SCIS
SCHOOLS CATALOGUE INFORMATION SERVICE

Literacy loves storytelling

A student points out his masterpiece at *In Other Words*. © 100 Story Building 2012. Photography by Percy Caceres. Used with permission.

When we think of advancing children's literacy we most often think in terms of teaching and learning around reading and writing. However, oral language plays a vital role in the development of successful literacy. Perhaps because it is transient and everyday, talk can be taken for granted and slip past quickly. Nevertheless, researchers such as James Gee (2004) tell us that rich oral language is a strong predictor of literacy success, especially what Gee calls the development of 'unusual vocabulary', that is language beyond the conversational, the type of language found in literary and information texts.

Allied to this is the power and appeal of story, of narrative: it is how we shape our identities and lives; how we make sense of what happens to us. And children, even young ones, have valuable and important stories to tell. They also enjoy listening to and learning from the stories of experts and their peers.

Expanding repertoires of oral language, exploring and celebrating those 'unusual' words (palindromes, neologisms, portmanteau words, homonyms, homophones) can be a great pleasure for teachers and learners as can sharing meaningful, crafted stories. An exciting example is demonstrated in an innovative program, *In Other Words* at Dinjerra Primary School, Melbourne. Students from 25 different nationalities attend the school, including recent arrivals, and the program aimed to develop literacy and stronger home/school/community partnerships for the benefit of these students. The program began in 2012 as part of Maribyrnong City Council's River of Words initiative, and has become a self-sustaining project

in this issue

Literacy loves storytelling (cont.)

Proud as punch at *In Other Words*. © 100 Story Building 2012. Photography by Percy Caceres. Used with permission.

Who said storytelling couldn't be fun? © 100 Story Building 2012. Photography by Percy Caceres. Used with permission.

Oral storytelling is crucial to literacy. © 100 Story Building. Photography by Percy Caceres. Used with permission.

incorporated into the early years classrooms. The resulting children's stories were lively, told with animation, intonation and a clear desire to communicate something important to the teller. (See examples at www.100storybuilding.org.au/2009-to-2012-projects.)

In Other Words, designed to build foundational literacy skills of students in years Prep to Grade 2, was an extensively planned, eight week program which is briefly described here as an example of how learning to tell and shape stories, and listening to the stories of others, advances literacy, a sense of community and deep engagement in learning. It involved the school community, students and parents, and professionals from creative industries in the telling, illustration and video recording of stories. But at the heart of the program were the children and their stories.

Oral storytelling was to be the basis for the literacy curriculum for term two at Dinjerra, and *In Other Words* was delivered as a series of weekly workshops led by 100 Story Building. It incorporated three expert storytellers, oral language skills, visual literacy skills and ICT skills, culminating in a celebratory 'Red Carpet' event – a film premiere of the recorded stories on a very cold evening, which nevertheless attracted over 200 people, including families, teachers and supporters.

Pivotal inspiration and models

'We read to them every day. They know about storytellers through books and

authors. But to actually meet a storyteller, for them, was inspiring,' said teacher Ivy Leach.

Writer and lawyer, Alice Pung, an ex-student of the school, whose published work draws on her family's experiences of coming to Australia from Cambodia, told of an event when she was a student at the school. This evocative story captured the imaginations of the children and modelled for them that their experiences hold rich possibilities for storytelling. Many students chose to tell stories about their families.

Performance poet and actor, Tariro Mavondo, originally from Zimbabwe, works with African and Indigenous community storytelling, musical and poetry groups. Her active, animated, poetic storytelling provided rich rhythmic oral language for students and teachers to draw on.

Bernard Caleo, comic creator, inspired the students through his knowledge and experience with Kamishibai, the ancient form of Japanese visual storytelling, which uses words and pictures together to tell the story. So engaged were the students by this form of storytelling that telling stories through Kamishibai directed the project from that point.

Celebrating – film premiere

Fifty-eight student stories were presented at the culminating film premiere at the school. All kinds of stories were shared: some were fairytales, or about playing sport, or about vampires; others were touching stories about arrival at the school, about having no

pens or books at home, about the struggles of families.

Confidence-building and the development of oral literacy were clear outcomes. The children's language developed as students watched themselves on the recordings, reflected and improved. They learned to use their voices to animate their tellings, to think about their story, and how they would present it visually. It was their story and they knew it well. They learned to listen to others and to offer thoughtful and polite feedback: 'I liked the way you did this, but you could try this…'

The final performance demonstrated those learnings. For a grade 2 girl, the storytelling journey brought out something deep for her as she told the story of her journey to Australia. She gained the confidence to write from the oral storytelling experience. A less engaged student, initially reluctant to draw, created illustrations and gained confidence. He was captivated by Bernard's story: he took it, reshaped and added to it until it became his story. He demonstrated willingness to share, perform, use the equipment, and offer feedback to others. He was proud of his story and was often the first to tell it in class. A prep student was timid and initially reluctant to speak. At the end of the eight weeks, her parents had become eager to come into the school; she had grown in confidence, wrote about her picture, and is now 'flying in the classroom'. Her whole family is excited. Conversations within families flourished. Lachlann Carter of 100 Story Building said, 'The children were

Literacy loves storytelling (cont.)

good little marketeers…[they] really wanted people to see what they had created'.

Language

In terms of language, there were clear indicators of success. Children were using elaborated, extended language such as 'When my sister was tired, she had a cup of tea with my Mum'. The take up of literary language was evident in such examples as 'the stroke of midnight', and 'all the stars came out'. Visual literacy understandings and skills were also displayed in the use of colour to convey mood, use of saturated colour, choice of focal points and perspective.

Your storytelling school

In Other Words was a thoroughly planned, collaborative program from which much can be taken:

- **Enjoy and celebrate language** in the texts you choose to share, including poetry. Literary language is very different from conversation and can provide

that 'unusual vocabulary', for example, Sonya *Harnett's Sadie & Ratz, Ursula Dubosarsky's Two Gorillas,* Dick King Smith's *Friends and Brothers*. As children's author Aidan Chambers (1991) says, 'We cannot easily read for ourselves what we haven't heard said'.

- **Model expert storytelling** – find out who the experts are in your community and invite them to share their stories and storytelling.
- **Invite families** to be part of the development of the stories, to share in the storytelling.
- **Provide clear expectations**, scaffolding and plenty of practice for entertaining and informing the audience.
- **Integrate oral language with the use of drawings** to combine the strengthening of visual literacy with oral language: as Bernard Caleo says in his workshops, 'Drawing is writing'.
- **Celebrate the stories**: roll out the red carpet, 'frock up', invite the paparazzi and have a special event to share and validate

the storytelling with the wider school community. (A popcorn machine is a winner!)

References

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Teacher associations support Australian Curriculum

Free, practical digital resources for teachers by teachers

Education Services Australia has partnered with Australian teachers' associations to develop practical, classroom-related digital resources that are aligned to the Australian Curriculum. Created by teachers for teachers, the free resources below will help educators to implement the Australian Curriculum across the Phase 1 key learning areas of English, mathematics, science and history.

Funded by the Australian Government, these resources focus on filling resource gaps in the Australian Curriculum key learning areas and aim to support teachers to develop flexible learning approaches and integrate digital resources into classroom teaching.

