DISCOVERY COLLEGE
Library Annual Report

DISCOVERY COLLEGE
LIBRARY

2010-2011

What a Year This Was!

Mrs Sercombe came on board as our new PYP Teacher librarian, the secondary fiction section doubled in size, more students used the physical and virtual spaces of the library plus much more!

The library is central to implementing, enriching and supporting the teaching learning program of the school. We are proactive in developing information literate students and supporting an information literate community.
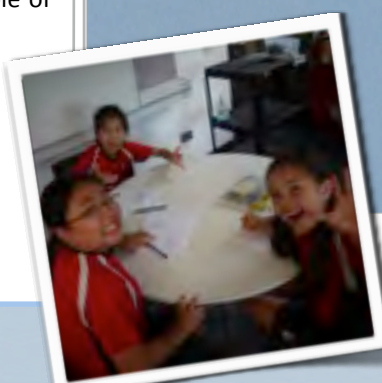
Discovery College Library

Mission Statement

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

- support and enhance educational goals as outlined in the school's mission and curriculum,

- develop and sustain in children of all ages the habit and enjoyment of reading for pleasure and the use of libraries throughout their lives,

- offer opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment,

- support all students in the learning and practising   of skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community,

- provide access to local, regional, national, global resources and opportunities that expose learners to diverse ideas, experiences and opinions,

- organise activities that encourage cultural and social awareness and sensitivity,

- work 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,

- promote reading and the resources and services of the school library to the whole school community and beyond, in various formats,

- promote ethical use of information and intellectual property through education and being an example of the value of academic honesty.

Policy Development

A library policy procedures manual was continued from last year, with further additions to acquisitions, cataloguing, shelving, creating new lists, essentially creating standards and protocols for all staff to follow as they do their daily work. This will be helpful for new staff , and help to maintain systems and standards.

Initiatives

Achievements

The library and staff have been very busy working on a number of projects through the year to enhance the library services and space.

Library Function

Self checkout was introduced at the beginning of the year, this has not been as successful as the self check-out station is also being used for other functions. We will need to make this more functional next year.

A member of staff was also situated on the upper floor to help secondary students look for and checkout resources when required. They also helped to prepare displays of resources to support the curriculum and other special events. This has been well received by students.

Fluency books were set up to be lent by the EA's to the children to reduce losses and to keep a record of what the students are reading and taking home. After a few hiccups, the system worked well to track the books, with minimum losses.

Picture books were allocated learner profiles and other subject headings, and labelling of picture books was completed. Assisting in finding required support for the curriculum.

Weeding was undertaken of junior non-fiction, junior fiction, and fiction with about 400 titles removed form the collection due to age, making more room for new titles.

Cassettes reformatted into digital format ready for uploading onto MP3's.

Series books labelled in order to help with selection.

A full stocktake was undertaken over the summer holidays - see report in appendix.

Virtual Space

The library website front page was redesigned to make it easier and more visual for students to navigate.

The Primary Netvibes page was created to support the PYP curriculum across all year levels.

The number of online databases was increased to cater for the upper and lower schools.

Goodreads was promoted as a reading log in years 7 & 8 in english classes.

Introduction of QR codes as a means of communication and source of information.

OPAC was enhanced with more pictures & subject headings added to resources.

Physical Space

A new secondary fiction and magazine area was created with the purchase of new shelving and removal of some non required fittings.

Large canvas posters were hung from the mezzanine level which has added colour and brought the two levels together.

A large monitor was installed with the idea of showing displays of book trailers and other reading promotions. This has not been as successful as it could have been as the control is not with the library, resulting in the displays not being changed as often as need be. A large digital photo frame was also installed on the circulation desk to highlight and promote new reading opportunities.

New signage was created for various parts of the library - particularly the non fiction bay ends.

Senior graphic novels were placed on a trolley in the middle of soft furnishings and has been very popular.

Client Support

Staff users guide was developed to help teachers and other staff access the online resources.

The library extended opening hours from 8am - 4:30pm with many students taking advantage of the later times.

A survey was undertaken of the secondary students and staff on library services. PYP teachers were asked for feedback on the support and improvements for library services.

A number of workshops were held through the year - one for Parents on accessing the online resources, one for EA's on accessing the OPAC and online resources, and workshops for teachers and other staff on twitter, inquiry & using the library online resources.

Workshops for secondary students on Ethics and responsibility.

PYP & MYP TL's planning units with teams to add to curriculum.

A school wide reading program was introduced "Read around the world in 80- books" with students being given passports to record their reading.
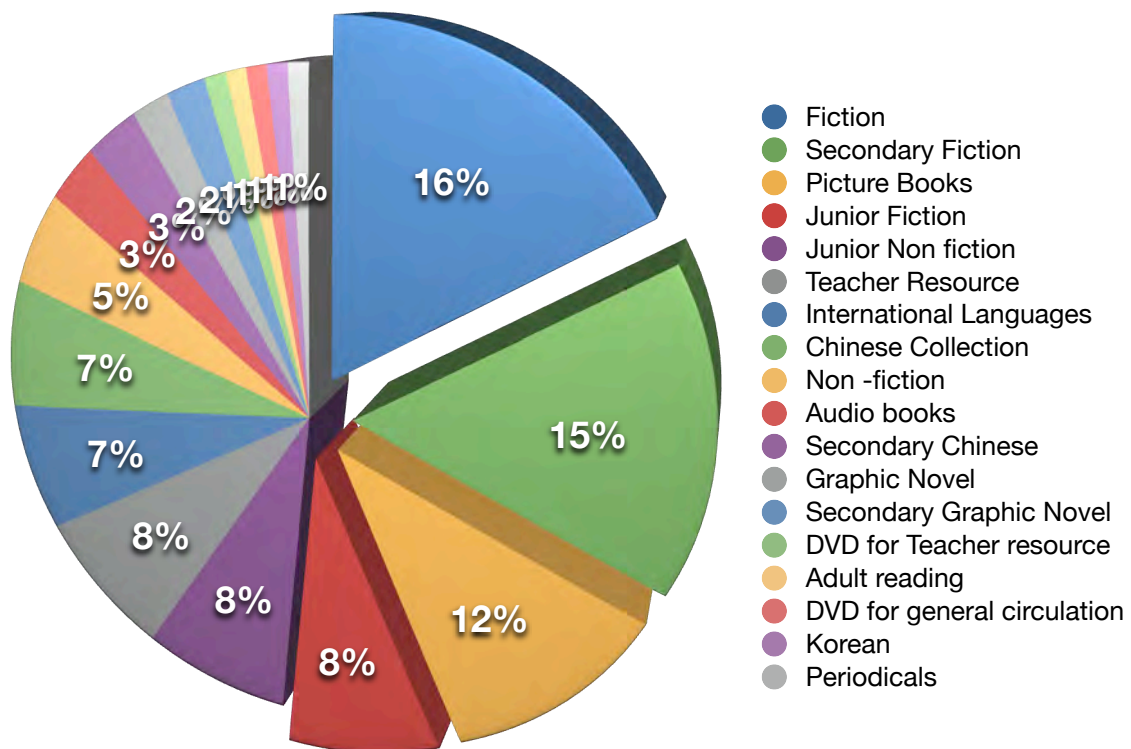
Statistics - Collection Development

Total library holdings **34,563**, Resource room holdings **17,588** (includes equipment, text books, reading club books, guided readers, fluency books, learning resources ....) Total catalogue records **52,151**. Weeding was undertaken through the year, but **7503** new items have been added to the catalogue in the past 12 months.

Weeding is an essential part of the process of developing a vibrant current collection. Many of the resources weeded were left over from the opening of Bauhinia, had been handed on from other schools and were extremely old and dirty. Weeding gives us room to purchase new resources, and keeps the collection fresh. **635** resources were weeded from the collection this year.

