

# APPENDIX A

## IFLA/UNESCO School library Manifesto

## School Library in Teaching and Learning for All

### IFLA / UNESCO School Library Manifesto

*The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.*

## The Mission of the School Library

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

### Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge.

The school library is an essential partner in the local, regional and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

### Goals of the school library

The school library is integral to the educational process.

The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;

- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

## Staff

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

## Operation and Management

To ensure effective and accountable operations:

- the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- the school library must be organized and maintained according to professional standards;
- services must be accessible to all members of the school community and operate within the context of the local community;
- co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

## Implementing the Manifesto

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

Glenys Willars  
Chair  
Section of School Libraries and Resource Centres  
August 1998

International Federation of Library Associations and Institutions  
www.ifla.org  
<http://www.ifla.org/VII/s11/pubs/manifest.htm>  
Latest Revision: February 16, 2000

# **APPENDIX B**

## **UNESCO Public Library Manifesto 1994**

# UNESCO Public Library Manifesto 1994

November 1994  
Original : English

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.

This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries.

## The Public Library

The public library is the local centre of information, making all kinds of knowledge and information readily available to its users.

The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison.

All age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and

conditions are fundamental. Material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination.

Collections and services should not be subject to any form of ideological, political or religious censorship, nor commercial pressures.

## Missions of the Public Library

The following key missions which relate to information, literacy, education and culture should be at the core of public library services :

1. creating and strengthening reading habits in children from an early age;
2. supporting both individual and self conducted education as well as formal education at all levels;
3. providing opportunities for personal creative development;
4. stimulating the imagination and creativity of children and young people;
5. promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
6. providing access to cultural expressions of all performing arts;
7. fostering inter-cultural dialogue and favouring cultural diversity;
8. supporting the oral tradition;
9. ensuring access for citizens to all sorts of community information;
10. providing adequate information services to local enterprises, associations and interest groups;
11. facilitating the development of information and computer literacy skills;
12. supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

## Funding, legislation and networks

- \* The public library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local governments. It has to be an essential component of any long-term strategy

for culture, information provision, literacy and education.

- \* To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service.
- \* The public library network must be designed in relation to national, regional, research and special libraries as well as libraries in schools, colleges and universities.

### Operation and management

- \* A clear policy must be formulated, defining objectives, priorities and services in relation to the local community needs. The public library has to be organized effectively and professional standards of operation must be maintained.
- \* Cooperation with relevant partners -for example, user groups and other professionals at local, regional, national as well as international level- has to be ensured.
- \* Services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library.
- \* The library services must be adapted to the different needs of communities in rural and urban areas.
- \* The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.
- \* Outreach and user education programmes have to be provided to help users benefit from all the resources.

### Implementing the Manifesto

Decision makers at national and local levels and the library community at large, around the world, are hereby urged to implement the principles expressed in this Manifesto.