AC History Units

achistoryunits.edu.au

Developed with the History Teachers Association of Australia (HTAA), this website 'Teaching History' covers Years 2, 4, 6, 8, 9 and 10 and features eight units aligned to the Australian Curriculum: History. Teachers can use the units immediately as programs and learning sequences (sequences of lessons), or adapt these quality resources to suit their personal teaching practice.

Unit 1, 'Teaching History', details an approach to teaching history in the context

of the Australian Curriculum; it provides comprehensive information on good teaching practice in history education for educators new to history as well as experienced teachers. It unpacks the key concepts and content, skills and methods of historical inquiry, and provides an essential framework for the other units.

Units 2–8 focus on topics relevant to particular year levels and are designed to provide very practical support in the form of teaching programs, sample 'learning sequences', a wide range of resources and assessment ideas. More than 100 PDF resources accompany the on-screen material.

Primary	Secondary
Unit 1: Teaching History	
Unit 2: Year 2 – A significant local site	Unit 5: Year 7 – The ancient past
Unit 3: Year 4 – First Fleet	Unit 6: Year 8 – Angkor
Unit 4: Year 6 – Federation	Unit 7: Year 9 – Industrial Revolution
	Unit 8: Year 10 – Popular culture

Teacher associations support Australian Curriculum (cont.)

Science Web

scienceweb.asta.edu.au

AUSTRALIAN
SCIENCE
TEACHERS
ASSOCIATION

Science Web features 15 Australian Curriculum–aligned units of work for Foundation to Year 10. Developed with the Australian Science Teachers Association (ASTA) and written by experienced teachers, these units use resources that are available online. Each unit consists of:

- an overview outlining cross-curriculum priorities, content descriptions and achievement standards
- five ready-made lesson plans
- additional useful resources and links.

The site also includes extension activities for gifted and talented secondary students in Years 7–10, as well as information on how to develop science programs for gifted and talented students.

Primary			Secondary	
F–2	3–4	5–6	7–8	9–10
Needs of living things: Students develop an understanding of the basic needs of living things.	**Transfer of heat:** Students explore and examine heat transfer in the context of the kitchen.	**Solids, liquids and gases:** Students study how we use gas in our everyday lives.	**Mixing and separating:** Students investigate different mixtures and separation techniques.	**Ecosystems:** Students investigate the relationships between different organisms.
Changing lands and skies: Students learn to observe details of landscapes using their senses.	**Living/Non-living things:** Students develop their understanding of living and non-living things on Earth.	**Survival:** Students study the adaptations of plants and animals in desert and semi-arid regions.	**Classification:** Students investigate what characteristics determine whether an organism is living or non-living.	**Plate tectonics:** Students explore the structure of the Earth and the theory of plate tectonics.
Mixing things together: Students investigate different mixtures and separation techniques.	**Shaping Earth's surface:** Students are introduced to rock types and the rock cycle, in order to understand how rocks weather and erode.	**Weather extremes:** Students develop an understanding of what constitutes extreme conditions before looking more at cyclones in detail.	**Cells:** Students study the nature of cells, and examine the structures that are common to all cells.	**Our universe:** Students are introduced to the Big Bang theory and learn about the age and size of the universe.

English for the Australian Curriculum

e4ac.edu.au

This resource was produced in partnership with the Australian Association for the Teaching of English, the Australian Literacy Educators' Association and the Primary English Teaching Association Australia.

Twelve year-level units of work, each featuring 12 teaching sequences, have been written by teachers and educators from a range of states, territories and educational settings. There are 850 new elaborations of curriculum content, all supported by digital resources and interactive worksheets.

All materials have been reviewed by teaching and curriculum specialists to ensure the highest standards in a clear and accessible resource that exploits the Australian Curriculum and can help reinvigorate the teaching of English and literacy.

Early years	Primary	Secondary
Units that look outward from the natural world to extend an engagement with English and literacy through literature and language	Media-rich units that bring literacy and language learning to a broader and imaginative understanding of our world	Literature-based units that pursue imagination and inquiry to develop critical literacy skills and ethical understandings
Foundation: Patterns	**Year 3:** Night and day	**Year 7:** Consumer culture
Year 1: Reading the landscape	**Year 4:** 1788: Was life the same for everyone?	**Year 8:** Living with trash
Year 2: Investigating eggs in stories and science	**Year 5:** Save one island, save them all	**Year 9:** Seven billion people
	Year 6: Talk about rights	**Year 10:** Protest
	Year 7: Imagining ancient Rome	

Teacher associations support Australian Curriculum (cont.)

Teaching AC English

www.teachingacenglish.edu.au

This rich, practical professional resource for teachers and school leaders across Foundation to Year 10 features a collection of video vignettes that illustrates ideas, approaches and strategies for teaching, learning and assessment.

The videos demonstrate approaches to differentiation and aspects of explicit teaching about a select group of content descriptions for reading, spelling, punctuation and grammar.

The vignettes:

- provide a stimulus for professional learning conversations
- expand a teacher's repertoire of pedagogical practices
- demonstrate clear and unambiguous teaching
- demonstrate a variety of ways to personalise student learning that are manageable for teachers and engaging for students
- illustrate contemporary classroom scenes and stories of educators delivering the Australian Curriculum: English.

		F	1	2	3	4	5
Differentiation		Spelling: Phonological spelling	Reading: Reading analysis Phrasing and fluency Reading and comprehension		Reading: Interpreting evaluative language Spelling: Focused analysis	Punctuation and grammar: Using quotation marks	Reading: Reading analysis
Explicit teaching		Reading: Explicit teaching Building Knowledge Punctuation and grammar: Recognising punctuation		Spelling: Visual spelling knowledge Phonological spelling knowledge Punctuation and grammar: Recognising punctuation	Reading: Comprehension Spelling: Sorting words	Spelling: Morphemic spelling knowledge Language features	Spelling: Etymological spelling knowledge

		7	8	9	10
Differentiation			Reading: Reading analysis	Reading: Visualisation – comprehension Grammar: Complex sentence structures	Punctuation and grammar: Evaluating sentence structures
Explicit teaching		Spelling: Sorting words	Spelling: Sorting words Morphemic spelling – nominalisation		Spelling: Etymological spelling knowledge

Top Drawer Mathematics

topdrawer.aamt.edu.au

The Australian Association of Mathematics Teachers has collaborated with experts from leading Australian universities to create *Top Drawer Mathematics.* This resource explores good teaching practice across five mathematical topics: fractions, mental computation, patterns, and statistical literacy and reasoning.

Each topic contains:

- Big ideas – the big ideas that underpin mathematics
- Misunderstandings – common misunderstandings and their causes, and teaching advice and activities to avoid or correct these
- Good teaching – key content, teaching approach suggestions, activities, videos, slide
- Presentations, worksheets and digital learning objects
- Assessment – aspects of assessment
- Activities – a collection of the student activities available in other parts of the drawer, along with further suggestions and ideas for other activities
- Downloads – the bank of downloadable files, such as student worksheets, teacher notes, activity templates and video transcripts.

F	1	2	3	4	5	6	7	8	9	10
Patterns (F–3)										
		Fractions (Y2–6)								
		Mental computations (Y2–6)								
				Statistics (Y4–10)						
Reasoning (F–10)										

Teacher associations support Australian Curriculum (cont.)

