

Building Connection and Visibility in School Libraries

The Three Cs Approach: Cohorts, Community & Curriculum

Lauren Kyte & Rachel Fernandez

SALESIAN COLLEGE SUNBURY
VICTORIA

— Outcomes

1

**Reflecting on
your context,
constraints and
opportunities**

2

**Analyse our
journey as a
case study**

3

**Exchange ideas
for
transformative
collaborations**



Disclaimer

We are a private Catholic school and are well aware of our funding and how privileged and well staffed we are compared to other schools.

But we DO get it...



- Inaugural cohort (2010) Teach For Australia
- 4 years English teacher at a public school + 6 years Leading Teacher (various)
- 4 years Head of Library, Salesian College Sunbury



- 10 years working in a public library
- 6 years working in a government school in a diverse area (EAL/IBDP/SELP)
- 4 years Library Technician - Research and Referencing, Salesian College Sunbury



Salesian College Sunbury



- Located in Sunbury, to the west of Melbourne
- Outer edge of the metropolitan area
- Homogenous demographics



- Strong sporting culture
- Birthplace of the Ashes
- Agricultural program



- Rapidly growing school
- 1800(ish) students, plans for second campus
- Running a vertical curriculum (MSP)

— Ciantar Learning Commons in 2023

- 1 No activities running in-house
- 2 Use of the space was as a male dominated 'hang-out' with a sense of entitlement
- 3 There was no library or reading culture

SWOT Analysis

Strengths

- Significant human resources (large team)
- Breadth of experience
- 'Relatively' new & central space
- Fresh team with enthusiastic outlook on change
- Timetabled Wide Reading lessons at Years 7 & 8
- Support of Executive to experiment
- Budget which allowed for online resources

Weaknesses

- No existing clubs (culled by previous Exec.)
- Poor reading culture, with little celebration & acknowledgement of recreational reading
- Staff & student misconceptions of how/when to use a library
- Staff perception of library as for administration
- Lack of coherence in curriculum documentation & delivery

Opportunities

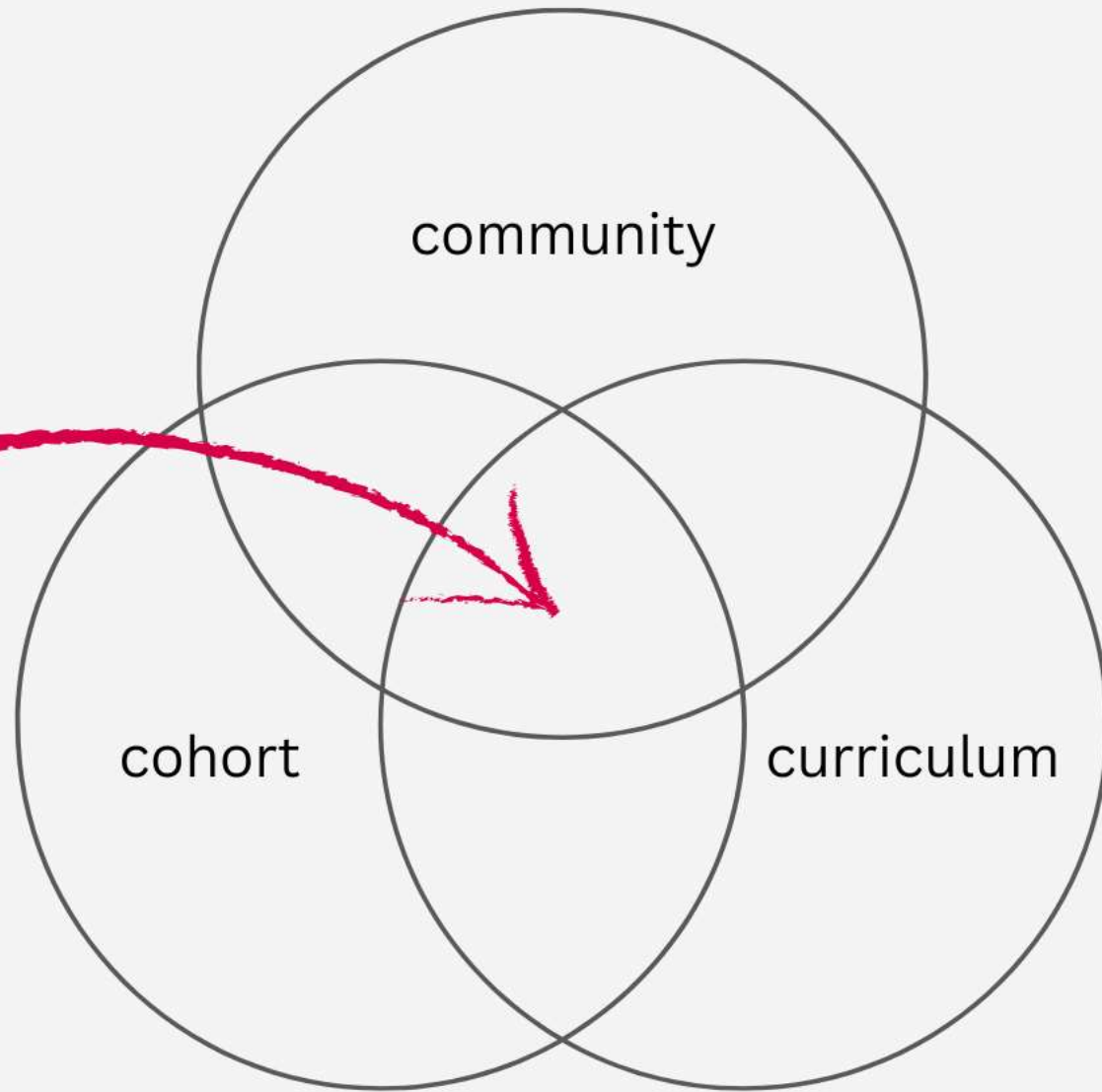
- Promote the space for cross-disciplinary use
- Able to 'start from scratch' with activities - be responsive to student interest
- Willing collaborators in feeder schools, government colleagues & public library service
- Establish expertise as information professionals
- Staff Exchange - promotion of services
- Connection to Student Leadership
- Join existing communities