\* \* \*



## **APPENDIX C**

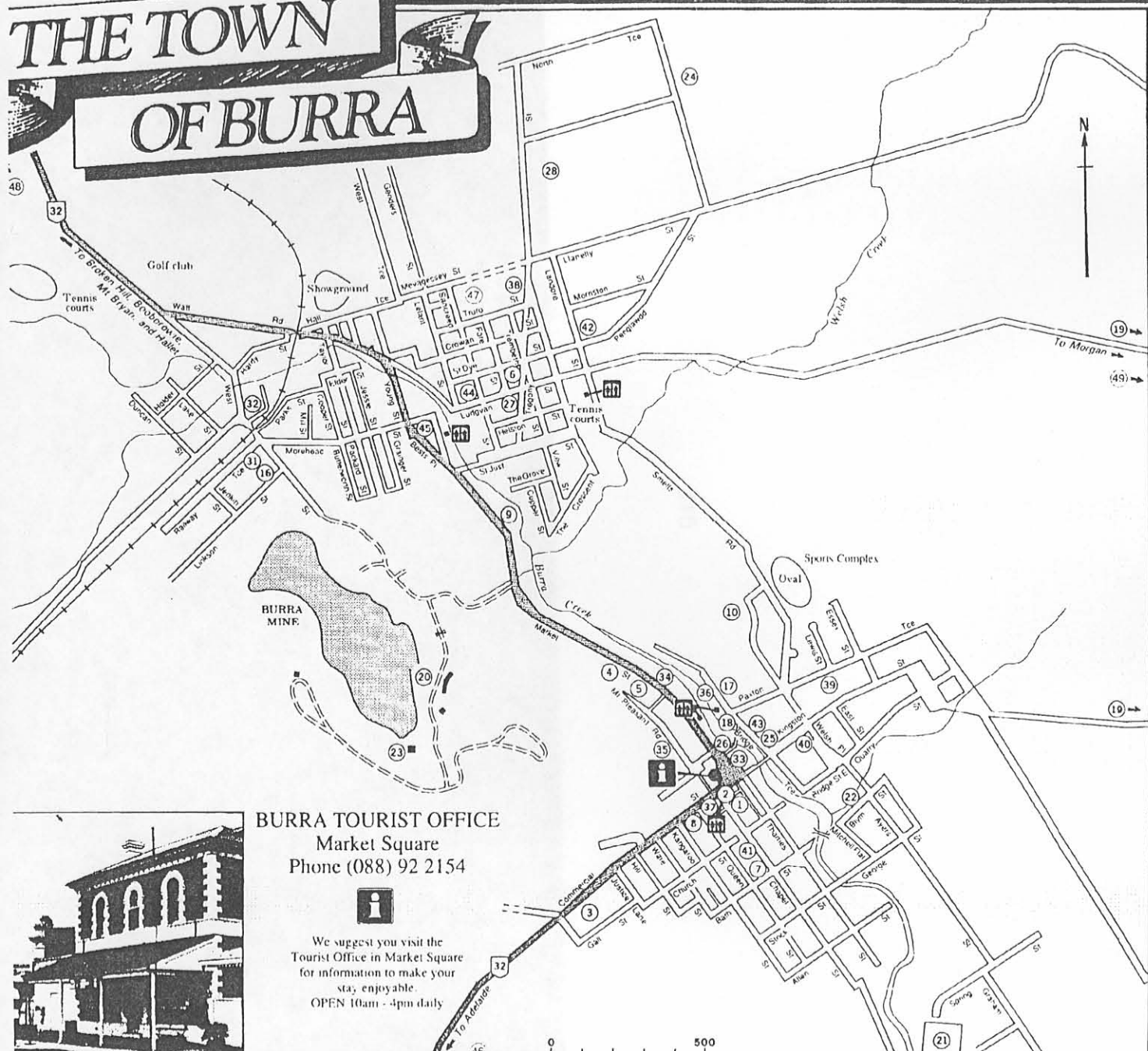
### **Map of Balaklava Township**



# APPENDIX D

## The Town of Burra

# THE TOWN OF BURRA



Services	Phone No.
1. Police	92 2500
2. Doctor	92 2104
3. Hospital, Ambulance	92 2300
4. Anglican Church	92 2393
5. Catholic Church	92 2525
6. Lutheran Church	92 2421
7. Uniting Church	92 2077
8. Bus Depot/Roadhouse	92 2236
9. RAA	92 2423
10. Community Library/School	a/h 92 2487, 92 2175 92 2038

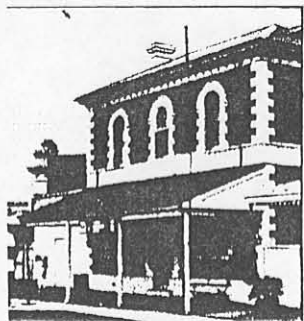
- Attractions**
16. Bon Accord Mine Complex
  17. Brewery Cellars
  18. Burra Creek and barbecue area
  19. Burra Gorge and picnic area (27km)
  20. Burra Mine Museum
  21. Cemetery
  22. Dugouts
  23. Enginehouse Museum
  24. Hampton
  25. Malowen Lowarth
  26. Market Square Museum
  27. Police Lockup and Stables
  28. Redruth Gaol

Accommodation	Phone No.
31. Bon Accord Cottage	92 2519
32. Bon Accord Hotel	92 2390
33. Burra Hotel	92 2389
34. The Burra Motor Inn	92 2777
35. Burra View House	92 2648
36. Caravan Park	92 2442
37. Commercial Hotel	92 2010
38. Dove Cottage	92 2636
39. Ellens Cottage	92 2648
39. Copperville	92 2648
40. Kooringa Hotel	92 2013
41. Penhaligon's	92 2259
42. Miss Mabel's Cottage	(08) 362 3306
43. Paxton Square Cotages	92 2622
44. Redruth Camping Centre (groups only)	(08) 212 4066 92 2114
45. Royal Exchange Hotel	92 2392
46. Chatswood Farm Gallery	93 5046
47. Tivers Row	92 2461
48. Tooralie Homestead	94 2067
49. Wildildie	92 2394

**BURRA TOURIST OFFICE**  
Market Square  
Phone (088) 92 2154



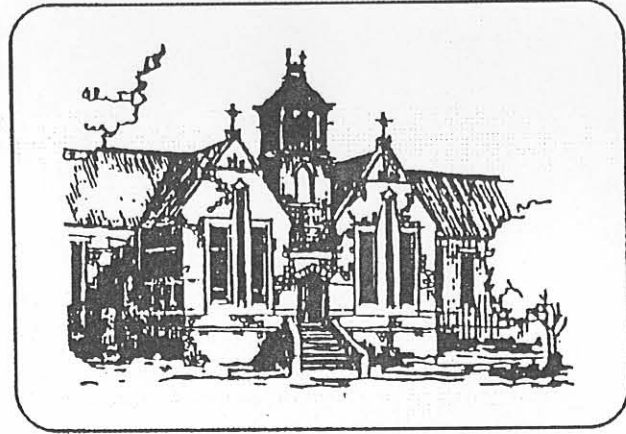
We suggest you visit the Tourist Office in Market Square for information to make your stay enjoyable.  
OPEN 10am - 4pm daily