Supporting Australian Mathematics Project

www.amsi.org.au/ESA_Senior_Years/senior_years.html

With emphasis on Mathematical Methods for the Australian Curriculum, this project is structured in modules, each of which discusses a component of the mathematics curriculum for Years 11 and 12. Extra topics for Specialist Mathematics are also covered. The modules contain material that is suitable for similar state-based courses

and exercises that teachers may wish to undertake. The modules are organised through the following topic groupings:

• Algebra and coordinate geometry
• Functions
• Calculus
• Probability and statistics
• Maths delivers
• Animations

The project also features animations, videos and additional material that help to exemplify the wide use of mathematics in the world today.

Scootle

All of these resources are available free of charge from the association websites, and also via the Scootle online portal for Australian Curriculum resources. Log in to Scootle to access these and many more digital resources mapped to the curriculum.

Gabrielle England
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Australia

Miss Scarlet, in the library, with the smart phone

A how-to mobile photography guide for librarians

The continuing impact of technological and cultural convergence has made cameras and photography ubiquitous. If you're reading this on a screen then there is a good chance that there is a camera somehow attached, or if you're reading this on a page then it is likely that you have a camera in your pocket. For libraries the trend toward a more prominent visual culture and the democratisation of digital photography provide an opportunity to engage students and customers in new ways, particularly for the many libraries that have strict budgets and diversified staff roles.

The simplicity of mobile photography presents a tremendous opportunity for library staff to create original and beautiful content. The proliferation of smart phones means for many people the barrier to entry is low. Sophisticated apps that are easier to use than desktop photo editing applications will allow library staff to create professional looking content that may have traditionally rested with a marketing department or a particularly adept staff member.

Practical uses for libraries

Libraries can use mobile photography for many purposes, including:

• showcasing student work and events
• promoting library activities
• highlighting items in the library collection
• creating images for assignments rather than using images from the web.

These images can then be repurposed and incorporated into school newsletters, blogs, classroom displays and yearbooks. Images can be compiled to create a retrospective of what a class has done in the year; a collective, collaborative visual memory, to be shared with families and friends.

Of course when talking about photography – especially in schools – there are matters of privacy, permissions and release forms. Needless to say, always ask permission before taking someone's photograph, and follow the existing protocol in your school when it comes to photographing students. However keep in mind there are many other things you can photograph apart from students. Discuss also the licensing of photographs taken by staff and students and encourage the school to adopt a Creative Commons policy.

Some basic tips

If you've grown up watching television, film or just looking at professional photographs in newspapers or in magazines, then there is a good chance that you have a pretty good understanding of classical photographic style. This style is most clearly cast in devices such as the rule of thirds, leading lines and symmetry, viewpoint and cropping.

• **Rule of thirds:** The grid on your smart phone's camera viewfinder helps with composition. The rule of thirds states the most important elements in your image should appear along these lines or where they intersect.
• **Leadings lines, symmetry and patterns:**

Think of leading lines as bookshelves extending into the distance (dubbed 'shelfies' in internet-speak) or recurring patterns in the collection.

• **Viewpoint:** An unexpected viewpoint can elevate your photo to something unique. Bonus tip: a high viewpoint can conceal faces, meaning you are less likely to need to ask permission.
• **Cropping:** A little creative cropping after you take the photo can make a dull image more interesting, and highlight small details.

Come on get 'appy

Many images can be improved with mobile apps which allow you to apply coloured filters and special effects.

Rule of thirds. Photography by Jo Hare 2013. Used with permission.

Miss Scarlet, in the library, with the smart phone (cont.)

Leading lines, symmetry and patterns. Photography by Jo Hare 2013. Used with permission.

- **Instagram** (iOS and Android): a mobile photography social network with over 100 million users. It is very simple to use – take your photo, exercise some creative cropping, choose from a small selection of filters, then share to the network. You can lock down your privacy settings on Instagram so only your approved followers can see your photos. Note that students under 13 years cannot use Instagram (Terms of Use, 2013) but the examples below may provide ideas for using Instagram in school libraries.
  - North Carolina State University Libraries developed open source software that allows them to harvest images shared on Instagram using the #myhuntlibrary hashtag. What results is a beautiful collage of students' university lives and their experiences in the library.
  - John Spencer's article 'Ten Ideas for Using Instagram in the Classroom' provides some creative ways to bring Instagram into the teaching space. go to http://www.educationrethink.com/2012/07/ten-ideas-for-using-instagram-in.html.
  - A list of schools using Instagram can be found at http://www.schneiderb.com/wiki/schools-using-social-media/schools-using-instagram.
- **Snapseed** (iOS and Android): this app has seemingly endless editing options, such as cropping, straightening, colour correction and more.
- **Afterlight** (iOS): this app also has some basic editing options, but the biggest drawcard is the staggering range of filters you can apply to your photo.
- **PicPlayPost** (iOS): Use this app to compile photo (and video) collages.

Apps are not only for tweaking and enhancing your images. There are a range of apps that allow you create original graphical
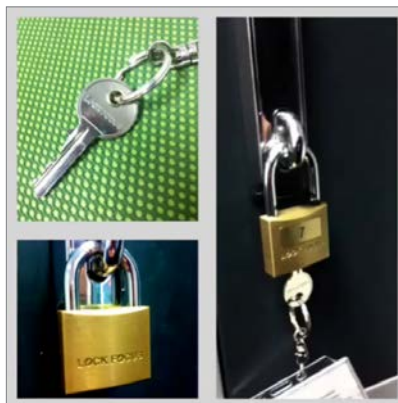

Viewpoint. Photography by Jo Hare 2013. Used with permission.

content. These apps are great if (like me) you have limited skills in using desktop software such as Photoshop or InDesign.

- **Typic** (iOS): A very easy-to-use app for adding text and other design elements to your photos. In the following example I have used an image of Bond University's arch building, but a simple, solid-colour background would also be effective.
- **PhotoComic** (iOS): turn your images into a comic strip, complete with speech bubbles and classic-style effects. If you have devices available to students this could be a fun storytelling device.
- **Phoster** (iOS): create promotional, professional-looking posters for your library or to include in printed material.
- And because this is an article by a librarian, for library staff: **CatPaint** (iOS): 'the premier cat-based image editor.' Trust me. Just try it.

Sharing is caring

Now you have all these beautiful images, how are you going to share them with other staff members, or other libraries? One option would be to create a shared DropBox folder where all staff can upload and download

A photo collage created with PicPlayPost. Photography by Jo Hare 2013. Used with permission.

photos. Alternatively, you could set up a Flickr account, either with your account settings set to private to keep the images within the school, or set as public, utilising the Flickr platform as a means to share your photos in the wider community. While Instagram is a sharing network, the downloading and re-use of content is very restricted within the terms of use, which may be too limiting depending on how you plan to use your content.

More than selfies

Getting started with mobile photography is simple: play. Get to know a few of the apps and practise with your own photos. Follow a few libraries on Instagram or Twitter to see what other people are doing. Pay attention to the advertisements you see on television and in print media. Soon you will begin to see trends in what types of photos and graphical design engage people, and you will be creating your own striking images and innovative visual messages. Who knew that little device in your pocket could be so liberating?

