NSW: BONNYRIGG HIGH SCHOOL LIBRARY

MARIA SANDERS-BURNS, TEACHER LIBRARIAN, AND MICHAEL BRYCE, PRINCIPAL

Physically, we have created a library that is attractive and contains many breakout spaces which cater to the diverse needs of our student population. In 2010, we became partially selective, and this has required a rethink of how we cater to our academically gifted, whilst still providing a collection and space for the mainstream cohorts.

Our library was totally redesigned in 2011 using Raeco design service. The result is fantastic and we continually purchase more furniture to replace and enhance the existing. Our collection has gone from an average publication age of somewhere in the 1960s to a modern, exciting one that meets the needs of all users.

As a truly multicultural school, we have embraced graphic literature in a big way. To date we have over 2000 books covering over 50 series. The school has an extensive e-book collection, as well as fantastic modern titles that support and encourage reading for leisure. Clickview is widely used and this usage grows every year. We have honed our non-fiction collection, creating an area that is more up to date and that can compete with information found on the web.

We embrace using the internet and teach classes on cyber safety as well as how to search the hidden web using databases and creating advanced searches.

NSW: TRINITY GRAMMAR SCHOOL LIBRARY

STEFANIE GASPARI, HEAD OF LIBRARY SERVICES, AND MILTON CUJES, HEADMASTER

Arthur Holt Library, Trinity Grammar School, Sydney Winner, The Educator Innovative Schools List 2015 Honourable Mention, Savvy Spaces, Digital Innovation in Learning Awards Nomination, Great School Libraries Campaign.

With a commitment to providing a space that allows students to learn and perform at their best, the new layout maximises natural light levels, minimises sound and includes elements of biophilic design.

Furthermore, the fully flexible learning spaces provide a range of modern furnishings (selected by Trinity students) and are supported by the latest in digital technologies.

The new design aims to achieve three key user experience elements: functionality, flexibility and connectivity. With a focus on the latter, connectivity, being a two pronged approach acknowledging education's changing technological landscape and the need for libraries to serve as a platform for community building.

QUEENSLAND: ST ANDREW'S CATHOLIC COLLEGE JUNIOR LIBRARY

TEACHER LIBRARIAN VERDI REID

The Junior School Library, Prep to Year 5, is an excellent school library. Our campus caters for students from Prep to Year 12 with the Senior Library looking after Years 6 to 12.

What is it that makes our library great?
Firstly, we are a welcoming community. Each morning, before school, our library is brimming with parents and students reading, relaxing and getting ready for the school day. Then there has always been the vision that the Junior Library would develop programs to encourage, support and promote literature and literacy within the College itself, and also to reach out to the wider community nationally and internationally. Our programs include:

Stamina Reading
Reading stamina is a child's ability to focus and read independently for long-ish periods of time without being distracted or without distracting others. Stamina Reading has been developed in the library for when the teachers bring their students to borrow their books. The idea came from The Sisters, Gail Boushey and Joan Moser, authors of the best-selling book, *The Daily Five: Fostering Literacy independence in the Elementary Grades*.

Three ways to read
We have been able to create the mindset that all students are readers as there are three ways to read. When we participate in World Read Aloud Day, even our youngest students are confident to climb on the Soap Box and read because they know they are a reader if they can read the pictures.

Literature Circles
This program commenced in the Junior Library in 2012 with one Year 5 class participating. It has slowly developed over the past four years so that 2016 sees it working successfully in classes from Year 1 to Year 5. The model used is based on Harvey Daniels' work and supported by the reading comprehension ideas of Sheena Cameron.

