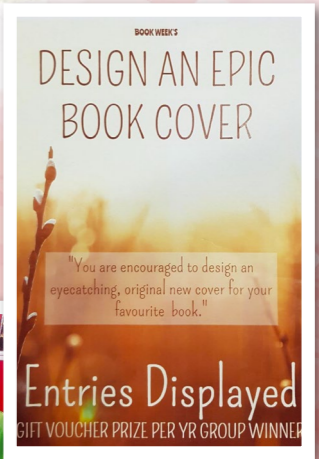
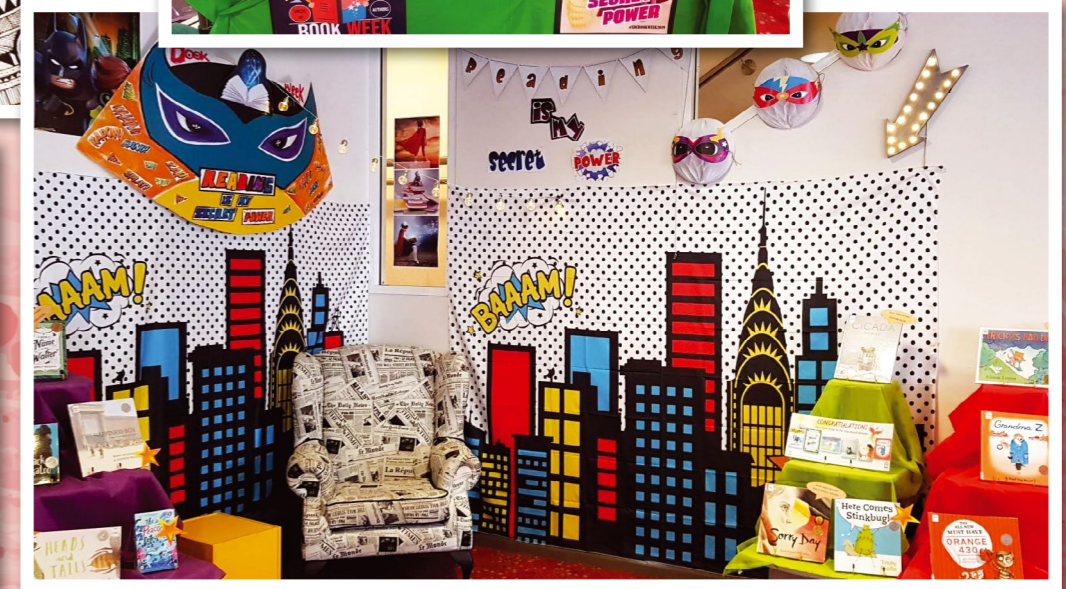
For the Senior Girls, author AJ Betts attended the college and hosted a workshop with the Years 7-12.

A Book Swap event, an initiative of the Indigenous Literacy Foundation, also took place. The girls swapped a favourite book in exchange for a gold coin donation. The donations are to raise much-needed funds to improve literacy levels in remote communities.

To encourage senior participation, a "Design Your Favourite Book Cover" competition was run for the Year's 7-12 students.

And - a photo booth, complete with masks, capes and props. Students of all ages could "accessorise" and take photos of each other with an iPad, secured on a tripod.

Elita Richardson (Library) Assistant
St Brigid's College, Lesmurdie



**SEVENOAKS
SENIOR
COLLEGE**



Sevenoaks Senior College's Year 11 and 12 students celebrated Book Week at a whole new level this year. We always run an inter-Advocacy (similar to a form class) competition inspired by the Book Week theme.

In 2019, we went one further. It was thought that senior students would not get into a dress-up. This is not the case! We had over 40 students and staff who dressed-up as book characters, which gave them entry to the exclusive library morning tea. Each student who entered received a raffle ticket and prizes were drawn with book prizes and vouchers given out.

Students showed their book trailers and enjoyed food, such as cupcakes topped with the students' favourite book covers. The CBCA 2019 winners were also announced. Much fun was had by all and will hopefully get bigger in the future.

Sevenoaks Senior College



A great celebration of the theme along with our inaugural Literary Lunch. The lunch was attended by a number of students and staff who are regular patrons of our library, known as the iCentre.

There were also some great quiz activities throughout the week.