Typic enables you to add typography to an image. Photography by Jo Hare 2013. Used with permission.

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Inanimate Alice: true transmedia

Inanimate Alice homepage © Bradfield Company 2013. Image used with permission.

Inanimate Alice, the fictional story of a young girl's journey from adolescence to adulthood, is a digital text linked in Scootle (www.scootle.edu.au) to many of the Australian Curriculum guidelines for English and Literacy.

Awarded 'Best Website for Teaching and Learning' in 2012 by the American Association of School Librarians, and the recipient of a host of other education accolades, www.inanimatealice.edu.au is the home of of Alice, a 'born digital' heroine of the digital age. Alice's online adventures take place over ten increasingly complex and interactive episodes. We first meetAlice at the age of eight, when she is living in the northern territories of China and her father, who works in the oil industry, has just mysteriously disappeared. We accompany her on her travels around the world and her journey into maturity, until she is a twenty-something digital artist working for a game developer on a mission to save the world.

This text is not an adaptation of something that appeared originally in print nor is it an e-book in the commonly accepted understanding of the term but a genuinely new transmedia concept in reading, which combines elements of the written word, digital still photography, moving image, drawing, painting, puzzles, music, sound effects and computer gaming. However, what makes *Inanimate Alice* special is that while it has the immersive qualities of a film and the interactivity of a computer game, the pull of the narrative and the appeal of the central characters are its greatest strengths. In addition to the original English version, the stories are available in French, Italian, Spanish and German, simply by selecting the appropriate option under the episode title. This is soon to be augmented by the addition of Japanese and Indonesian translations, with supported learning

resources, which will be located on the Languages Learning Space website www.lls.edu.au.

Designed originally as an entertainment piece, *Inanimate Alice* has been brought into classrooms around the world by teachers eager to develop their students' digital literacy skills. Through the characters of Alice and Brad, Alice's virtual friend and companion, young learners are able to explore and discuss a range of topics, many of them relating to Alice's personal development and,by extrapolation, to the personal development of the young readers themselves. Taking part in Alice's journey, both physically and emotionally, provides the ideal context for learning about global citizenship. If empathy is central to the appeal of literary fiction, then the popularity of *Inanimate Alice* to emerging YA readers should come as no surprise.

Readers and teachers in Australia, many of whom were among the early adopters of *Inanimate Alice,* were rewarded for their loyalty in 2012–13 when Education Services Australia struck a deal with the Bradfield Company, producers of the series, to bring Alice and her family to Melbourne for a year. The end result was a 12-story mini-series with the look and feel of an online comic, which saw Alice and her dad travel extensively across Southeast Asia and participate in an exploratory expedition to Antarctica. An additional bonus for teachers was the inclusion of a treasure trove of suggested literacy activities based on each of the episodes, written by Bill Boyd, an independent adviser to the Inanimate Alice production team (www.theliteracyadviser. co.uk). All of the digital assets from the series – photographs, drawings and sound files – are available at www.inanimatealice. edu.au/assets, giving young readers and their teachers an insight into the creation of digital narratives and at the same time making it easy for them to re-mix and create their own versions of the story.

The additional stories and resources are available for free from the *Inanimate Alice* site. Library staff are encouraged to explore this site to discover what treasures lie within and what excitement lies in store for young readers and their teachers discovering Alice for the very first time. A suggestion is to start the adventure with the 'Teach with

In *Inanimate Alice*, we follow Alice on her travels around the world. © Bradfield Company 2013. Image used with permission.

Alice' button in the toolbar. It provides a drop-down menu that provides links to:

- Introduction
- Starter activities
- Photostory activities.

Each page provides guidance in printable (downloadable PDF) format.

Links

- Inanimate Alice website:
  http://www.inanimatealice.com
- Inanimate Alice in Scootle:
  http://www.scootle.edu.au/ec/
  search?q="inanimate+alice"
- Inanimate Alice in Edmodo: https://www.
  edmodo.com/publisher/inanimatealice
- Inanimate Alice on Scoop.it!: http://www.
  scoop.it/t/the-world-of-inanimate-alice

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School library collections survey 2013

Schools libraries are facing significant and rapid changes. A huge number of digital resources are becoming available, mobile devices are becoming ubiquitous and the process of rolling out the Australian Curriculum has begun. So what does the future hold for school library collections? SCIS recently conducted an online survey of 300 Australian school library staff to find out. The survey aimed to explore current issues and trends in school libraries to help inform future services. Respondents were asked about the pressing issues they are facing, what resources they currently provide and how they are being managed. Opinions were also sought on potential new services.

Budget and staffing shortages

Unsurprisingly some of the strongest concerns in the survey results were the lack of adequate funding for resources and the lack of time and qualified personnel available to provide a high standard of service. A fifth of respondents said an inadequate budget was the single biggest issue currently facing their library, while 15% reported staffing shortages as their most pressing issue. Small schools, government schools and primary schools were all more likely to cite budget and staffing shortages as a major issue.

Promoting the library's resources

Many respondents reported that their library collections were being underused by both students and teachers. In fact, almost a fifth of respondents said underuse was the single biggest issue facing their collection. Why might this be? Some respondents were concerned that students and/or teachers do not possess the necessary skills to find what they need. While others pointed to the need for promotion and improved understanding about what school libraries can offer. Numerous library staff said that the school library is being bypassed in favour of internet searching. Or as one teacher librarian described it, 'blind Google bashing is favoured over a sensible check of the OPAC'. The increasing expectation of anywhere/anytime access to information and the desire for 'one-stop-shop' searching may also be a contributing factor. A number of schools reported that their library resources were not accessible from outside the school, and in some cases the OPAC

could only be accessed from inside the library itself. Indeed two-thirds of schools reported that their library management system not being integrated with other school technology systems was one of their most pressing access issues.

Resourcing the curriculum

Another major theme throughout the survey was concern about ensuring library resources support the Australian Curriculum. Ensuring resources were current and reflected the curriculum was the third biggest issue after budget constraints and underuse of resources. Over half of the schools also said that difficulty finding age- and curriculum-appropriate resources was a substantial access issue. In addition, a quarter of respondents highlighted professional learning in resourcing the curriculum as a major need. This mirrors the findings of Softlink's 2013 Australian School Library Survey in which 'aligning Australian Curriculum (ACARA) with existing resources/practices' was one of the top three most important goals for school libraries for the coming year (p. 22).

Respondents in the SCIS survey were also asked to rate the usefulness of potential new SCIS services. There was an overwhelmingly positive response to the prospect of linking resources to the Australian Curriculum, with 78% of respondents reporting this would be of 'high value' and a further 16% willing to pay extra for such a service. Similarly, schools responded positively to the possibility of age and/or year level information being added to SCIS records, with 65% saying they would value this highly, with a further 4% willing to pay for such a service.

Prior to the introduction of a national curriculum in Australia, adding curriculum-specific or year level information to SCIS records was not considered feasible or practical, but perhaps is now a more realistic possibility.

Managing digital resources

One concern that came through strongly was the challenge of managing the growing number of digital resources. A minority of schools seemed to have the situation well in hand, but these tended to be independent schools or larger secondary or P–12 schools. Others, particularly smaller schools and primary schools may be left behind.