# APPENDIX E

## Burra Community Library

☪  
WELCOME TO  
BURRA COMMUNITY LIBRARY



Appendix E

Telephone: 922 038

**OPEN**

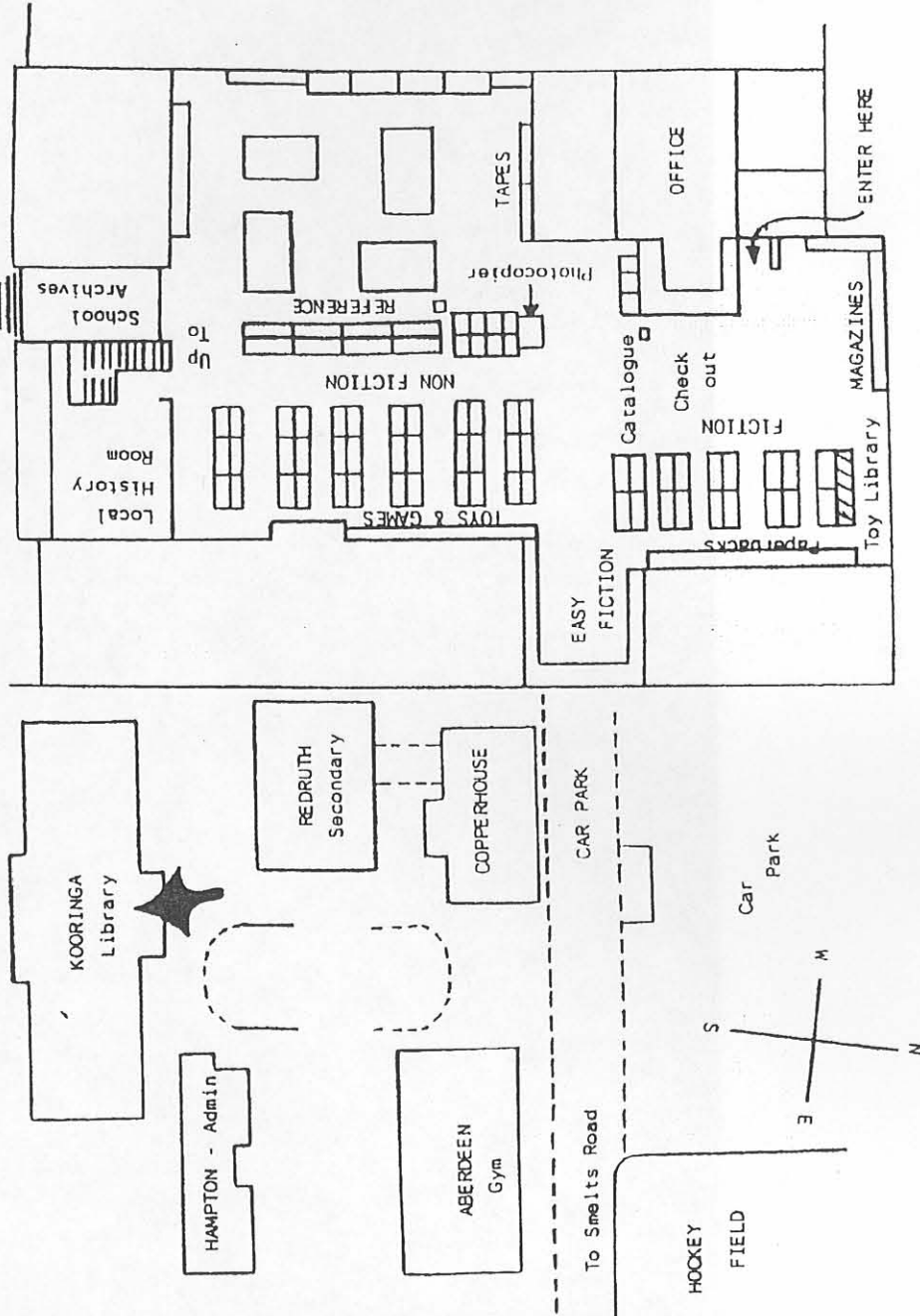
Monday	8.30 a.m.	-	5.00 p.m.
Tuesday	8.30 a.m.	-	8.00 p.m.
Wednesday	8.30 a.m.	-	5.00 p.m.
Thursday	8.30 a.m.	-	8.00 p.m.
Friday	8.30 a.m.	-	5.00 p.m.

**SCHOOL HOLIDAYS**

Monday, Tuesday	11.00 a.m.	-	1.00 p.m.
Wednesday, Friday	2.00 p.m.	-	6.00 p.m.
Thursday	11.00 a.m.	-	1.00 p.m.
	2.00 p.m.	-	7.00 p.m.