324 resources have been marked as missing, lost, lost and paid for, or student has taken them when they left the school. This is a high number.

LOCATION	OPENING	CLOSING	ADDITIONS	DISPOSED	MISSING	GROWTH %	TOTAL OF COLL. GROWTH %
Adult reading	0	9	9			900	1
Audio books	42	52	10			23	3
Chinese Collection	544	757	213	1	4	39	7
DVD for general circulation	215	244	29	6	15	17	1
DVD for Teacher resource	97	132	35	0	0	36	1
Fiction	2854	3,394	540	316	78	18	16
Graphic Novel	169	229	60	4	4	35	2
International Languages	98	315	217			221	7
Junior Fiction	2208	2,720	261	172	47	12	8
Junior Non fiction	3244	3,511	267	104	34	8	8
Korean	318	355	37	0	0	11	1
Non -fiction	5179	5,331	152	20	30	3	5
Parents	16	17	1	0	0	6	
Periodicals	29	49	20			68	1
Picture Books	2187	2,567	380	6	38	17	12
Secondary Chinese	200	291	91	2	0	45	3
Secondary Fiction	982	1,486	504	4	15	51	16
Secondary Graphic Novel	10	76	66	0	0	660	2
Teacher Resource	471	728	257	0	2	54	8

Statistics - Collection Development

% of overall collection growth according to location

Legend:
- Fiction
- Secondary Fiction
- Picture Books
- Junior Fiction
- Junior Non fiction
- Teacher Resource
- International Languages
- Chinese Collection
- Non -fiction
- Audio books
- Secondary Chinese
- Graphic Novel
- Secondary Graphic Novel
- DVD for Teacher resource
- Adult reading
- DVD for general circulation
- Korean
- Periodicals

One of our goals this year was to focus on developing the fiction collections across the board. This chart indicates we did this with 50% of the new additions going to the 4 fiction collections.

Statistics -

Department Collection Development

All departments purchase resources using their own budgets, and the resources are housed in their own areas, however all the resources are catalogued through the library system to ensure double ordering does not occur and to be able to locate resources easier when required.

DEPARTMENT	OPENING	CLOSING	ADDITIONS
Art	10	15	5
Big books^	485	506	21
D&T	35	65	30
Drama	359	455	96
Equipment	138	164	26
Fluency Books*	3119	3,195	76
Guided readers*	7419	7,468	49
Mandarin room	3269	3,393	124
Music	89	126	37
Primary Inq, Texts*	1557	2,281	724
Primary Lit. Texts*	1249	1,570	321
Primary Mathematics	1821	1,731	-90
Resource Room*	4217	3,648	-569*
Sec. Drama Text	79	200	121
Sec. English Text*	1139	1,410	271
Sec. Humanities	415	495	80
Sec. Inquiry Texts	181	226	45
Sec. Lang A	697	863	166
Sec. Maths	97	129	32
Sec. Science	263	293	30
Spanish	17	98	81
Student Support		352	

* items were relocated to other collections.

Online Resources

Databases

Encyclopedia Britannica

Britannica Global Reference Centre

Gale Infotrac Junior Edition

Gale Global Issues in Context

Brainpop

Book flix

Naxos music online

Grove Music Online

The Source

Online Magazines

History Today

New Scientist

Make Magazine

The economist

Mac Life

SCMP

The Wall Street Journal

News Academic

Online Professional Resources

Phi Kappa Delta

ASCD

eLit

Database Use

| ONLINE RESOURCE	SESSIONS	SEARCHES	COST	AVERAGE COST / SESSION
			HKD	
Infotrac	1,281	16732	$9,360	$7.30
Gobal Issues in Context	608	1730	$16,770	$27.50
Naxos Music	85		$3,510	$41.30
Grove Music Database	61	256	$5,443	$89.20
Encyclopedia Britannica	5,798	19157	$15,589	$2.60
Brainpop	3,412		$11,625	$3.40
Bookflix	60		$5,140	$85.60

Comments and Observations:

We had a few problems with access to the databases through the year, in particular Bookflix, Naxos and Grove Music Online which would account for some of the low usage statistics for these databases.

Global Issues in Context is a powerful database which was introduced this year, and needs a lot more promotion to the upper secondary students and staff. Bookflix, Naxos, Grove, needs to be promoted more across the school.

Encyclopedia Britannica was widely used throughout the Primary school as support for the units of inquiry and heavily promoted by the PYP TL.

Brainpop is popular with all students as a recreational learning tool as well by teachers to support learning.
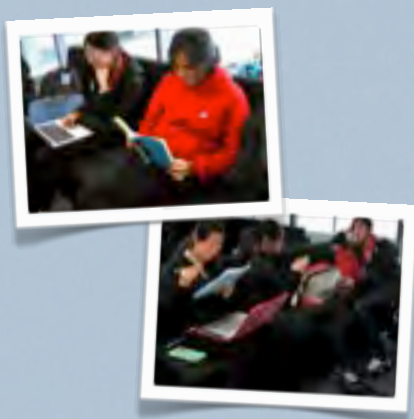
Students using the library for different activities, using different tools to help them do what they need to do.

Netvibes

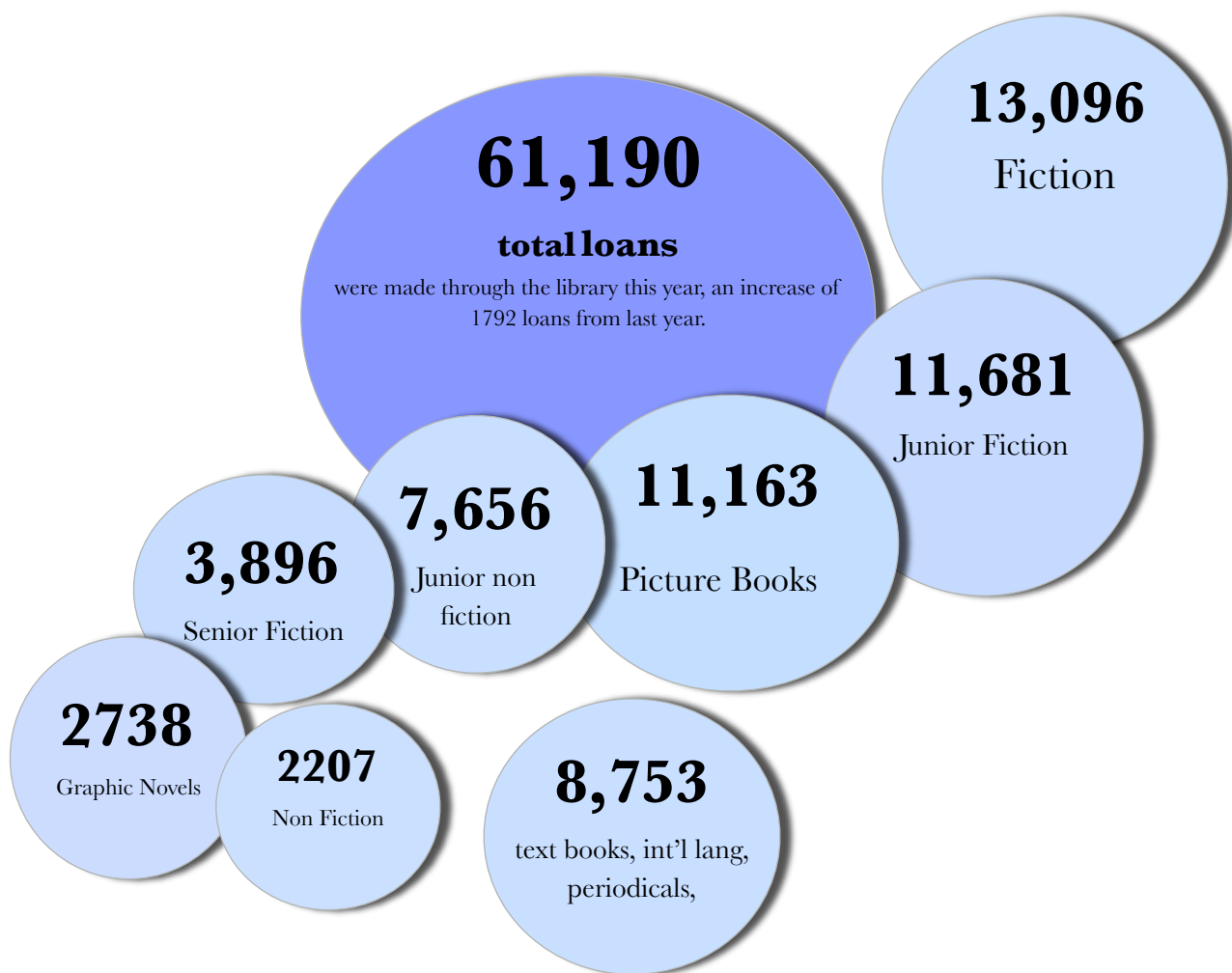**The School Netvibes page was divided into Primary and Secondary.**