Over a third of respondents said that e-resources not being managed or used effectively was one of their three most concerning resourcing issues. Twelve per cent of respondents reported that the challenge of managing digital resources was the single biggest issue their library currently faced.

One of the barriers that came through was the lack of staff expertise in managing these resources. Some library staff just wanted to know where to start. As one librarian said, 'We are at the very beginning of using e-resources. Information and PD are lacking'.

Softlink's 2013 *Australian School Library Survey* also reported that there is a strong demand for professional development around managing digital resources. According to that survey the most desired topics for 2013 included:
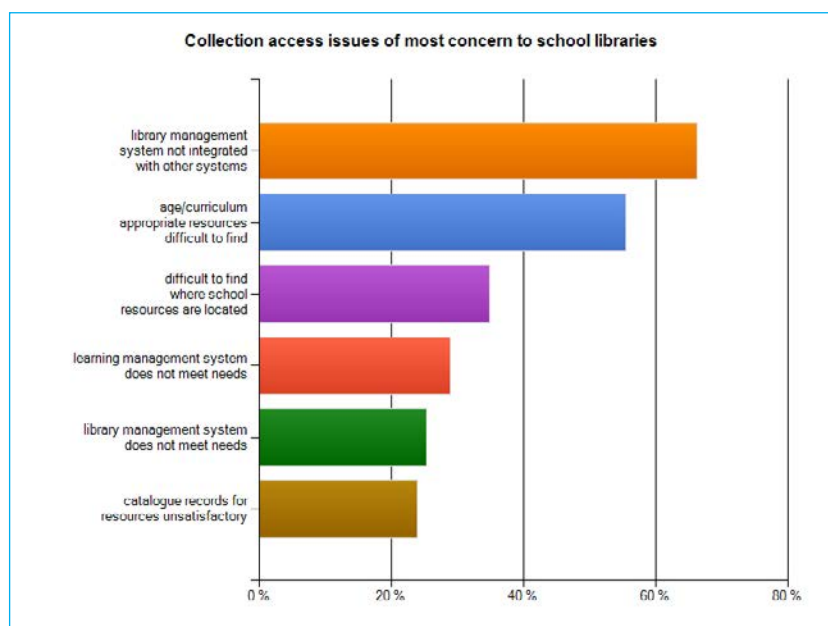
- ebooks/digital resources or eLearning
- iPads/tablets/mobile devices or BYOD
- library management systems
- copyright, many of these relating specifically to copyright for electronic/digital content (p. 23).

What resources are schools using?

Unsurprisingly the majority of schools still report providing access to 'traditional' library resources such as books, magazines and DVDs. But digital resources are increasingly common. More than half of the respondents reported that their schools now provide access to audiobooks, subscription databases and websites. More than 40% also reported providing apps, digital video and ebooks.

It appears that secondary and combined primary/secondary schools are further ahead when it comes to providing digital resources to their school communities. Subscription databases and digital magazines are much more common in secondary and combined primary/secondary schools than in primary schools, as are ebooks and digital video. Subscription database use in secondary and combined schools was surprisingly high (over 70% for both). It is unclear to what extent the difference between primary and secondary uptake is due to factors within the school such as budget and staffing constraints or outside the school such as a lack of content in these formats appropriate to primary school aged students.

School library collections survey 2013 (cont.)

Access issues of most concern to librarians

promoted in the Term 4 2013 issue of Connections and via social media on the SCIS Blog and Twitter account. Survey invitations were also sent via email to SCIS subscribers in ACT, Tasmania, Victoria, Queensland and South Australia. For the purposes of this article the first 300 responses were analysed. SCIS recognises the work of Clare Kennedy, Master of Information Management student at RMIT who undertook the significant work of analysing these survey results, and compiled this article.

Reference

Softlink 2013 Australia School Library Survey, http://www.softlinkint.com

Clare Kennedy
Student, RMIT Master of Information Management
Clare is an experienced primary teacher who also holds a Bachelor of Arts (Honours) in Psychology from The University of Melbourne, and is currently completing the Master of Information Management course at RMIT. She completed a professional placement with the SCIS team in November 2013.

One area where the trend is reversed is with apps, which are more prevalent in primary and combined schools than in secondary schools. Perhaps this is due to the availability of free and low-priced apps directed at this age group.

The range of digital resources provided also differed between school sectors. For example, 28% of government schools reported offering ebooks, compared to 62% of independent schools and 62% of Catholic schools. Similarly, only 38% of government schools in the study provide access to subscription databases compared to 75% of independent schools and 65% of Catholic schools.

Are digital resources being made accessible through library catalogues?

Schools varied widely in the number and types of digital resources they make accessible via their OPAC. Around a third of schools said students and staff have comprehensive access to a range of digital resources directly from their library catalogue. Fewer than 30% said they provide OPAC access to a small range of digital resources, while 37% reported that no digital resources are accessible via their OPAC. This figure jumps to 56% in primary schools and 69% in small schools (<300 students). This is likely to reflect lower numbers of digital resources purchased by these types of schools in the first place, as well as their lower staffing levels and more limited budgets.

Based on respondents' comments, some library staff also appear to be unaware that SCIS provides catalogue records for many digital resources including apps, ebooks, audiobooks, websites, digital video, and learning objects. This may be something SCIS needs to promote more heavily in the future.
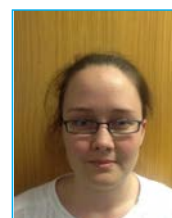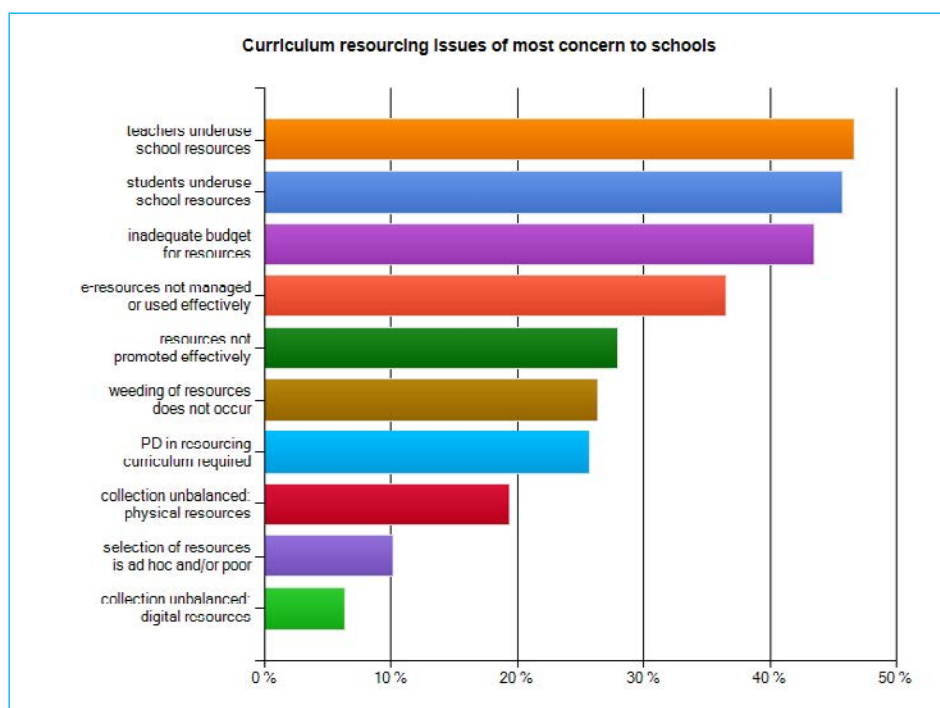
About this survey