CLOSED PUBLIC HOLIDAYS

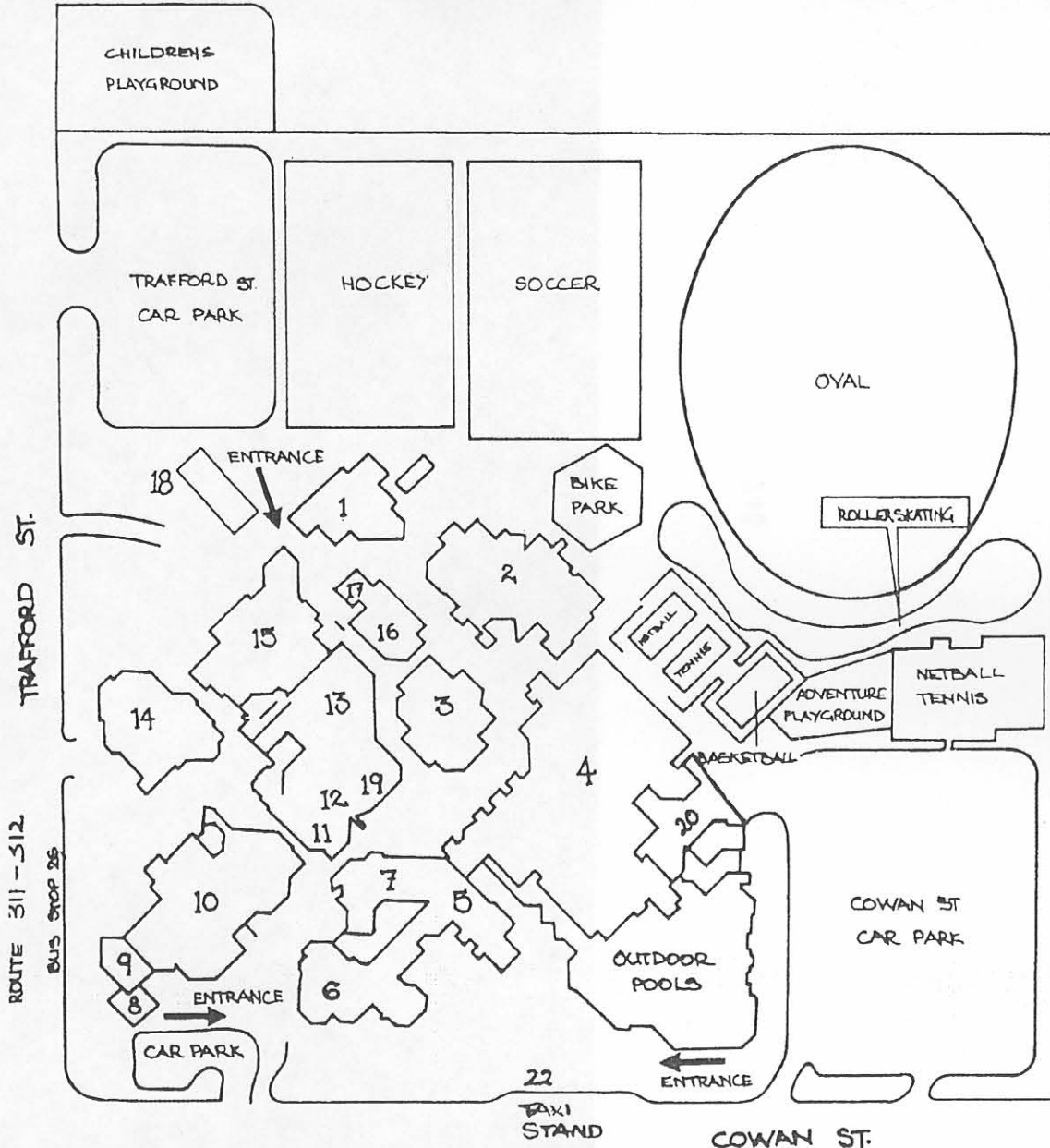
☪



## APPENDIX F

### The Parks Community Centre

# The Parks Community Centre



- 1 Computing
- 2 High School
- 3 High School
- 4 Sports Complex
- 5 Youth Service
- 6 Theatre Complex
- 7 Cafeteria and Functions Room
- 8 Technical and Further Education
- 9 Stores/Maintenance
- 10 Art and Craft Workshops
- 11 Parks Skill
- 12 Information and Advisory Service/  
Central Administration
- 13 Library
- 14 Children's House
- 15 Health Service
- 16 Family and Community Services
- 17 Legal Service
- 18 Motor Maintenance Workshop
- 19 Enfield Council Regional Office
- 20 Grounds
- 21 Adventure Playground/Mud Hut
- 22 Taxi Stand



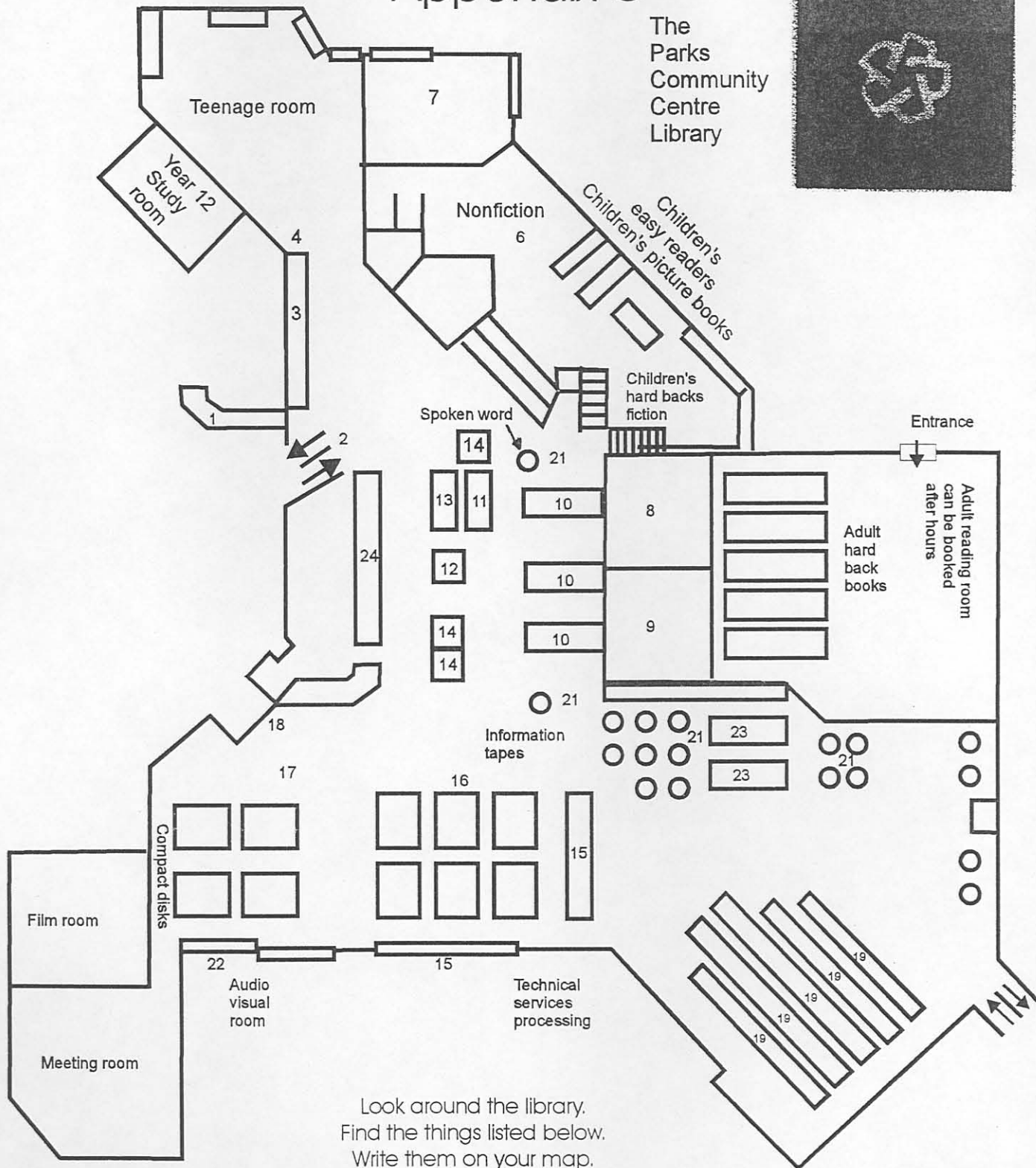
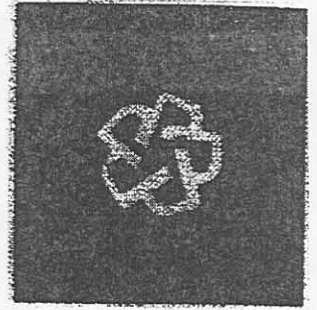
## APPENDIX G