1000 Books before Prep
This initiative commenced in 2014. It comes from an idea by Mem Fox, where she stated, "Children need to hear a thousand stories before they can begin to read. Or the same story a thousand times." This program has slowly spread to different states in Australia and to London and Essex in England. The use of my blog has made it easier for more families to access the program.
http://mrsreidwrites.blogspot.com.au/p/1000-books-before-prep.html
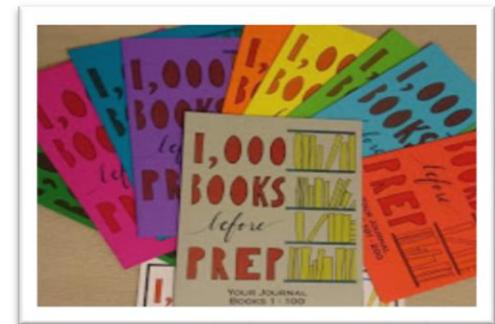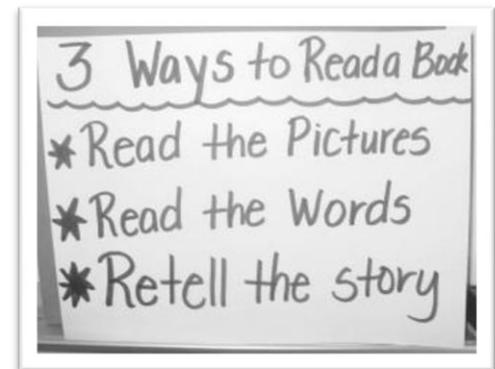
WA: ICENTRE AT IONA PRESENTATION COLLEGE

LEONIE MCILVENNY

The motto of the iCentre at Iona Presentation College is **Information, Inspiration, Innovation** and we use the four pillars for education in the 21st century: *Learning to Know*; *Learning to Do*; *Learning to Live Together*; and *Learning to Be* to help us achieve our aim of being at the forefront of new thinking about the way students learn, how information and digital literacies can be effectively integrated into the school curriculum, and how students can be inspired to be to be lifelong learners.

Whole school key initiatives developed by the teacher librarians and iCentre staff include **The Inspired Learning at Iona** and **ROAD at Iona** websites, the **Integrated Information Literacy Program** and the **Digital Passport** program.

The **Inspired Learning at Iona** website is a rich repository of carefully selected and created resources to support the curriculum needs of all learning areas in the school. It provides a wide range of resources including resources about wellness (relaxation, nutrition, stress management), thinking skills (Habits of Mind, Memory Training, Learning Styles), and study skills. The whole school community has access to these resources anywhere and anytime.

The *Integrated Information Literacy Plan* is designed to standardise the way students develop information literacy skills. Graphic Organisers and Web 2.0 tools are included in the planning matrix to create a transparent map which provides an overview of the skills and knowledge in information and digital literacy students are expected to acquire at the various year levels.

The *ROAD at Iona* website supports the iCentre's reading program and is run in collaboration with the English department. The collaborative and social aspects of technology are modelled through the class reading blogs where students share their ideas and insights about the books they are reading, while the *IonaPC* Twitter feed allows students to follow their favourite authors. As part of the **ROAD** program all students create blogs and websites to share their ideas and insights about what they are reading.

The iCentre's *My Digital Passport* program utilises new open badge technologies to capture information about the achievement of a range of hard-to-measure ICT. The Passport is introduced in Year 7 and captures students' ICT skills development within the digital. The badge program is now being broadened to include maths skills and other 'hard to capture' skills and competencies. Students can capture their badges in a 'digital backpack' that showcases their learning from year to year.

BEST PRACTICE IN SOUTH AUSTRALIAN SCHOOL LIBRARIES

Working with staff to develop learning plans and creating digital resources to complement lessons - such as a wiki page for secondary students to discuss their English text, and posting questions for them to answer. Also working with teachers to find literature that will help reinforce a topic or idea (eg the secondary students are learning about WWII, and are looking at the graphic novel *Maus*. Graphic novels are quite new to them as a legitimate form of literature).

Explicitly teaching research skills and digital literacies across all year levels, which students will not only need across all subjects but beyond school. From discussions with some teachers, these aren't always taught explicitly in the classroom, they're more incidental.