The School Library Survey was conducted online during November 2013. It was

Curriculum resourcing issues of most concern to librarians

SCIS is more

Cataloguing update

A SCIS subscription includes a cataloguing service for any resource acquired by schools which is not already catalogued on SCIS. SCIS cataloguers add around 3500 records to the database each month from a range of publishers and booksellers, with the majority contributed by Australian and New Zealand schools. SCIS cataloguers are currently up to date with requests and we thank schools for the patience shown in Term 4 while arrangements were made following the closure of the Western Australian SCIS cataloguing agency. We are pleased to welcome on board cataloguers Barbara Carle, Tina Hoyland, Charlene Plunkett and Suan Kui Yoong from Western Australia, and also Robyn Smith as a new cataloguer in Victoria. Library technician Natasha Campbell has joined our in-house cataloguing team at Education Services Australia as cataloguing officer.

To send resources for cataloguing

SCIS has the following arrangements for cataloguing new physical resources.

Send or deliver resources clearly labelled with school name and **ATTN: SCIS Cataloguer** to one of the following locations:

Western Australia

We are very grateful to Campion Education for providing WA depot locations for SCIS cataloguing.

Campion Education, Door 4, 7 Oxleigh Drive, Malaga WA 6090

Campion Education, 28-30 Kembla Way, Willetton WA 6155

New South Wales & Australian Capital Territory

NSW SCIS Cataloguing Team, NSW Office of Public Schools, Locked Bag 53, Darlinghurst NSW 1300

New Zealand

Wheelers Books, 211 Wairau Road, Glenfield 0627 AUCKLAND

Queensland

Department of Education, Training and Employment, Library Services, 347 Old Cleveland Road, Coorparoo QLD 4151

South Australia & Northern Territory

ALS Library Services, 12–14 Tooronga Avenue, Edwardstown SA 5039

Victoria & Tasmania

Education Services Australia Level 5, 440 Collins street, Melbourne Vic 3000

For queries from any area, send an email to catrequest@esa.edu.au

For more information about our cataloguing services, head to: www.esa.edu.au/scis/cataloguing_services.html

Subscriptions 2014

SCIS subscriptions run for the calendar year and access to SCIS will be turned off if payment is not received by 14 February 2014. If you have problems logging into SCIS please check the status of your subscription invoice for 2014 and contact scisinfo@esa.edu.au for assistance.

Ensuring that your email contact in SCISWeb is up to date greatly helps us in making sure you receive invoices, statements and announcements in a timely fashion.

Outcomes of SCIS Asks Consultation

On Thursday 14 November 2013 SCIS conducted a consultation workshop in Melbourne. The consultation aimed to engage SCIS partners about future priorities in our support of school libraries and covered the following issues:

The view from the school library

Di Ruffles from Melbourne Grammar School was invited to set the scene for the SCIS Asks 2013 consultation forum and to provide her wish list for school library services.

The future of the library catalogue

Philip Hider, Head of the School of Information Studies, Charles Sturt University presented his vision for the future of the library catalogue.

The future of discovery systems

Alan Manifold, Digital and Library Applications Manager at the State Library of Victoria set the future of library discovery architecture in the context of the evolution of library systems and search.

The future of vocabularies

Ben Chadwick outlined the linked data aspect of ScOT which includes collections of concepts, redirections, related topics and mapping between repositories.

Resourcing the curriculum projects reports

- Ebooks project report and Australian Curriculum Connect Discovery/Scootle project: Colleen Foley, School libraries, NSW Department of Education and Communities

- SCIS Subject Headings data cleansing and ScOT retrospective load project: David Feighan

Links to the presentations and discussion questions from this workshop are available on the SCIS blog: http://scis.edublogs.org/2013/10/30/scis-asks-2013.
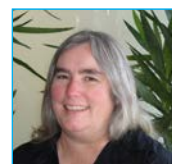
SCIS Professional learning 2014

Term 1 schedule includes:

- Friday 14 March, 2014, Making the most of SCIS, 9.30am – 12.30pm Melbourne VIC
- Wednesday 19 March 2014, Making the most of SCIS, 9.30am – 12.30pm, Melbourne VIC
- Friday 21 March 2014, Resourcing the Australian Curriculum, Canberra ACT – with Syba Academy
- Monday 24 March 2014, Resourcing the Australian Curriculum, Brisbane QLD – with Syba Academy
- Monday 7 April 2014, Making the most of SCIS, Perth WA
- Wednesday 9 April 2014, Making the most of SCIS, Geraldton WA

Check out the SCIS professional learning page for dates, venues and how to register: www.esa.edu.au/scis/professional_learning.html.

SCIS staff will also be attending key events including the SLAV conference in Melbourne on Friday 28 February 2014; the Catholic Primary Teacher Librarians Association NSW on Friday 4 April 2014, and the WA School Library Conference from Friday 11 April 2014. We hope to meet you there.

Pru Mitchell
Manager, SCIS
Education Services Australia

New and revised subject headings

Bible and Qur'an

This project involves updating access points and subject headings for the Bible and the Qur'an to correspond with Resource Description and Access (RDA) instructions. Changes include:

1 changing 'O.T.' to 'Old Testament', for works relating to the complete Old Testament
2 changing 'N.T.' to 'New Testament', for works relating to the complete New Testament
3 removing 'O.T.' or 'N.T.' for individual books of the Bible; for example 'Bible. O.T. Genesis' becomes 'Bible. Genesis'
4 changing 'Koran' to 'Qur'an'
5 changing the book number in the Dewey call number field from 'KOR' to 'QUR', in cases where Qur'an is the primary access point.

These changes affect SCIS subject headings, SCIS authority files and associated bibliographic records. The next release of SCIS Authority Files will include changes to headings and references.

The following table summarises the changes listed in SCIS subject headings. It shows selected examples of individual books of the Old and New Testaments and of subdivisions applicable to sacred texts. Changes to other headings constructed by cataloguers following these examples will be reflected in SCIS OPAC and SCIS authority files.

Old heading	New heading
Bible. N.T.	**Bible. New Testament**
Bible. N.T. – Biography	**Bible. New Testament – Biography**
Bible. O.T.	**Bible. Old Testament**
Bible. O.T. Apocrypha	**Bible. Apocrypha**
Bible. O.T. – Commentaries	**Bible. Old Testament – Commentaries**
Bible. O.T. – Geography	**Bible. Old Testament – Geography**
Bible. O.T. Psalms	**Bible. Psalms**
Bible stories – N.T.	**Bible stories – New Testament**
Bible stories – O.T.	**Bible stories – Old Testament**
Bible stories – O.T. Exodus	**Bible stories. Exodus**
Koran	**Qur'an**
Koran – Commentaries	**Qur'an – Commentaries**
Koran stories	**Qur'an stories**

Libraries should check with their library system documentation to determine the most efficient way to update the subject authorities in their system.