### The Parks Community Centre Library

1. Introduction	1	1.1. Introduction	1
2. Objectives	2	2.1. Objectives	2
3. Scope	3	3.1. Scope	3
4. Methodology	4	4.1. Methodology	4
5. Results	5	5.1. Results	5
6. Discussion	6	6.1. Discussion	6
7. Conclusion	7	7.1. Conclusion	7
8. Recommendations	8	8.1. Recommendations	8
9. Bibliography	9	9.1. Bibliography	9
10. Appendix A	10	10.1. Appendix A	10
11. Appendix B	11	11.1. Appendix B	11
12. Appendix C	12	12.1. Appendix C	12
13. Appendix D	13	13.1. Appendix D	13
14. Appendix E	14	14.1. Appendix E	14
15. Appendix F	15	15.1. Appendix F	15
16. Appendix G	16	16.1. Appendix G	16
17. Appendix H	17	17.1. Appendix H	17
18. Appendix I	18	18.1. Appendix I	18
19. Appendix J	19	19.1. Appendix J	19
20. Appendix K	20	20.1. Appendix K	20
21. Appendix L	21	21.1. Appendix L	21
22. Appendix M	22	22.1. Appendix M	22
23. Appendix N	23	23.1. Appendix N	23
24. Appendix O	24	24.1. Appendix O	24
25. Appendix P	25	25.1. Appendix P	25
26. Appendix Q	26	26.1. Appendix Q	26
27. Appendix R	27	27.1. Appendix R	27
28. Appendix S	28	28.1. Appendix S	28
29. Appendix T	29	29.1. Appendix T	29
30. Appendix U	30	30.1. Appendix U	30
31. Appendix V	31	31.1. Appendix V	31
32. Appendix W	32	32.1. Appendix W	32
33. Appendix X	33	33.1. Appendix X	33
34. Appendix Y	34	34.1. Appendix Y	34
35. Appendix Z	35	35.1. Appendix Z	35

# Appendix G

The Parks Community Centre Library



Look around the library.  
Find the things listed below.  
Write them on your map.

- |     |                            |     |                     |
|-----|----------------------------|-----|---------------------|
| 1.  | Information desk           | 13. | Fish tank           |
| 2.  | Main entrance              | 14. | Catalogue terminals |
| 3.  | Magazines                  | 15. | Reference           |
| 4.  | Amstrad games computer     | 16. | Research Area 1     |
| 5.  | Teenage fiction            | 17. | Research Area 2     |
| 6.  | Children's library         | 18. | Maps                |
| 7.  | Storytelling room          | 19. | Non-fiction         |
| 8.  | Teacher librarians' office | 20. | Fiction             |
| 9.  | Computer room              | 21. | Cassettes           |
| 10. | Large print                | 22. | Videos              |
| 11. | Newspapers                 | 23. | Community language  |
| 12. | Photocopier                | 24. | Library desk        |

## APPENDIX H

### Guidelines for School-community Libraries in Rural Areas in South Australia

## Appendix H

### *Guidelines for school-community libraries in rural areas of South Australia*

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
PLANNING COMMITTEE	During the planning process, a planning committee, representing all the participating bodies and practitioners, should be established before any architect is appointed, to investigate needs and to oversee implementation, taking into account relevant government policies.
SITE	The site should be easily accessible to all users.
	The site should be close to other facilities used by the profiled community.
	Where an education partner is involved, the library should preferably be on the edge of the educational institution so as to be convenient for the community and the institution.
	The site should have direct access to nearby parking for all kinds of vehicles. The parking area should be well-lit for after-hours use of the library by the public.
	Good signage is essential, both on site and in the environs.
	Access to buildings should be sheltered. Pathways should be provided.
	Access to the library for wheelchairs and pushers should be provided.
FACILITIES	<p>The combined library and information services should provide the following basic set of facilities:</p> <ul style="list-style-type: none"> <li>• photocopying facilities</li> <li>• seminar, discussion and meeting space</li> <li>• access to computing hardware and software</li> <li>• typewriters and other office equipment, e.g. fax machines, calculators, staplers, laminating equipment</li> </ul>

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	<ul style="list-style-type: none"> <li>• access to resources from the Australian library network through fax facilities</li> <li>• quiet study and work areas.</li> </ul>
	<p>A staff workroom is essential. It should:</p> <ul style="list-style-type: none"> <li>• be large enough for the number of staff employed (at least five square metres per person);</li> <li>• be separate from the public areas and screened from public view;</li> <li>• allow some surveillance of public areas;</li> <li>• allow for trolleys to be wheeled in and out.</li> </ul>
	<p>A separate staff room with eating/cooking facilities and separate toilet facilities should be provided, of sufficient size for the number of staff employed, particularly for use during after-hours shifts.</p>
	<p>Toilets for the public and the disabled should be available close to the library, with adequate after-hours access.</p>
	<p>A child-care restroom should also be available within close proximity of the library.</p>
	<p>A direct telephone line is essential.</p>
	<p>A pay telephone should be available close by.</p>
	<p>A secure, fireproof, after-hours return receptacle of suitable size should be provided.</p>
	<p>There should be loading access for mobile or home extension services vehicles.</p>
	<p>There should be an outside seating/activities area.</p>
<p>DESIGN OF LIBRARY</p>	<p>The building must comply with occupational health and safety acts, fire, safety, sanitary, and other state or local bylaws and regulations. It should provide appropriate access for disabled staff and users.</p>
	<p>The library space should be sufficient for at least five years' growth of all existing resources, including the addition of new technologies, taking into account regular rationalisation and weeding of the collection.</p>