Creating activities and competitions in the library to encourage reading – reading challenges, March Madness, student-made 3D book displays, T-Shirt design based on favourite book.

*Sach Uern, Teacher Librarian, Hawker Area Scho*ol

A qualified Teacher Librarian models and shares information literacy skills, knowledge and current pedagogies that support (and challenge) staff and students in achieving positive outcomes. The Teacher Librarian's knowledge of literature, resourcing, technologies, and information management combines to provide learners with a rich environment in which to thrive.

Linda Guthrie, Teacher Librarian, Modbury High School

Having a teacher librarian gives you a person who has a vast knowledge of resources including online. They are IT savvy and able to manage the IT. They complement the class program by creating things like imovies and digital stories with the children that make the program far more vibrant. They do things like create QR codes for book reviews, book trailers and they talk about books in different ways. They share children's work and events across the school digitally and at assemblies which connect the whole school community. It is a great benefit to teachers to work with someone who can support them with planning, particularly in the HASS subjects.

Jane Moore, Teacher Librarian, Ardtornish Primary School

BEST PRACTICE IN SOUTH AUSTRALIAN SCHOOL LIBRARIES

Works across the entire school community from Birth – year 7s, including parents and teachers to promote literacy, literature and research skills. Works with the students over their time at the school to build on previous research skills and help develop their critical questioning and ICT skills. Works with all teachers to plan, teach and assess units of inquiry and literature units. This supports teachers in integrating inquiry skills, ICT skills, subject specific knowledge and allows greater opportunity to differentiate to meet the individual needs of students. Plans and implements whole school events such as book week, author visits, Premier's Reading Challenge. Provides a safe and welcoming place and atmosphere for students in the library at break times where they can be a part of different learning experiences such as Makerspaces. Promotes a love of literature and encourages all children to read and helps them find a book they will love.

Hajnalka Molloy, Teacher Librarian, Lake Windemere b-7 School

As teacher librarians we have a wide knowledge of children's literature and meet all Reception – Year 8 classes fortnightly for book talks. This is an opportunity to introduce students to a wide variety of literature and expand the range of their reading. The teacher librarians complement the Year 8 English program by teaching a book trailer unit which has a focus on digital literacy and introduces students to Creative Commons Licences. Student use CC images and music to create a book trailer which is shared with the class and used as a book promotion in the library. Students create their own CC licence for their trailer as well as referencing their images and music using the School Library of SA Harvard Online Referencing Generator.

Carol Grantham, Teacher Librarian, St Aloysius College R-12

SOUTH AUSTRALIAN SCHOOL LIBRARIES

As students access the library remotely we tailor programs and activities to maximise student participation. Reading and the access to and promotion of resources to assist them to choose their reading material is vital. We work with students and their teachers and supervisors to use eg our online resources (ReadPlusetc) as well as joining in online lessons to promote new titles and a variety of genres. We also work with students and staff to promote the use of a range of print and online resources, including producing static and audio "help files" for students to use eg via Moodle. The library is a shared facility with Marden Senior College.

Sue Johnston, Teacher Librarian, Open Access College

Library Lovers' Day turned into Library Lovers's Week. We had a Pop Up Library appear in a number of locations around the school. A couple of marquees, large rugs, small bookcases, tables, cushions and chairs created an intimate library feel. Students could read a selection of books, create origami bookmarks, colour Library Lovers' Week stickers and bookmarks. We popped up in playgrounds, on ovals and decked areas. We even popped up in the ELC, which caters for children as young as two years old, so they could enjoy a library visit with a twist. By the end of the week students were asking where the Pop Up Library would appear next?

Annette Mesecke, Teacher Librarian, St Peter's Woodlands Grammar School)

During book week students from Early Years to Year Six (approx 600) parade down the Parade at Norwood in costumes associated with books. This is supported by our local community with cafes and businesses cheering us on and often the local police joining in the walk.

Jane Moran, Teacher Librarian, St Ignatius' College Junior School