Leanne Sercombe, PYP TL set up a page for each of the Primary year groups and modeled how to add content to the teachers with the ultimate aim to have the year teachers taking responsibility for adding to these pages. The response has been positive and allows the students to access resources that have been selected for their level and curriculum focus.
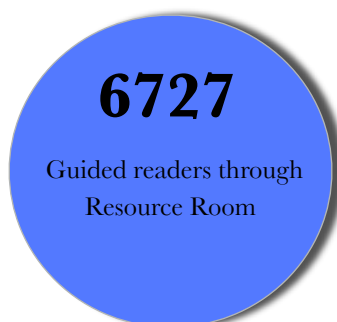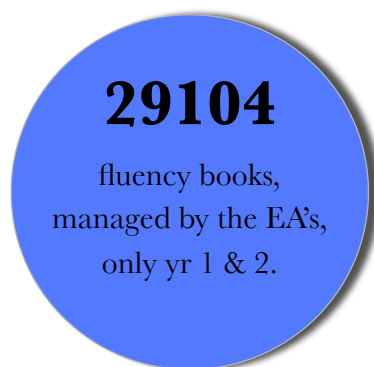
Facebook

The Library Facebook page was re-created as a fan page.

This change of status allows for multiple administrators and is not linked to any personal pages. It continues to be fed into the fans newsfeed and as such is a good way of disseminating information along with all the other pathways including email, the daily bulletin and signage across the school.

Circulation - what is being borrowed?

61,190

total loans

were made through the library this year, an increase of 1792 loans from last year.

13,096
Fiction

11,681
Junior Fiction

11,163
Picture Books

7,656
Junior non fiction

3,896
Senior Fiction

2738
Graphic Novels

2207
Non Fiction

8,753
text books, int'l lang, periodicals,

Plus...

29104
fluency books, managed by the EA's, only yr 1 & 2.

6727
Guided readers through Resource Room

2184
Resource room

Most Popular Fiction :
Warriors Series
Diary of a Wimpy Kid
Percy Jackson series

Most Popular Senior Fiction :
Cherub series
Maximum Ride
Jacqueline Wilson

Circulation - who is borrowing?

The results below are individual loans which include renewals, fluency book, fiction, non-fiction and text book borrowing. Of particular concern is some of the year 9 and 10 classes with very low borrowing numbers per student, averaging about 11 per year. We need to find if they are not reading, or if they are, why they are not using the library resources. Is it because we do not have what they want, or they find the library services inconvenient?

Year 1 and 2 numbers are very high as the numbers include their fluency book borrowing, where they take a book home every night.

Lower Primary Circulation
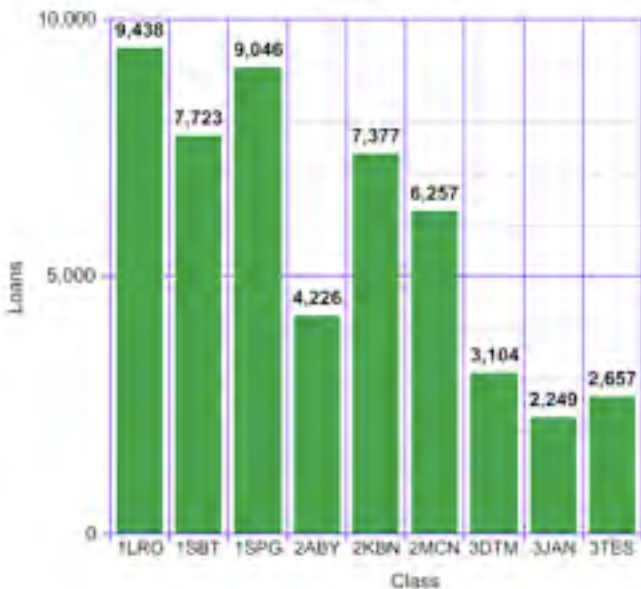
Upper Primary Circulation
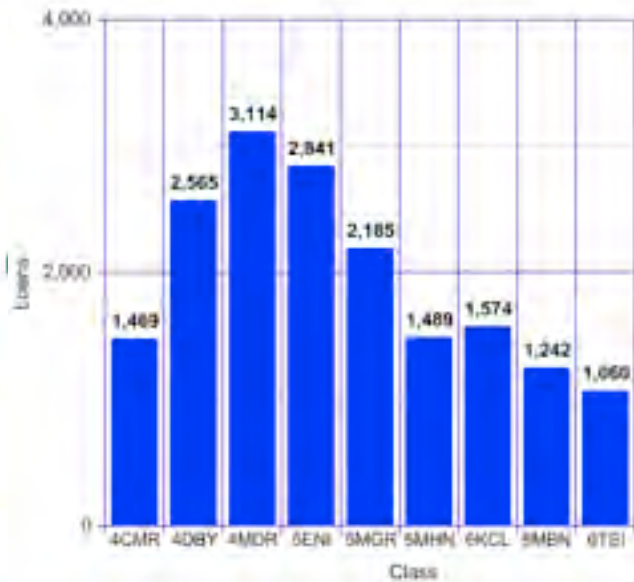
Primary classes have 30 students in each class.

Lower Secondary Circulation
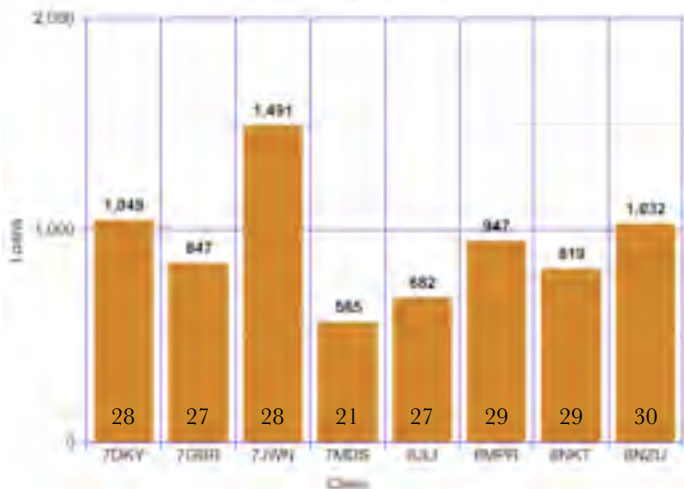
Upper Secondary Circulation
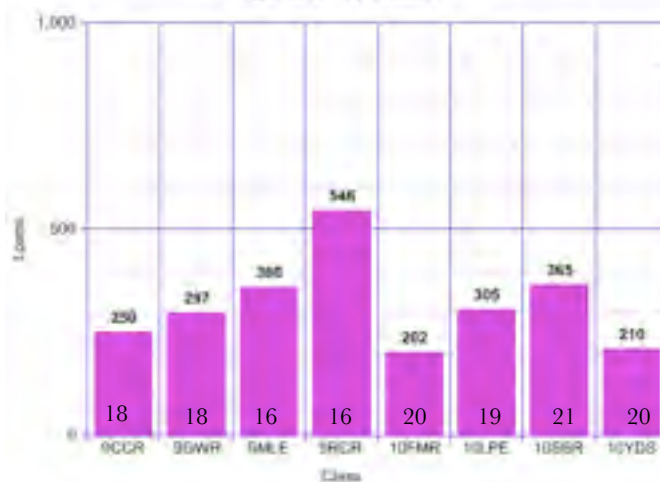
Secondary class numbers are in the columns.