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	The design should be flexible enough to adapt to changing circumstances.
	Lighting should be suitable for a variety of purposes, including shelving, study, reading, and viewing. This must be flexible enough to allow the re-arrangement of physical spaces. Natural lighting should be optimised. Glare on screens should be avoided.
	There should be adequate open space for the movement of people and materials.
	Space must be arranged in such a way that users can be assisted and supervised by staff.
	Reading and study areas should be sound-proofed against noise generated in busy areas.
	Additional shelving will be required for non-school stock.
	Adequate seating space should be provided for expected number of potential users.
	Furnishings should be attractive, durable and comfortable, and should attempt to accommodate the whole range of potential users.
	Desk space should be provided for public access terminals.
	There should be a separate room for audio-visual use.
	Clear sign posting and shelf marking should be provided within the library to enable users to find particular material.
	Where the library is on more than one level, lift or ramp access should be provided. Split levels should be avoided.
	All entrances and exits should be secure. The number of entrances and exits should be not too numerous to manage securely.

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	Sufficient well-distributed power points, to accommodate the wiring for audio-visual equipment and computer systems, and the necessary telephone lines (including at least one direct line for modem use) should be provided.
	Temperature and humidity should be controlled for the benefit of users, staff and library materials.
	The building should be carpeted.
	The circulation area should be designed to accommodate staff, equipment, stationery and materials, including reserved items. The design should incorporate the ergonomic use of equipment. An area should be provided for returns separate from the area for loans.
	Secure accommodation should be provided for material at risk.
<b>FUNDING</b>	School-community libraries are funded by the state government and by the local government authority. The state government contribution is made through the Department for Education and Children's Services (DECS) and through the Libraries Board of South Australia.
	The DECS provides the library facility, the teacher-librarian and some additional staff time determined by population size, as well as stock appropriate for a school library.
	The Libraries Board meets the cost of providing materials to the library at a monetary amount per head of population served.
	The state, through the Libraries Board, meets the full cost of the provision of centralised services, including acquisition, cataloguing and central collections of specialised materials. The most significant contribution is the provision of the state-wide Public Libraries Automated Information Network (PLAIN).
	In areas with no fully operative local government authority, the Libraries Board also meets the cost that would have otherwise been met by the local government authority.

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	<p>The local government authority contributes a minimum financial amount per thousand (or part thereof) of population in the council area (\$3,500 per thousand of population (or part thereof) in 1992-1993). This money may be used for funding, e.g. extra staffing, professional development, programmes or resources. Some councils choose to make contributions at greater than the minimum levels and/or contribute to special projects and provide non-financial support to the school-community library.</p>
PUBLIC LIBRARY STOCK	<p>The allocation of the book stock and other materials provided to the public library by the state library is determined by the annual <i>per capita</i> materials allocation established by the Libraries Board.</p>
MAINTENANCE COSTS	<p>The costs for lighting, heating, cleaning and building repairs, are borne by the DECS.</p>
STAFFING	<p>The DECS is responsible for the appointment and salary of additional support staff according to the following formula:</p> <ul style="list-style-type: none"> <li>• a base of ten hours per week, plus</li> <li>• ten hours per week for the first eighteen hundred of population served or part thereof, plus</li> <li>• ten hours per week for the next eighteen hundred of population served or part thereof, to a maximum of 3,600, with an additional</li> <li>• one hour per week for every hour, in excess of six hours, that the library is open to the public after 18h00, or at weekends.</li> </ul>
	<p>The DECS pays teacher-librarian time in accordance with the DECS's teacher-librarian staffing formula for the size and type of school housing the school-community library, but with a minimum of 0.5 of a post in primary schools, and 1.0 post in high schools.</p>
	<p>The school provides school support officer (SSO) time to the school-community library in addition to the community library assistant. The SSOs are allocated to schools according to a formula. Their deployment is the responsibility of the principal.</p>



<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
ROLES AND RESPONSIBILITIES	<p>Teacher-librarians play a key role in the development of information skills. Their principal role is to assist learners to become information literate by developing and facilitating learning and teaching strategies to achieve this aim.</p>
	<p>Within the school context, teacher-librarians</p> <ul style="list-style-type: none"> <li>• promote, teach and utilise information literacy by           <ul style="list-style-type: none"> <li>➤ planning units of work in collaboration with classroom teachers to enable learners to become information literate;</li> <li>➤ team teaching and by evaluating the planned units of work;</li> </ul> </li> <li>• provide for resource and information service needs of staff and learners;</li> <li>• utilise current and emerging information technologies to provide the widest possible range of information sources for the school community.</li> </ul>
	<p>Within the school-community library context, teacher-librarians also</p> <ul style="list-style-type: none"> <li>• manage the collection of information resources in response to the community's needs;</li> <li>• introduce the community to new and emerging information technologies, and assist them in utilising these technologies to meet their needs;</li> <li>• contribute to the cultural ethos of the community;</li> <li>• act on the recommendations of the Library Board of Management;</li> <li>• promote the school-community library and the activities of the local council to the local community;</li> <li>• participate in the state-wide public libraries network.</li> </ul>