Threats

- Prevalence of 'sporting' culture
- Device use (& misuse)
- Lack of designated 'study hall' for Year 12
- Competition internally for clubs

Three Cs

*Where we wanted to
be positioned*



COHORT:

Reducing device use

- **2023 Jan** - Quiet study space now for all year levels
- **2023 Mar** - Introduced a device-free day once a week (Tech-Free Thursdays)
- **2023 July** - Introduced TFT activities during lunchtimes
- **2024 July** - Went device-free Mon-Thurs with Tech Fridays



What we did

- Consulted with Executive
- Advertised on school platform - CLC page and news
- Posters delineating the spaces in the CLC and the expectations
- Emphasised that this was by student request
- Had open conversations with students
- Increased our board game collection
- Requested student management PD from leadership
- Ran hands-on activities (Tech-Free Thursdays > ThursYAY!s)



New to the CLC - Quiet Study Space

By Lauren Kyte — Jan 31, 2023 | Year 10 (inc. teachers of students) | Year 11 (inc. teachers of teachers of students) | Year 7 (inc. teachers of students) | Year 8 (inc. teachers of students) | Year 9 (inc. teachers of students)

Welcome back, students! The new academic year is here and the CLC Team are excited to see you. The Ground Floor is now available as a quiet study space for **all** year levels. Whether you need a homework during recess, or you're seeking a quiet lunch break, this study space is perfect for a peaceful and productive environment to help you succeed. We look forward to seeing you.

ARCHIVED



Tech-Free Thursdays

By Rachel Fernandez — Mar 7, 2023 in Staff News, CLC | Education Support Staff | Staff | Bosco Students | Parents | Staff on Leave | Learning Commons

ARCHIVED

Thursday's in the CLC will be "tech-free" - meaning no gaming (heartbreaking for some of you I am sure)

Why is the CLC making this rule change?

Studies show that most of us (including myself) have an unhealthy addiction to our phones and devices, but that by reducing our reliance on technology to keep us constantly mentally stimulated we can improve our mental and physical health. So by taking a tech-free day we can improve our focus, productivity and create more opportunities to engage with our friends and Salesian community.

But don't worry, for the CLC has purchased an assortment of new board games to build on what we had available already. So we invite everyone to play games (or even read a book!) with your friends - just not Minecraft!

*although we do have books on Minecraft

Outcome

Steady increase in
patron numbers:
2023 Avg. week = 1210
2026 Avg. week = 1406
(Term 1)

Behavioural
problems have
reduced as student
engagement has
increased

Opened opportunity
for clubs and events

“Vibes” of the
space are
improved

*“I think the ban on devices in the CLC has been positive, as it has allowed people like me who love to read to do so in a quiet environment. It has also allowed the study space to be an environment where people are able to concentrate to the best of their abilities. Overall, the ban on devices has allowed the space to be used to its full potential, allowing the **CLC to be a hub for all.**” - Katelyn, Year 10*

Turn & talk

Turn and talk to your neighbours

What does technology use look like at your school?