Staff & Parent Circulation
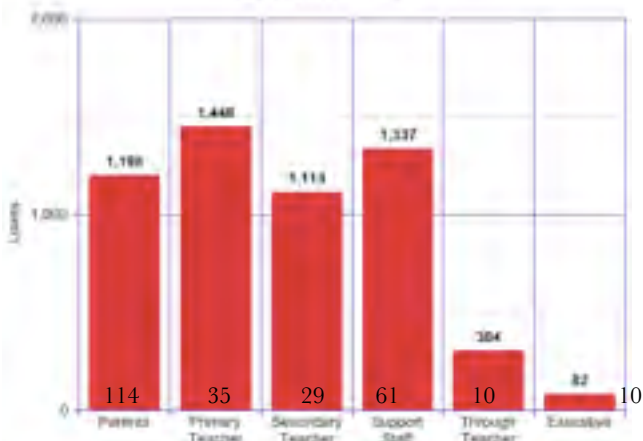
At the end of the school year we had an extraordinarily high number of overdue items - **1084**.

Upon examining the breakdown there were about 60% of these which were student loans, 10% were loans to teachers, 15% were resources that had been lent to classes which did not come back, with the remainder belonging to the resource room which had not been returned properly, or were in the wrong collection. The records will be adjusted over the summer.

Periodicals....

1. **Girlfriend magazine**
2. **DMag**
3. **Typhoon Club**
4. **Top Gear**
5. **Good Food**
6. **Rugby World**
7. **Mac Life**
8. **Seventeen**
9. **World Soccer**
10. **Inside Sport**

Action Asia
Asia Diver
Asian Passport
Australasian Scuba Diver
CNG Magazine
Daily 7-10 Magazine
DMag
The Economist
Girlfriend
Golf Digest
Good Food
Hi Charlie
History Today
Inside Sport
MacLife
Make Magazine
National Geographic
National Geographic Kids

National Geographic Little Kids
National Geographic Traveler
New Scientist
Que Tal?
Readers Digest
Rolling Stone
Rugby World
Seventeen
Sports Illustrated for kids
TBK Magazine
TC2
Teen Vogue
Time out
Top Gear
Typhoon Club
World Soccer

PRINT MAGAZINES

Print magazines based on recreational topics are very popular with students even with the lure of online information. They enjoy browsing them in the library with their friends, discussing the articles and pictures or even quietly reading them by themselves. It is a very popular section of the library.

Use of Library -

Library opening hours
8:00 - 4:30pm

The library extended opening hours this year by 30 minutes to cater for those who are waiting for CCA's to start and to support those who needed a place to finish homework, assignments or needed a climate controlled place to read. Many students took advantage of the extra 30 minutes in the afternoon.

Students use the library to read, do work, borrow cameras print, make movies, find and borrow resources and to be with their friends in a cool climate.

Staff use the library to print, borrow cameras, do work in a quiet space, meet and work with students and with each other for meetings.

On average 320 people come into the library each day for PYP library

times, MYP english reading times, lunch times, recess, before and after school, to meet with Library staff and to print.

Visitors to our Library -

We had a number of visits to our library this year from various people.

•Staff from Bradbury Primary came to see our library and discuss systems we had in place to prepare for their new library space.

•3M visited a number of times with faculty from HK Institute of Vocational Training to show how the RFID system worked.

•A number of International librarians arranged a visit before the IB Cat 3 Workshop in HK

•A large group of librarians visited as part of a HK school library tour before the 21st Century learning conference in HK.

•Stephanie Gilchrist from Quarry Bay School visited to discuss our scheduling and systems for PYP support.

•ESF visited to discuss the RFID system and how it was implemented and supports the library programme.

•Discovery College was also host to the ALESS HK meeting in February 2011 where 25 HK school librarians visited.

Budget -

Pie chart legend:
- Books 41%
- Databases
- Library Operations
- Magazines
- Teacher Resources
- Author visits
- DVD
- Bookweek
- Displays

Pie chart slice labels: 41%, 24%, 15%, 7%, 5%, 5%, 2%, 2%, 1%
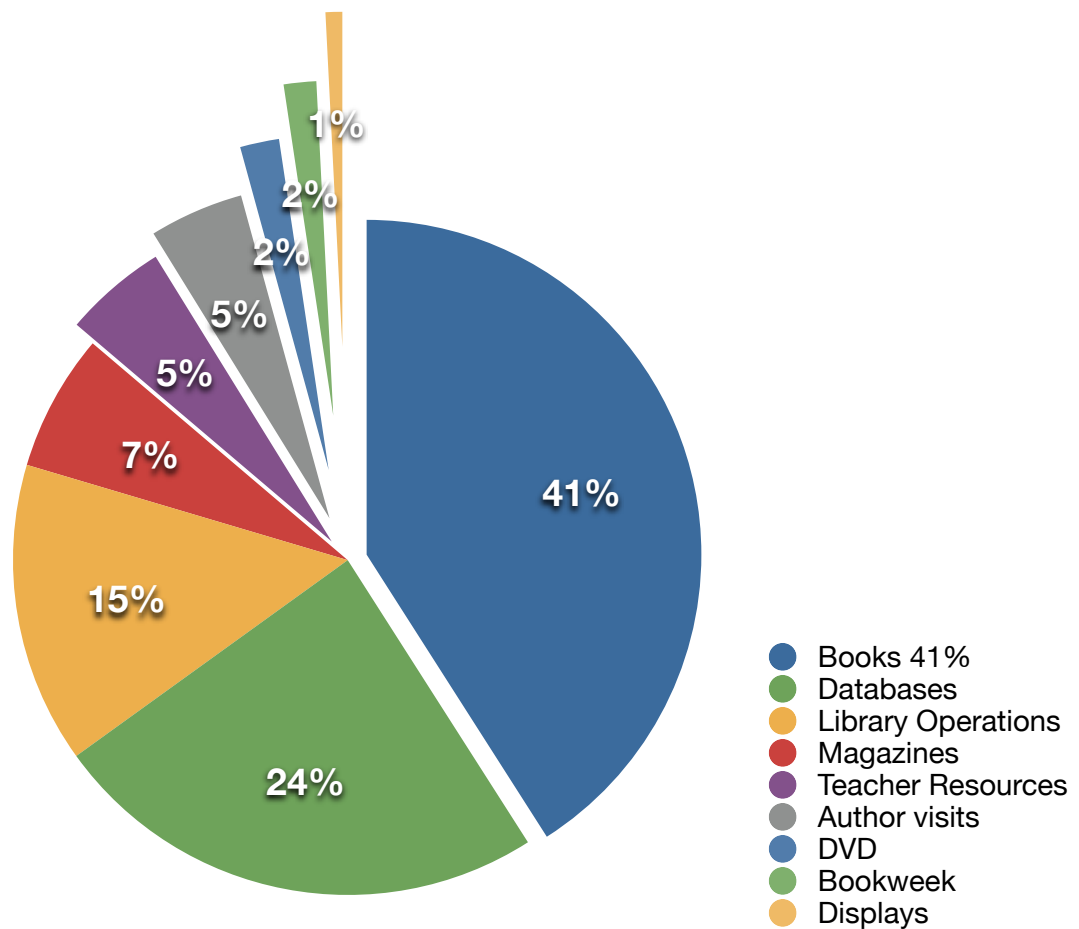
The budget this year was $330,000 this was an increase from last year of $20,000.