Soula Kipos
Cataloguing Team Leader, SCIS
Education Services Australia

library lovers' day
14 february 2014

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. *Connections* is distributed to all schools in Australia. SCIS is committed to publishing informative and useful material relevant to school libraries, helping library professionals keep up to date with the latest in information services and technology.

Submissions to *Connections*

SCIS welcomes submissions of articles to be considered for publication in *Connections*. Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Please forward submissions and correspondence to connections@esa.edu.au and include your contact details.

Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

Current and past issues of *Connections* are available online at www.esa.edu.au/scis.

Supporting Australian book creators

2013-14 school survey is finished

We have had a fantastic response to the Educational Lending Right (ELR) 2013–14 school library survey, which we manage on behalf of the Australian Government Ministry for the Arts in the Attorney-General's Department. In September 2013, we invited 600 schools to participate in the survey. 347 schools generously provided book data reports from their library management systems by the end of the survey period, which meant that all statistical targets for the survey were met.

A BIG thank you to participating schools

We are extremely grateful to every school that participated in the survey and provided us with their book counts. With your help, authors and book creators will receive compensation for income potentially lost as a result of copies of their book being held in school libraries.

Feedback from participants

The feedback from participants is valuable information to identify areas where we can improve our process and information. We appreciate the time participants took to fill in the feedback form, and are reviewing the comments to find ways to improve the ELR survey process.

The ELR dream team

SCIS and ESA would also like to extend a big thank you to the following people who helped to gather the data for ELR 2013–14 including John O'Brien at Sydney Catholic Education Office; Dennis Granlund at Canberra Goulburn Catholic Education Office; Sue Di Mauro at Brisbane Catholic Education Office; Miriam Jaen at NSW Department of Education and Communities; Mark Stirling at ACT Education and Training Directorate and Dean Hodgson and Marion Mitchell at Bookmark, Department for Education and Child Development, South Australia. We also appreciate the ongoing support of library system personnel from Bibliotech, Libcode, OCLC, Softlink and Northern Micros.

2012-13 final report is published

The results of the previous year's ELR survey (2012–13) have been released by the Attorney General's Department and are available as part of the Public Lending Right Committee's Annual Report at http://arts.gov.au/plr-committee/annual-reports/annual-report-2012-13. In the Annual Report, the Chair of the Public Lending Right Committee, Ms Evelyn Woodberry, says:

> *Together, PLR [Public Lending Right] and ELR continue to support the enrichment of Australian culture by encouraging the creation and publication of Australian books. As the interview with young adult fiction author Jack Heath in this report demonstrates, PLR and ELR recipients appreciate the income and acknowledgement provided through the schemes. Mr Heath's comment that the schemes 'provide a financial incentive to make literature which lasts' is gratifying and suggests that the schemes are fulfilling their objectives.*

Public Lending Right Committee Annual Report 2012–13, Commonwealth of Australia 2013
http://arts.gov.au/plr-committee/annual-reports/annual-report-2012-13

In total, the Australian Government made ELR payments totalling $11.496 million to 9865 eligible creators and publishers. We have provided a summary of the Top 10 highest scoring books in the 2012-13 ELR survey. As you can see, ELR continues to help authors such as Mem Fox, Morris Gleitzman, Emily Rodda and John Marsden earn an income from their books, so they can continue to write incredible books.

Top 10 Books 2012–13

1. Fox, Mem *Possum magic*
2. Rodda, Emily *Rowan of Rin*
3. Vaughan, Marcia K *Wombat stew*
4. Fox, Mem *Wilfrid Gordon McDonald Partridge*
5. Rodda, Emily *The lake of tears*
6. Marsden, John *Tomorrow, when the war began*
7. Rodda, Emily *The forests of silence*
8. Baker, Jeannie *Where the forest meets the sea*
9. Gleitzman, Morris *Two weeks with the Queen*
10. Fox, Mem *Hattie and the fox*

What Australian author Glenda Millard says about ELR

Contrary to popular belief, most children's writers in Australia don't make enough money from writing alone to live on. Most of us supplement our income by speaking at schools and festivals. The ELR payment that I receive forms a substantial part of my income.

Meelee Soorkia
Communications & Projects Coordinator, SCIS
Education Services Australia

ELR – Encouraging the growth of Australian writing and publishing

Website and app reviews

Read online for links to the websites

2014 International Year of Family Farming

http://www.fao.org/family-farming-2014/home/en/

The United Nations has proclaimed 2014 the International Year of Family Farming to highlight the role farms play in hunger reduction and sustainable development. This site features resources, background information and details future events.

SCIS no. 1643987

Connect & collaborate with NASA on social media

http://www.nasa.gov/connect/index.html

NASA has provided an abundance of diverse space-related material on this website, accessible in various formats. Access is available via e-books, blogs, all popular social media sites, chats, apps, RSS feeds and sound. Specific sub-sections are available for educators, students and the public.

SCIS no. 1643997

Educreations interactive whiteboards

https://itunes.apple.com/au/app/educreations-interactive-whiteboard/id478617061

This free app virtually transforms an iPad into a recordable, interactive whiteboard. Teachers and older students can create lessons or presentations incorporating images, handwritten text and recorded commentary. The results can then be shared over email, Twitter or Facebook.

SCIS no. 1543076

Forvo: the pronunciation guide

http://www.forvo.com

This website offers both the spoken and written pronunciation of literally millions of words in hundreds of languages, often with the choice of regional dialects. It is ideal for students and teachers struggling to find the correct pronunciation of words.

SCIS no. 1539734

Curious.com: Learn, teach, and share online video lessons

http://curious.com

Curious matches great teachers and their instructional videos with lifelong learners on a moderated website, which sets a standard for the content. Many lessons are free, however teachers may charge subscribers a fee for their individual lessons.

SCIS no. 1644014

Marqueed

http://www.marqueed.com

Developed by visual artists who wanted to collaborate on images, this innovative and free online app allows teachers and students to share, communicate, critique and collaboratively work on images, website design and photos in a secure environment.

SCIS no. 1644058

NSW Association for Gifted and Talented Children Inc

http://www.nswagtc.org.au

This association's website offers parents and teachers of gifted and talented students a multitude of resources, reviews, news, forums, blogs, event information, contacts and FAQs. Part of the site is available to the public, while membership offers the full range of features.

SCIS no. 1644027

Resources for schools

http://australia.gov.au/topics/education-and-training/resources-for-schools

Hosted by the Australian Government this portal offers a wide range of pertinent and important websites for teachers and students. Links vary from the NLA's mobile catalogue app, to CSIRO's Do it yourself science and ASIC's MoneySmart teaching.

SCIS no. 1644034

School kits – the Australian Made campaign

http://www.australianmade.com.au/resources/school-kits

A component of the overall Australian Made website, the education section offers interactive activity sheets, e-books, lesson plans and background information on Australian manufactured and grown products which feature the Australian Made logo. The benefits of purchasing locally produced goods are outlined to students by an animated character.

SCIS no. 1644043

Socrative

http://socrative.com

This engaging, free IOS and Android app allows teachers to set a variety of multiple choice, true/false or short-answer quiz-type questions that students can respond to on any device with a web browser, such as tablets, smartphones, or laptops. The results are then available in graph format on the teacher's device or accessible via email.