<i>MANAGEMENT AREAS</i>	<i>GUIDELINES</i>
	<p>Principals of schools incorporating school-community libraries should:</p> <ul style="list-style-type: none"> <li>• manage the performance of all library staff;</li> <li>• contribute to the operation of the Library Board of Management;</li> <li>• understand, support and promote the unique service provided through the school-community library.</li> </ul>
	<p>Support staff in school-community libraries work under the direction of the teacher-librarian to</p> <ul style="list-style-type: none"> <li>• assist users in the selection and use of resources;</li> <li>• participate in the selection and maintenance of the information resources;</li> <li>• assist in the presentation and promotion of the school-community library.</li> </ul>
AGREEMENTS	<p>The combined library must be managed in accordance with a formal agreement between the co-operating authorities. The agreement has to include:</p> <ul style="list-style-type: none"> <li>• funding arrangements, covering initial capital and establishment costs, replacement costs, and recurrent costs. All parties' responsibilities and commitments, in relation to both initial and ongoing expenditure, have to be clearly defined. The agreement should be regularly reviewed and evaluated;</li> <li>• details relating to the establishment, structure and powers of the Library Board of Management;</li> <li>• matters relating to the building, e.g. the size, which should, at least, be the sum of the floor areas of the separate facilities; and the need for spaces and equipment for different uses by different groups;</li> <li>• the conditions of ownership of land, buildings and materials;</li> </ul>
	<ul style="list-style-type: none"> <li>• responsibility for insurance and maintenance;</li> <li>• the process for resolving conflict within the Library Board of Management;</li> <li>• the means for identifying the total staffing needs and the contributions of each partner;</li> </ul>

MANAGEMENT AREAS	GUIDELINES
	<ul style="list-style-type: none"> <li>• the process for evaluation of the services;</li> <li>• the process for changing or terminating the agreement;</li> <li>• the arrangements for the disposal or alternative use of the venue;</li> <li>• details of the land and plans, attached as a schedule (if the joint-use library and information service involves a new building).</li> </ul>
MANAGEMENT BODY	<p>The school-community library is administered at the local level by a Library Board of Management, which develops ongoing policy for its operation, determines goals and budget priorities, and manages its affairs within the Guidelines.</p>
	<p>The local Library Board of Management should operate under a formal constitution based on the model provided by the School Community Libraries Committee.</p>
	<p>The Library Board of Management should determine policy rather than become involved in administration.</p>
	<p>The Board has a responsibility to develop, maintain and monitor a strategic plan which reflects the relevant priorities of the local government authority and the school.</p>
	<p>The Board should ensure that the community has a co-ordinated and focused plan, relating to information provision, there needs to be full and continuing consultation between all the bodies represented on the Board.</p>
	<p>The composition of the Library Board of Management must include the school principal (or his nominee), and the teacher-librarian, as executive officer, together with members of the school community and nominees of local government. Any library staff, including teacher-librarians, may attend Board meetings, but only in an <i>ex-officio</i>, non-voting capacity.</p>
	<p>The local Board of Management elects its own chairperson, but it is recommended that the chairperson not be an employee of either DECS or of the local council involved.</p>

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	Duration of office for elected or nominated members of the Library Board of Management should be for definite periods as determined locally.
FUNCTIONS OF MANAGING BODY	<p>The Board in consultation with the teacher-librarian</p> <ul style="list-style-type: none"> <li>• determines the hours of public use;</li> <li>• monitors the staffing requirements for the library and makes recommendations for additional staff to DECS;</li> <li>• is represented on the interviewing panel for the employment of the community library assistant(s);</li> <li>• promotes the library in the community;</li> <li>• determines the library needs of the local community and makes appropriate decisions about the library service;</li> <li>• determines and manages the library's operating budget;</li> <li>• provides for community access to information;</li> <li>• submits audited statements of expenditure to the Libraries Board and local government authority annually;</li> <li>• provides statistical reports to the Libraries Board and local government authority as required;</li> <li>• meets regularly, at least once per school term, to consider the business of the school-community library and to plan for future development;</li> <li>• reviews annually the operation of the library and implements changes as required within the framework of the Guidelines;</li> <li>• consults with and reports back to the bodies which they represent.</li> </ul>
LINES OF AUTHORITY	The teacher-librarian is responsible to the local Library Board of Management and to the principal of the school for different aspects of the management of the library.
	There should be direct two-way communication between the teacher-librarian in charge and PLAIN

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	Central Services (the body which acts for the Libraries Board of South Australia).
	The community library assistant is responsible to the teacher-librarian for carrying out the policy of the library in relation to the public.
	The library's school support officer is responsible to the teacher-librarian for carrying out the policy of the library in relation to the school community.
<b>ADMINISTRATION AND ORGANISATION</b>	A school-community library policy and procedures manual, ratified by staff and the Board and presented to the local government authority, should be maintained.
	School library stock should be supplied and maintained as for a normal school library. The school principal, on the advice of the teacher-librarian, will be responsible for determining the level of availability to the public of school materials, including determining whether parts of the school library stock will temporarily be unavailable or available only for short term loan.
	The teacher-librarian will be responsible for exercising normal professional discretion in issuing adult books to children.
<b>SELECTION OF PUBLIC LIBRARY MATERIALS</b>	Library materials are selected, according to a purchasing budget determined by the funding arrangements, by each school-community library from the collated and annotated publication information which is prepared by staff at PLAIN Central Services and made available on PLAIN. The librarian ensures a balanced selection, taking into account local needs.
<b>COLLECTION DEVELOPMENT</b>	Funding provided by the Libraries Board is primarily designed to enable the acquisition of materials not represented in the normal age group for the school, i.e. it is not intended to replace the provision of regular materials for the school's normal curriculum requirements.
	The Libraries Board annually determines a percentage of the library's financial allocation which may be used for local purchase of library materials at the discretion of the librarian. These materials are for local use and for meeting immediate needs. Newspapers, periodicals and audio cassettes (other