This equates to an allocation of about $365 (46USD) per child in the school for the year.

Our priority for collection development this year was developing the fiction collection across all year levels, but particularly the senior fiction.

We also increased the database facilities to include Naxos Music, Grove Music online, Bookflix, and Gale Global Issues in context, hence a larger proportion of the budget being allocated to these online resources compared to last year.

Library operations took a larger slice of the budget as we implemented self checkout which required more hardware and costs rose due to the increasing population.

At the end of the academic year we were given more money to use toward purchasing resources which brought the budget up to $410,000HKD. (52,500 USD)

The budget is also supplemented by donations of books from DC families as well as points earned through Paddyfield Bookclub. This year the DC community earned $17,500 worth of credits that we could spend at Paddyfield to supplement the collection.

Next year we are looking to move into the area of e-books, which will mean even more of the budget being allocated to online resources.

Teaching and Learning - PYP

2010/11 saw the recruitment of a PYP teacher Librarian/Information Literacy Specialist who was responsible for connecting with the existing PYP curriculum in authentic ways. This was possible due to the flexible scheduling allowing for regular planning times with year levels and a 'just in time' approach to teaching and learning incorporated within a draft Digital and Information Literacy (DIL) Curriculum. Netvibes, an online repository of web resources, was also enhanced and made more Primary friendly. Resources were age and developmentally appropriate.

Overview
Year 1
Students were given an introduction to library systems and borrowing. Many connections were made with PYP concepts and literature using Kidspiration as an organising tool. Students also began their first independent research-based inquiry and were also taught how to access content and resources via the Library OPAC catalogue. Students also explored traditional storytelling with a focus on Japanese Kamishibai.

Year 2
Students explored the organisational structures within the library as part of their first unit of inquiry. Students were introduced to a variety of search engines for different purposes. A major focus was to explore aspects of visual literacy looking at features of fiction and non-fiction texts and image searching using the safer domain of .edu and Google custom search and Google Wonderwheel were used to enhance effective searching.

Year 3
Students reviewed their use of OPAC to find resources quickly and effectively, were introduced to Netvibes, examined the organisational structure of

the library. Research skills were enhanced by the broadening of search engines. Websites were evaluated critically and students were made aware of the importance of website credibility.

Year 4
Students explored different organisers to record information to support their inquiries. Literature was strongly used to support their understanding of the concepts eg. change, causation and perspective. Students explore different types of questions to promote a good independent inquiry. Story elements were explored and organisers were used and changed to organise their discoveries.

Year 5
Students were introduced to Diigo as a social bookmarking site to organise their research. Students used Netvibes extensively to support the language and inquiry links. A variety of databases were used to widen their available resources. Online newspapers were also used to enhance their knowledge of current events related to their inquiries. Visual literacy was also explored as part of the unit on indigenous peoples.

Year 6
Students were introduced to Diigo as a social bookmarking site to organise their research and students used this to collaboratively research and to share and record notes. A variety of search engines were introduced as alternatives to Google and the purposes of each were identified. Databases such as Britannica were more actively used. Visual literacy was also a major focus with students identifying key information related to the concepts of each unit. Students used BibMe to record appropriate bibliographic information. Support was also given for the PYP exhibition.

- Year 6 24%
- Year 1
- Year 4
- Year 5
- Year 2
- Year 3
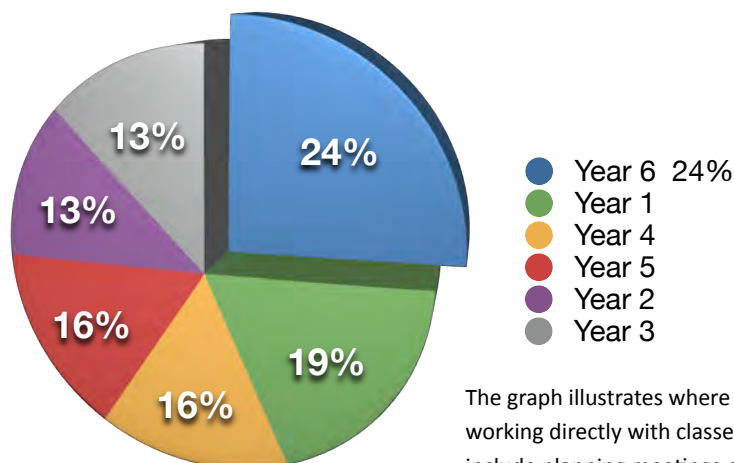
The graph illustrates where time was spent by the PYP TL working directly with classes in a teaching role. It does not include planning meetings or informal support.

Teaching and Learning - MYP

This year was the first year that the MYP had a dedicated Teacher Librarian, it was a year of mapping and working out how the Teacher Librarian could add value to the curriculum in the various subjects across the curriculum.

Use of Databases & Diigo, writing bibliographies, extracting relevant information, forming good research questions, evaluating information, creating useful keywords, note taking, ethics and understanding copyright and plagiarism were all taught across the year groups as part of the Digital and Information literacy curriculum. The Teacher Librarian mainly worked with english/ humanities and science department, however offered support across all subjects in different ways.

The Teacher Librarian worked closely with Year 8 English / Humanity unit "What is the real HK" working right through the unit from planning to assessment. The culmination of the unit was a museum display in the library based on student learning which formed part of their student led conference discussions with parents.

Literature and reading promotion was also part of the programme with Goodreads being introduced to Year 7 and 8 as an extension of their reading as well as being creators of reviews to add to this platform.

QR codes have also been placed on the back of the new senior fiction books which link to Goodreads to promote reading further.

Having year 7 & 8 classes come into the library as part of their English time was a good opportunity to talk to students about their reading, introduce them to new titles or recommended reads, and, give them some time to read and enjoy a good book. We hope to extend this across more year levels next year.

Speed Dating was also introduced during Library Lovers Month to encourage students to read books they would not normally read along with a full school reading incentive programme "Read around the world in 80 books."

Resourcing to support the curriculum was still a major part of the TL's role with many online resources being added to the Netvibes page to support the units of work that required specific local information that was difficult to find using general searching techniques.

The next year will bring greater embedding and infusion of information literacy skills across all subjects and year levels with a continuum developed in conjunction with the secondary literacy working group.