SCIS no. 1644052

Seriously amazing

seriouslyamazing.si.edu

The staff at the Smithsonian have been asked countless questions over the years. This website publishes a host of intriguing questions, with links to the answers and additional information. Topics come from the fields of art, popular culture, science and history.

SCIS no. 1626164

Top 50 school library blogs

www.teachercertificationdegrees.com/top-blogs/school-library

This is just the site for teacher librarians with an interest in keeping abreast of all the exciting changes occurring in their profession. The blogs are witty, erudite, inspiring, charming and thought provoking. The content has an American orientation, but does include blogs from Australia and New Zealand.

SCIS no. 1626169

Nigel Paull
Teacher librarian
South Grafton
Public School
New South Wales
npaull@telstra.com

The internet sites selected in *Website and app reviews* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites are subject to change.

Resources for classroom teachers

This page features highly recommended professional resources available through Curriculum Press that support teaching practice. Please visit the Curriculum Press website at www.curriculumpress.edu.au for a full list of titles and to order online.

Guiding Thinking for Effective Spelling

144 pp
Author: Christine Topfer & Deirdre Arendt
Publisher: Education Services Australia
RRP: $44.95
SCIS no: 1414400
ISBN: 978 1 74200 481 5
Years: F–8

Promoting the belief that spelling is a vital part of the communication process, this book now also includes a revised Scope and Sequence, with links to the Australian Curriculum: English. It provides clear guidance about creating your own school's supportive learning community, with practical examples for assessing student spelling needs and adjusting teaching practice to guide student thinking about spelling.
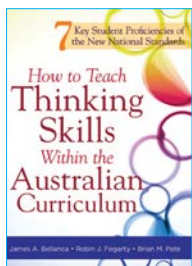
Teaching Comprehension

CD-ROM series
Author: Diane Snowball
Publisher: Aussie Interactive
RRP: $275.00 each
Years: F–9

The Teaching Comprehension series transforms the latest research-based theory into classroom practice. Available in three levels – years F–2, 3–6 and 6–9 – this interactive, multimedia CD-ROM series will support you to master effective reading comprehension instruction.

Access:

- professional development materials
- opportunities for whole-school or classroom planning
- audio files and video footage of effective classroom design and practice
- downloadable lesson plans, articles, research findings and activities.

How to Teach Thinking Skills Within the Australian Curriculum

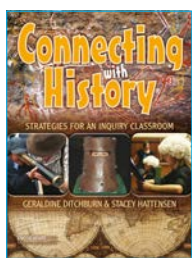228 pp
Author: James Bellanca, Robin Fogarty & Brian Pete
Publisher: Hawker Brownlow Education
RRP: $32.95
SCIS no: 1604230
ISBN: 978 1 74330 692 5
Years: F–12

This practical guide will prepare you to teach to the Australian Curriculum standards, across all year levels and content areas. Discover how to make simple adjustments to your classroom instruction in order to enhance students' critical thinking skills and prepare them for university and the workforce.

It provides:

- tips for primary, middle and senior level learning
- different ways to promote thinking skills in your classroom
- suggestions on teaching to the standards and helping your students apply their skills across the curriculum.

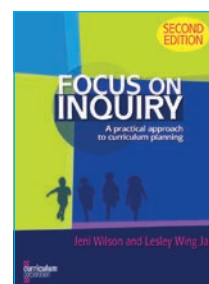## Connecting with History
Strategies for an inquiry classroom

96 pp / epub ebook
Author: Geraldine Ditchburn & Stacey Hattensen
Publisher: Education Services Australia
RRP: $40.95 print / $31.99 ebook
SCIS no: 1524112 print / 1524119 ebook
ISBN: 978 1 74200 542 3 print / 978 1 74200 544 7 ebook
Years: 3–6

Connecting with History is aligned to the Australian Curriculum and has been designed for classroom teachers who are not history specialists. It provides practical, adaptable scaffolds and ideas to make history inquiry stimulating and accessible.

Available in both print and ebook format, this is a resource you will want to have on hand when looking for ways to engage and inspire lifelong learners in history.

Watch out for the sister title – *Connecting with Geography* – coming soon!

Focus on Inquiry (2nd ed)

144 pp
Author: Jeni Wilson and Lesley Wing Jan
Publisher: Education Services Australia
RRP: $43.95
SCIS no: 1405684
ISBN: 978 1 74200 480 8
Years: F–12

Discover how to plan and assess inquiry-based units with this clear guide to the practice of inquiry, the forms it can take in the classroom, and the pivotal role of the teacher in effective inquiry learning. This revised edition builds on current research into learning and pedagogy, the authors' continued experiences and the renewed interest in inquiry as a way to facilitate student learning. It provides:

- classroom snapshots
- in-depth sample units
- material on assessment, planning and questioning
- practical lists, photocopiable resources and activities.

Michelle Harvey
Promotions Officer
Education Services Australia

Visit www.curriculumpress.edu.au for a full list of titles

myfuture ~ Australia's national career information website

- Featuring a brand new user-centred design
- Personalised career exploration tailored to your life stage
- **myfuture** mobile delivers career planning and information at your finger tips

myfuture.edu.au
your career, your future

Australia's career information and exploration service
myfuture is a joint initiative of the Australian Government and state and territory governments

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SAFE SCHOOLS HUB

Working towards safe and supportive school communities

Students' safety and wellbeing is paramount in Australian schools, but with the number of resources and websites available, how do you choose the most effective tool for your needs?

The **Safe Schools Hub** brings together on the one website a vast array of information to help schools provide a safe and supportive learning environment. It provides an interactive version of the National Safe Schools Framework, a nationally agreed policy, endorsed by all Ministers of Education to ensure that all Australian schools:

- nurture student responsibility and resilience
- build a positive school culture
- foster respectful relationships
- support students who are impacted by anti-social behaviour, including bullying and cyberbullying.

Safe Schools Hub covers:

- positive behaviour management and social and emotional skill development
- student engagement and ownership
- leadership and school culture
- partnerships with families and the wider community.

The **Safe Schools Hub Resources Gallery** is of particular relevance as it selects the best and most pertinent resources and presents them using a powerful search tool. You can refine your search by using filters such as audience, school level, Australian Curriculum, resource type and education sector. The resource gallery includes links to other sites with a short synopsis of the resource. It also identifies the resource type, for example document, website, etc.

Safe Schools Toolkit provides support for teachers and school leaders. It includes:

- video case studies showcasing schools that have implemented effective safe school practices

- the School Audit Tool, where schools can assess how they are doing on each of the nine elements of the Framework and can use this information to inform their safe school plans
- resources that unpack in detail each of the nine elements of the Framework
- activities that further suggest how to introduce safe school practices in a school setting.

The **Safe Schools Hub** project is being developed by Education Services Australia for the Australian Government, working in partnership with state and territory governments and the non-government school sectors.

What's next?

- Professional Learning Modules for teachers, school leaders and pre-service teachers
- Information for parents
- Ideas for students.

Visit **www.safeschoolshub.edu.au** to discover how you can make your school a safe and smart school.

The **Safe Schools Hub** project is funded by the Australian Government Department of Education.