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
	than talking books) are not available through the centralised purchase service on PLAIN.
CATALOGUING	Selected materials for stock to be catalogued are compiled into central orders and acquired and paid for by PLAIN Central Services. The cataloguing records are verified or created centrally, and cataloguing products are provided to the library.
HOURS OF OPENING	Hours of opening for the public, outside of school hours, will be decided by the local Library Board of Management. School-community libraries will be accessible to the public during normal school hours and for an additional six hour per week (minimum) at times which will ensure community accessibility to the library.
	The opening times should meet the needs of the local community.
LIBRARY MEMBERSHIP	In general, there would be no restriction on membership of a school-community library, but the local Library Board of Management would have the right to cancel membership if the regulations under the Libraries Act, 1982, are infringed.
USER FEES	Membership will be without charge, but, where in the opinion of the local Library Board of Management it is necessary, charges may be made for additional services.
LOST MATERIALS	Borrowers would be held responsible, by the local Library Board of Management, for library materials lost or damaged.
INTERLIBRARY LOANS	Materials acquired through PLAIN Central Services are placed on PLAIN and are available to all public libraries in South Australia. The school-community library is expected to respond to requests for interlibrary loans, or in the case of the State Library, document delivery, from its collection, in accordance with the Chief Librarians Association of South Australia Inter-Library Loans Policy.
	The school-community library has the right to access the collections of all public libraries in the state, including the State Library, and may request interlibrary loans.

<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
OWNERSHIP OF PUBLIC LIBRARY MATERIALS	Materials purchased through the PLAIN Central Services are the property of the Libraries Board of South Australia.
SERVICES	The school-community library service will provide services appropriate to its community as defined in its profile, taking into consideration the resources available from PLAIN.
	<p>To meet the information needs of its users, the library should offer the following directly or through the wider interlibrary loan network:</p> <ul style="list-style-type: none"> <li>• print materials (including periodicals), audio-visual items and computer software;</li> <li>• information services, including dictionaries, encyclopaedias, and access to databases (including online resources), and a current awareness service; user education;</li> <li>• information literacy instruction to school learners;</li> <li>• other services required by the user group, e.g. local history, toy library, special collections, and community information services.</li> </ul>
	All library materials, other than general reference and special collections, should be available on loan to any eligible borrower, unless otherwise determined by the librarian in charge.
	Public and school library materials should be integrated.
DEPOTS OR DELIVERY POINTS	Additional service points of the main school-community library, with the purpose of improving community access in areas remote from the main library, are to be encouraged, but no additional state contribution for the operation of such depots or remote service points is allocated. These services are entirely at the discretion of the local government authority and the Library Board of Management and should be planned and managed to meet local needs.
	The operation of depots could function as a block loan system, operating in the same way as a service to a local hospital or retirement home.

<i><b>MANAGEMENT AREAS</b></i>	<i><b>GUIDELINES</b></i>
TRANSPORT OF LIBRARY MATERIALS	DECS school buses cannot be used for the transport of library books and materials.
PROFESSIONAL DEVELOPMENT	<p>The school-community library is a participant in both DECS and the public libraries network.</p> <p>In order to maintain awareness of developments in public libraries, it is expected that the school will give high priority to the teacher-librarian's attendance at Chief Librarians Association of South Australia quarterly meetings, regional meetings, and other professional enhancing activities, in addition to DECS training and development programmes.</p>
	The local Library Board of Management should budget for an appropriate level of funding to support training and development.
	The teacher-librarian, community library assistant and school support officer should undertake full training in the use of the Public Libraries Automated Information Network (PLAIN) which is offered by PLAIN Central Services
	Within the school, the teacher-librarian and other library staff should be given equal opportunity with other school staff members for appropriate training and development.
	Newly appointed principals to a school with a school-community library, without experience of this type of community involvement, should procure appropriate information sessions about the role of school-community libraries from PLAIN Central Services. Regular forums will be held to provide information.
IN-SERVICE TRAINING	Newly appointed teacher-librarians will be required to undergo a short in-service training course conducted by PLAIN Central Services. Arrangements have to be made for library support staff, and their designated "backup", to receive similar in-service training.
	Because the school support officer's (SSO) role in a school library is a specialised one, appropriate hands-on training has to be provided, and should include in areas such using the PLAIN system, the Internet, and other databases and resources available through the state-wide network.



<b>MANAGEMENT AREAS</b>	<b>GUIDELINES</b>
SERVICE CONDITIONS OF STAFF	Support staff employed as school-community library assistants are required to work flexible hours, including evenings, weekends and school vacations. They will be employed for forty-eight weeks of the year, and during their four weeks' annual leave, a replacement will be employed under the same conditions. Annual leave cannot be taken by community library assistants during school vacations, unless a substitute with appropriate training and skills is employed.
INSURANCE	The local government authority is responsible for the insurance of the public library materials in the library. The Libraries Board expects that the public library stock of the library be insured for two thirds of its replacement cost.
	For insurance and other purposes, it is essential that the Board of Management seeks a local definition of the school day from the School Council. This is likely to be defined as the hours during which school staff are on duty at the school. These hours should coincide with the time for which the school accepts responsibility for learners.
	The local government authority must provide public liability insurance for the time that the library is open outside of the defined school day, which will include school holidays.
	The local government authority must ensure that the library is specifically included as a council facility in their public liability insurance.
PERMANENT CLOSURE	In the event of it being necessary to consider closing a school-community library, written notice must be given to all stake-holders party to the original agreement at least nine months before the proposed closure.