MYP TL working with classes

- Year 7 — 33%
- Year 8 — 30%
- Year 10 — 23%
- Year 9 — 15%
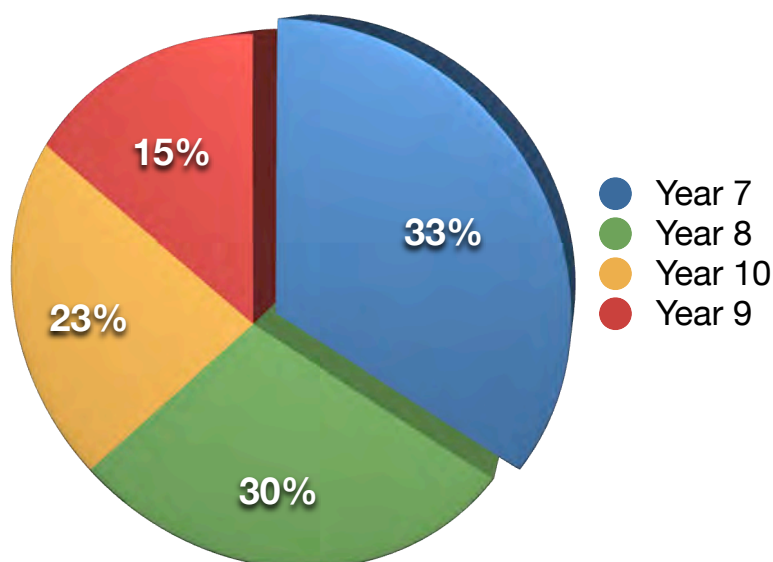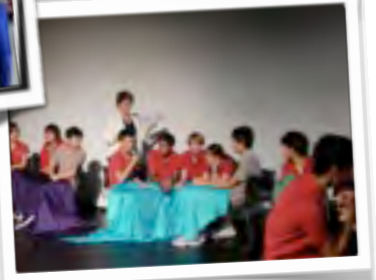
Bookweek

Fly into Fantasy

Bookweek was action packed this year with activities centred around our 'Fly into Fantasy' theme.

Fantasy Creature creation

The week kicked off with Primary classes creating fantasy creatures with air dry clay during library time. They were then put on display for the week for all to see.

Bag a book

Students were invited to bag a book by creating a visual book promotion by taking a recycled shopping bag and attach pictures, reviews and realia to encourage others to read the book.

Competitions and free gifts.

The first competition was held to create the Bookweek poste, then elements from all entrants were used to create the final product.Every student in the school was given a custom made Moo bookmark, one of 20 designs, these were hugely popular. We then held a competition where the students identified the books the images came from. The highest identified was 17, the winners were from year 8 and year 5. They were given a full set of moo cards as prizes. Every entrant was awarded a few cards as reward for entering.

A QR code treasure hunt was also part of bookweek, a few students participated in this while learning about what QR codes are and do.

The annual Secondary literature trivia competition was held in Secondary Assembly time, with Red house winning in a close finish.

Author Visits

We were happy to be hosts to Michael Pryor from Australia, and Sarah Brennan from Hong Kong.

Michael Pryor is a steampunk fantasy author for young adults, he spoke to year 6 - 10 on writing techniques and the stages of writing, emphasizing that the planning stage takes the most time.

Sarah entertained yr 1-5 students with her tales of Chester, ZZZ and also shared the stages of the writing and publishing process.

All the students enjoyed these visits very much.

Character Parade

The annual Book Week Character parade was again a huge success with many staff and students dressing up as their favourite fantasy character.

Author visits -

Nury Vitacchi

PYP Language Curriculum and the Library worked together to bring Nury Vitacchi to DC to support the year 4 unit on story telling.

He told many stories of his life, stories he made up and asked the students to create their own stories taking a little bit of themselves and making something new.

They all really enjoyed his sessions.

Michael Pryor

Michael wowed the secondary school with his tales and tips of writing techniques in a most entertaining way during Bookweek.

In some of the sessions he also impressed the students with a few magic tricks which he had learned as part of his research for his books.

Sarah Brennan

Sarah had each of the primary classes from year 1-5 in stitches with her stories of Chester, Temujin, Rhonda, Oswald, all the animals from her zodiac tales adventures during Bookweek.

She took the students through the story development and publishing phases so they all left with a better understanding about the amount of work that goes into writing a book.

Displays -

This year we had a number of major displays that took over the entire library, and then a few smaller ones to complement and highlight different celebrations. The displays are mainly for decoration and to create interest but are also used to educate.

Large Displays

Read around the world in 80 books

Mid Autumn Festival

Halloween

Christmas

Chinese New Year

Library lovers Month

Poetry Month

Fly into Fantasy

Smaller Displays

May the Fourth Be with You (Star Wars)

 World AIDS day

40 years of Mr Men & Little Miss

The Real HK

We also started using our digital display monitor to promote books through slide shows different groups of students created, next year we hope to feature book trailers that students find and create.

We have also installed a large digital photo frame which allows us to show featured titles, and photos taken in the library and school.

The students seem to enjoy and appreciate the library and its decorations on different themes.

BEST BITS

Respondents felt that the following were the best parts of the library

Furniture: 60%

Fiction Selection : 59%

Resources: 38%

Magazines: 31%

Displays : 30%

Staff: 21%

Graphic Novels: 16%

Other mentions : Range of non fiction, biography & autobiographies, range of fiction, quiet and relaxing feeling, secondary has their own area, DVD's, helpful staff.

Discovery College Secondary School Library Survey

224 SECONDARY STUDENTS PARTICIPATED IN THE LIBRARY SURVEY IN EARLY JUNE. THIS IS **62%** OF THE STUDENT POPULATION.

The survey was created using Zoomerang to find if the services we were delivering what we thought we were delivering and to gauge what the students liked about the library services, what they were using, and to find what they wanted in improvements. It was also to find what types of e-readers their families owned so we could cater for the formats as we moved into e-books. To gauge if when the MYP TL was involved in teaching, if was having an impact on their learning and interests - what their perception was of what was offered.

Interestingly some of the suggestions made are services we already offer - such as a way to find books in a techy or online way (OPAC), a book recommendation list (we have a wish list online for students and Goodreads). This indicates that we are not getting our message across in our services, so we need to improve in this area.

Many students mentioned the noise level being too high, this is a combination of the design of the library and the mixing of primary and secondary students using the same space, and students not it as an inside space. We will work on this next year.

Improvements

Greater selection of books	64%
Returns box on upper levels	47%
Reduce noise in library	32%
Supply e-books	25%
Improve Furniture	23%
Supply > audio books	15%
Displays	14

Other mentions : Keep 3rd floor door open all the time, more Chinese books, more printers,beanbags and cushions, more space for working, cheaper and more efficient printing, more class time in the library, longer borrowing time, more copies of popular books.

USE OF LIBRARY

73% of respondents use the library space to do work

70% of respondents use the library to select books

57% of respondents read in the library

46% of respondents come to library with their classes

20% of respondents come to library to read magazine

One of the areas which has been an area of concern has been the student's low use of the online resources, this may be through lack of understanding of the navigation required or not fully understanding how they can be helpful in what they need to find. The survey also illustrated the low use of these resources. Most students used them sometimes, while many said they use them when reminded, and others used them a lot, with a relatively few number using them all the time, with many not using them at all. What was most apparent is that the year 10 group used the online resources less than any other group per head. We will need to address this issue next year through teacher development, and continuous reminders and promotion of these resources.

One of the questions focused on the value adding to learning of the TL. Most of the respondents indicated that what the TL was sharing with them was helpful, useful and mostly interesting. A low percentage found it not helpful interesting or even useful.

Overall the feedback was positive with us doing most things right. it is apparent that there are a number of issues that concern the students, one major being the printing process and cost of printing in the school. This needs to be sorted out, it is a whole school issue, the library is the host of the printing process.

Other issues that came up was the library does not have the very most recent books, we will try to work better at this next year, however ordering processes and restraints hinder us in this at times.

Staff Survey

Overall the staff responses were positive with appreciation of resourcing as needed as well as professional development the library team offer through workshops, twitter and email feeds, and planning of units. It was mentioned several times how they liked the library's buzz with busy kids all the time, and that the library brings a heart to the school.

Some of the suggestions included more mother tongue language resources, more support for chinese language curriculum, a more structured and developed information literacy program, more activities for the students such as bookclubs and other literary events to be involved in. As well as increasing the resource level and variety.