Carmel White
iCentre Coordinator
La Salle College



KOO KOO
KA KAH
KOO KOO
KA KAH



We are excited to announce the theme for
CBCA Book Week 2020!

CURIOUS CREATURES WILD MINDS

Gwyn Perkins, winner of the 2018 CBCA Picture Book of the Year for *A Walk in the Bush* is currently working on the 2020 theme artwork.

You're going to love it!

The official dates for CBCA Book Week 2020 are 22-28 August.

SQUAAAAAAA
AAA RRRR K






Tim Winton Writing Competition

Gabriel Merga, Year 12 Head Boy and Gifted & Talented student at Duncraig Senior High School, has won First Prize in the Senior Secondary division of the Tim Winton Writing competition. This competition is open to all Primary School and High School students and is run every year by the Subiaco Library.

Gabriel's winning entry, titled "Mould", originated from a Literature assessment that he submitted in Semester One. His teacher, Leonie Hunter was so impressed by the quality of the Creative Writing submitted by the whole Year 12 Literature class that she encouraged them to enter their pieces in the competition.

Gabriel's work also impressed the judges, so much so that his piece not only won First Place in his division, but he was also awarded the prize for the Overall Most Outstanding Entry in the competition. Gabriel's name has been engraved on a shield that has pride of place in the Subiaco Library. He was presented with his award and prizes by Tim Winton himself, in a special Presentation Ceremony held on Monday 26th August.



WASLA thanks our tireless committee member Hanneke van Noort for bringing together the various elements of what is happening at Duncraig Senior High School.

This edition has featured three very different events held within the school community, including their celebration of NAIDOC Week, Book Week, and Gabe's writing competition award.

It not only tells the story of the life of the school, but Hanneke's commitment and involvement with the various components identified.

7 Signs Your Child Needs Help From Their School Library

They use digital media every day but...

FRUSTRATED

BORED

VULNERABLE

POOR RESULTS

HOW CAN I HELP?

They get frustrated with homework and assignments

They feel overwhelmed by research tasks

They can't find topical, age appropriate digital content

They have trouble knowing which information to trust

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

They rarely read for pleasure and their literacy is lagging

Their grades are starting to suffer

Ask about your child's access to a well-resourced school library and qualified library staff.


Share on social media #StudentsNeedSchoolLibraries

Visit the Students Need School Libraries website for more ideas and info

OVERWHELMED

CONFUSED

POOR LITERACY



Students Need School Libraries
studentsneedschoollibraries.org.au



Post all forms to:
 WASLA Inc. Membership
 P O Box 1272 West Perth WA 6872
 Email: wasla@wasla.asn.au

WESTERN AUSTRALIAN SCHOOL LIBRARY ASSOCIATION INC.
 2020 Membership Form (including renewals)
 Tax Invoice

A copy of this form must be sent to the Executive Officer along with payment: wasla@wasla.asn.au

MEMBERSHIP FEES

<input type="checkbox"/>	Institutional	2 person membership	\$165.00 (inc GST)	\$
<input type="checkbox"/>	Teacher Librarian/Teacher	1 person membership	\$95.00	\$
<input type="checkbox"/>	Library Technician	1 person membership	\$75.00	\$
<input type="checkbox"/>	Library Officer	1 person membership	\$60.00	\$
<input type="checkbox"/>	Other:	1 person membership	\$50.00	\$
	<ul style="list-style-type: none"> • Student/Unwaged • Retired • Parental Leave 			
Total fee payable (inc GST)				\$

CONTACT DETAILS

Name/contact: _____ Position: _____
 School: _____
 Postal address: _____
 Phone: _____ Email: _____

Other memberships

ASLA ALIA AISWA Libraries ACS IASL CBCA/WA

Payment Methods

Cheques: Payable to WASLA Inc. **Address:** PO Box1272 WEST PERTH WA 6872

EFT:
Account name: WASLA Inc **Bank/Branch:** Bankwest **BSB:** 306107 **Account number:** 4198265

Please notify and send documentation of your deposit to **Barb Lippiatt** (WASLA Inc. Executive Officer) wasla@wasla.asn.au

Credit card details

Name on card: _____ **Amount:** \$ _____
Credit card number: _____ **Expiry date:** _____ / _____
Card Holder's Signature: _____

I accept that the typed name represents my electronic signature

PRIVACY STATEMENT

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Please note: A receipt will be sent to your email address.