This was our 3rd year of operation, and the first year of the MYP having a dedicated TL, so we still have room for improvement, but overall it appears we have provided a satisfactory service so far.

I think the library is a wonderful place of DC and the staff do a fantastic job to maintain and keep it in top conditions. The displays are always relevant and are updated regularly, keeping in with the latest trends. It is a very bright, spacious and warm environment. Thank you to Mrs McKenzie!

Year 10 student

The atmosphere in the library is nice and quiet, most of the time and a good place to concentrate on whatever you want to do there.
Year 7 student
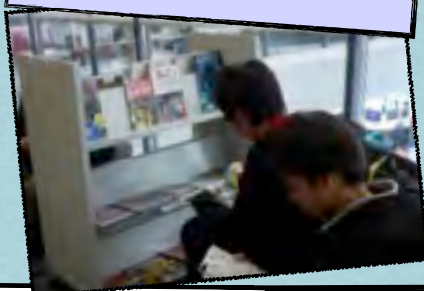
It is a really good library!! It is very colourful and there is a WIDE variety of books.

Year 9 student

The library is a great place to read and relax at lunch. There is a great range of books and library staff are always happy to recommend books.
Year 8 Student

PYP staff survey -

PYP teaching staff were given three questions to answer on a Google doc to evaluate the role of the TL in the PYP program this year here are the questions and the responses...

What has worked well this year?

Assisting in the gathering of resources - good quality ones and knowing where to look, which we don't always have time to do.

Netvibes suitable for U of I uploaded onto Year page

'Just in time' approach when skills or needs are identified mid-way through an inquiry

Collaborative planning to make meaningful connections with UoI. Worling in co-teaching & team teaching role with classes for selected UoI.

Developing further use of graphic organisers using various software programme to enhance student thinking. Enabling students to make effective links to concepts.

What are areas for further development?

Continuing to source good resources at various ability levels

Continue to identify books that connect to the big idea or the concept in UoI for powerful learning. Books that encourage students to think beyond and take ideas further.

Focus on developing IL and library skills weekly or fortnightly with authentic purposes for using the tools presented.

Occasional activities in the library to also foster a love for books and reading during library times

Continuing to make netvibes more 'child friendly' and accessible for students.

Promotion of OPAC as a way to access resources

How has the TL connected the UoI's with what has been taught?

- Connections with concepts
- Trans-disciplinary Skills
- Research skills - Yr 3 Evaluating websites & reliable sources of information.
- Research skills - databases Yr 6
- Research skills - more than just Google (using a variety of search engines and strategies)
- Research skills - Yr 1 & 2 Using OPAC
- Research skills - Yr 2 Image searches
- Collaborative research and organisational skills - Diigo Yr 5 & 6
- Visual Literacy - Yr 2 Celebrations
- Thinking Skills - Yr 5 Graphic Organisers re cause and effect
- Thinking Skills - Graphic Organisers re Change, causation Yr 1
- Thinking Skills - Evaluation of websites Yr 3
- Supporting literature with concepts and learner profile or attitudes
- Netvibes - development of repository for easier access of web materials to support units

Library Staff - the people behind the service

This year Leanne Sercombe joined the team as PYP Teacher librarian, along with MIchelle Chung as library assistant, unfortunately Michelle could not stay with us, Stephanie Ryan then joined the team for a Short while before she was called back to Australia. The library assistant position has since been filled with Rosanna Russo and Kim Gattis job sharing.

CONNIE

WHOLE SCHOOL CONTRIBUTION
•Attended Primary Sports day
•Paddyfield Bookclub manager
•Library assistant CCA trainer
•Printing troubleshooting

LIBRARY CONTRIBUTION
•Circulation
•Cataloguing
•Customer service
•Periodical maintenance
•Display development
•Book repairs
•Collecting resources for UOI

PROFESSIONAL DEVELOPMENT
•Developed advanced book repair techniques
•Stocktake using Oliver Library management system.
•Use of and creation of QR codes, Netvibes, creating digital displays using keynote
•Advanced cataloguing
•Changing analogue into digital recordings
•Using Twitter for professional development

ANNIE

WHOLE SCHOOL CONTRIBUTION
•Attended Primary Sports day
•Paddyfield Bookclub management
•Library assistant CCA trainer

LIBRARY CONTRIBUTION
•Circulation
•Cataloguing
•Customer service
•Filing and administration
•Display development
•Overdue notices, resource retrieval
•Borrower record maintenance
•QR code generation for Secondary fiction
•Collecting resources for UOI

PROFESSIONAL DEVELOPMENT
•Attended lecture " Unfolding the chapters of information and knowledge management" HKU Space.
•Developed advanced book repair techniques
•Stocktake using Oliver Library management system.
•Use of and creating QR codes,
•Creating digital displays using keynote.
•Advanced cataloguing
•Changing analogue into digital recordings.
•Library visits across HK with HKLA
•Completed one unit of Bachelor of Information Studies, 'Introduction to information professions"
•Completed "Introduction to Academic writing for second language learners"

MICHELLE

CONTRIBUTION TO THE LIBRARY PROGRAMME
•Worked on identifying genres of the collection, designing labels and placing them on book spines.
•Drafted the Policy and Procedures manual
•Catalogued Japanese resources

STEPHANIE

CONTRIBUTION TO THE LIBRARY PROGRAMME
- Identified areas of weakness in the catalogue that needed attention
- Edited and reworked the Policy and Procedures manual
- Trained library staff on advanced book repair
- Rearranged the 2nd floor of the library when new shelving was installed.
- Refined cataloguing standards for DC library.

KIM

WHOLE SCHOOL CONTRIBUTION
- Designed signage
- Planned and created displays for the library
- Created bookmarks and Moo cards for students
- Designed the Bookweek poster using student contributions
- Reorganised the Korean & Chinese collection
- Cataloged International collection
- Created DC Library Logo

ROSANNA

CONTRIBUTION TO THE LIBRARY PROGRAMME
- Completed assigning PYP learner profiles to picture books and labelling them for shelving.
- Reformatted cassette tape audio books to digital format
- Labelled books in series for ease of identifcation of the order by students
- Maintained the secondary area

DIANNE

WHOLE SCHOOL CONTRIBUTION
- MYP Personal Project Co-ordinator
- Social Committee Co-ordinator
- Contributed to Secondary Literacy Working Group
- Part of the DIL committee
- MYP Sports day
- Year 8 Excursion to HK Heritage museum
- Year 9 Excursion to Kowloon mosque
- Year 10 Excursion to Tai O
- Year 8 camp
- Ran PD workshops for teachers and EA's on Twitter, using databases. OPAC, Inquiry
- Held workshop for Parents on 'Beyond Google'
- CCA - Training student library assistants
- Worked with teachers 1:1 to teach new skills.
- Implemented and trained staff to use Turnitin

PROFESSIONAL DEVELOPMENT
- Attended IB Cat 3 Librarians Continuum workshop Oct. 2010. HK
- Presented & attended ECIS Teachers conference, Nov. 2010. - Nice, France
- Presented and attended 21st Century learning conference Feb 2011 HK- 'Developing a PLN'.
- Presented and attended ECIS Librarians Conference, May 2011, Istanbul, Turkey
- Active member of ALESS HK
- Actively engaged with other educators on Twitter

PUBLISHED
Professional Blog - Library Grits
LMC - Article on ebooks, January 2010.

LEANNE

WHOLE SCHOOL CONTRIBUTION
- Held workshop for Parents on 'Beyond Google'
- Language Co-ordinator for PYP
- Implemented "words their way" into the PYP
- Attended PYP sports and swimming days.
- Year 4 camp Mui Wo.
- Part of the DIL committee
- Worked with teachers 1:1 to teach new skills.
- Year 1 admissions testing
- Relief for absent teachers and curriculum planning
- Support for PYP production of Aladdin
- Teacher Manager for PYP Exhibition

PROFESSIONAL DEVELOPMENT
- Attended IB Cat 3 Librarians Continuum workshop Oct. 2010. HK
- Presented and attended 21st Century learning conference Feb 2011 HK- Using Netvibes
- Lane Clark - March 2011, ESF Centre.
- PYP 5 Essential Elements 2010HK (2 days)
- Cat 3 Concept Driven Curriculum Sept. 2010 HK (3 days)
- Pat Edgar Phonological awareness workshop
- Commonsense Media with Robyn Trevaud 2 days

Volunteers -

This year we had a number of parents and students who helped us with various tasks from building models, creating displays, cataloguing, stamping and covering books, retagging and reshelving, all important tasks which help us to deliver the best service we can to the school community.

This year we logged over 700 hours between student assistants and parent helpers - this is equivalent to one more full time staff member! Thank you so much to everyone for their help and practical support over the year, we could not do so much without you.

Branding -

We developed a logo for the library which incorporates aspects of the school logo as part of the branding of the library to the school community. This will be used on our Facebook page, Web page, correspondence from the library, and in all promotional material.

The school logo

DISCOVERY COLLEGE

The library logo

DISCOVERY COLLEGE
LIBRARY

Plans for 2011/12 -

WHOLE LIBRARY SERVICES

To have more displays that are based on world events and important celebrations to act as a vehicle for education on these events. Pre schedule calendar of events to help with planning.

Have control over and offer better digital displays which are student initiated.

Continue to promote the database use of our subscriptions and those of the HK library.

Improve and expand the student volunteer program.

Fix subject headings & other records in the catalogue

Improve the function of Olly for the junior students.

Increase student personal use of the OPAC across all year levels through specific orientation lessons

Upgrade the Library management system

More return boxes throughout the school on different levels.

Library consultant Kevin Hennah visiting in August to help us make best use of our space and resources

Improve & increase self checkout use

New return boxes on three levels of the school.

Reading incentive scheme - "Fiction Focus" across the whole school with different levels for different year levels.

Increase mother tongue resources

Continue to offer professional development to all staff on different topics

Hold at least 2 parent workshops in the year

Streamline the printing process for students

Introduce e-books and downloadable Audio books

Create a users guide for all users online & paper, with supporting screencasts

Introductory package for all staff for the beginning of the year.

PLANS FOR PYP

Support the literacy focus of the PYP by holding a Family Literacy evening among other events.

To use library visit time to work with classes in to promote authors, new titles; help student select suitable titles etc.

Book Fair on student led conference day.

Develop a continuum for Digital & Information Literacies across the PYP

Bedtime story with your teddy bear day on International book day.

Assembly spotlights

Attend curriculum planning meetings

PLANS FOR MYP

Promote greater reading across all year levels through the use of Goodreads, QR codes, book trailers, Facebook, book talks, assembly spotlights Yammer and having the most current books.

Focus on infusing Information literacy throughout the curriculum to build an information literacy community.

Promote the HK library databases, and help students have a library card so they can access the HK library services.

Initiate a reading book club with Secondary students taking the lead to maintain it.

TL to attend and be part of curriculum planning meetings across all years

Closing Comments -

This has been a challenging year for the library team for a number of reasons including staff turnover, increased demands on services due to an increased student and staff population, redefining the roles of the the respective teacher librarians for each of the programs and a new library team learning to work together.

Overall in amongst all of this, I believe we have managed to fulfill our objectives we set out at the beginning of the year and are able to move forward into a new year with a more stable work environment. Having conducted the survey with secondary students and staff, we can use this feedback to customise our services to our community's requirements, with many of the requested changes being able to be implemented upon the start of the new year.

Compiling this report has given us a chance to evaluate our strengths and weaknesses and look to how we can improve in the areas of information literacy infusion, increasing reading through the whole school and use of the library facilities and staff services.

We would like to thank our many supporters for their help through the year, without whom we could not deliver so much, to so many, in such a short time.

We look forward to another year of strengthening the library programme next year through new and exciting initiatives.

Dianne McKenzie
Head of Library
Discovery College

Discovery Library Stocktake Report

August 2010.

A comprehensive stocktake was undertaken in July / August 2010 the results are below.

Collection	Records	Scanned	Missing	Percentage
Picture Books	2169	2138	31	1.4%
Junior fiction	2074	2026	48	2.3%
Fiction	2480	2419	61	2.4%
Junior Non Fiction	3181	3140	41	1.2%
Graphic Novel	145	137	8	5.5%
Senior Fiction	753	736	17	2.2%
Non Fiction	5127	5091	36	0.7%
Secondary	336	326	10	2.9%
Senior Graphic	42	41	1	2.3%
Periodical	249	239	10	4%
International Lang	98	97	1	1%
Chinese Junior	533	525	8	1.5%
Secondary Chinese	190	186	4	2.1%
Korean Senior	193	193	0	0
Korean Junior	113	113	0	0
Big Book	497	487	10	2%
Prim Inq. Text	1390	1386	4	0.2%
Prim. Lit. Text	1287	1248	39	3%
Secondary Lit. Text	1163	1148	15	1.2%
Teacher Resource	347	309	38	10.95%
Guided readers	6974	6707	267	3.8%
Fluency Books	3288	2764	524	15%
Total	**32629**	**21630**	**1181**	**3.6%**

Results

This was the first comprehensive stocktake undertaken since we moved to the new campus.
I am not sure if a stocktake had been done before this.

The stocktake was undertaken for a number of reasons:

- To identify the loss rate and if it is within accepted limits
- To identify the resources that are missing from the collection, so they can either be replaced or the records purged from the catalogue.
- To 'return' items that may have been on loan but for some reason were not returned through the system.
- Identify incorrect records, classifications and rectify the problems
- Identify where class sets or small sets are no longer complete for replacement.
- Identify overdue items.

Results of the stocktake

- We have about 1181 resources missing from the collection. (3.6% loss rate - an industry acceptable loss is 4%,) This loss rate will increase when some of the overdue loans that have not been returned (597) are also marked as missing.
- * A number of resources needed their records fixed.
- * About 100 resources had the status of overdue, but then were scanned and became available - or returned.
- * There were 597 loans still outstanding from the 2009/2010 academic year.
- * Approximate cost in monetary terms is $94,480 basing the lost as an average of $80 HKD per item lost.

Possible Reasons for losses

- Students leaving the school without returning resources.
- Teachers borrowing resources without going through the library system and not returning the resources.
- Teachers loaning books to students without the books being borrowed through the library system.
- Students taking resources out of the library without borrowing the resource.
- Students claiming they returned items they borrowed and refusing to pay for the item.
- Students removing books from classroom loans without going through the library system.
- In the case of the fluency and guided reader losses - the record keeping of resources students are taking home may not be consistent.
- Staff do not return items lent to them in due course and then lose them after a period of time.

Strategies to overcome loss

- Fluency books are marked as text books in the catalogue and the Ed. Assistants lend and return the books to the students through the Oliver system in the shared area using the shared area imacs and scanners.
- The student sign out sheet minimised loss this past year, however, there was a fairly casual attitude toward the completion of the form - it needs to be emphasised that all items need to be returned and marked off before students leave.
- A teacher /class / year clearance form for the end of each year would be a worthwhile exercise.
- Staff being made aware of the problem of loaning books on trust to students without going through the library system.
- Educate the students on the importance of looking after school property.

Dianne McKenzie
Head of Library
Discovery College
August 2010.