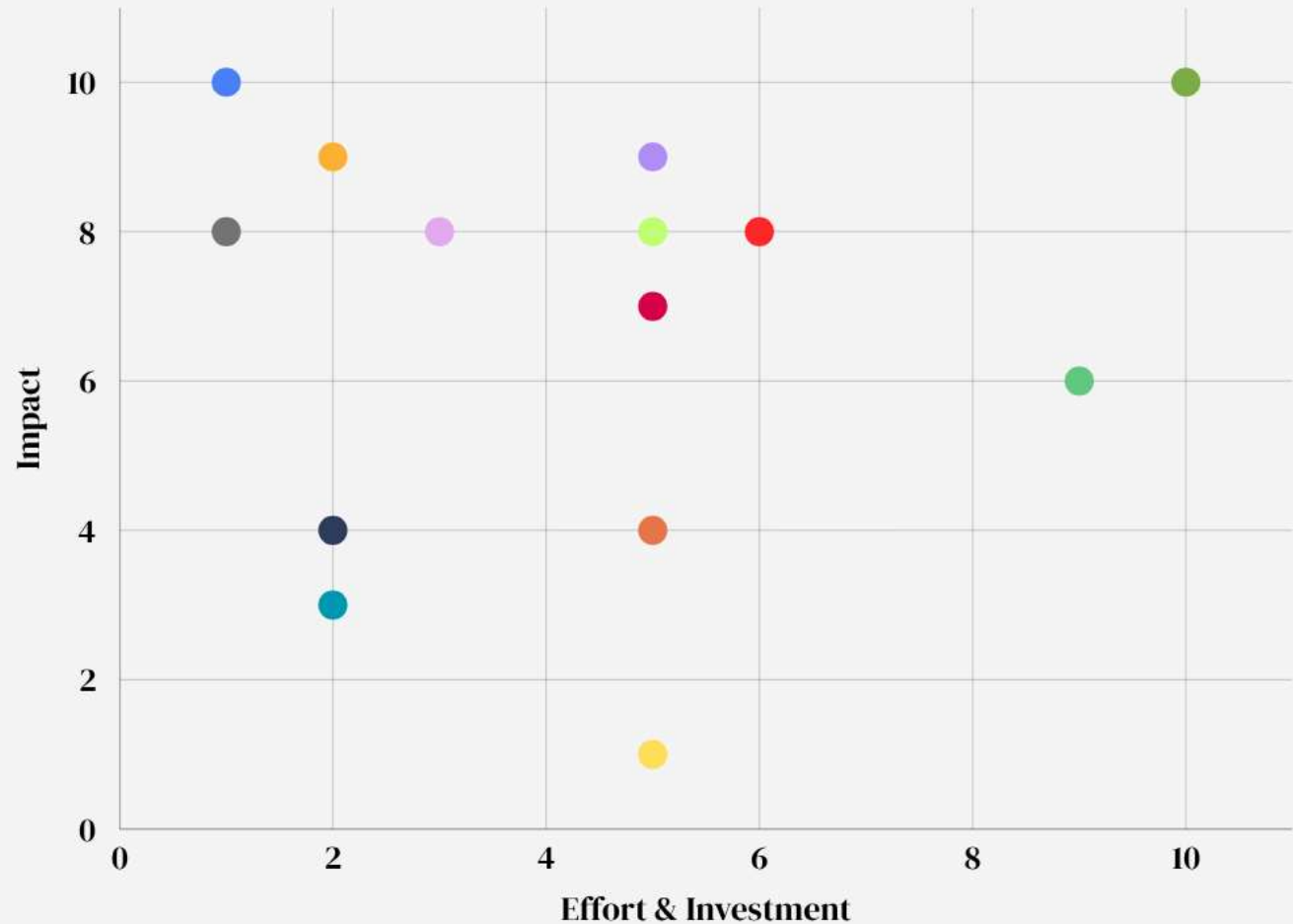
- What's the school policy/expectation?
- What does that look like in reality?
Especially in the library space

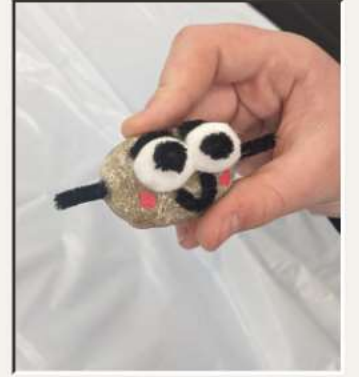
What would you keep the same? Benefits?

What would you change? Dislikes? Possibilities?

COHORT:

Other efforts





COMMUNITY:

Feeder Primary Schools

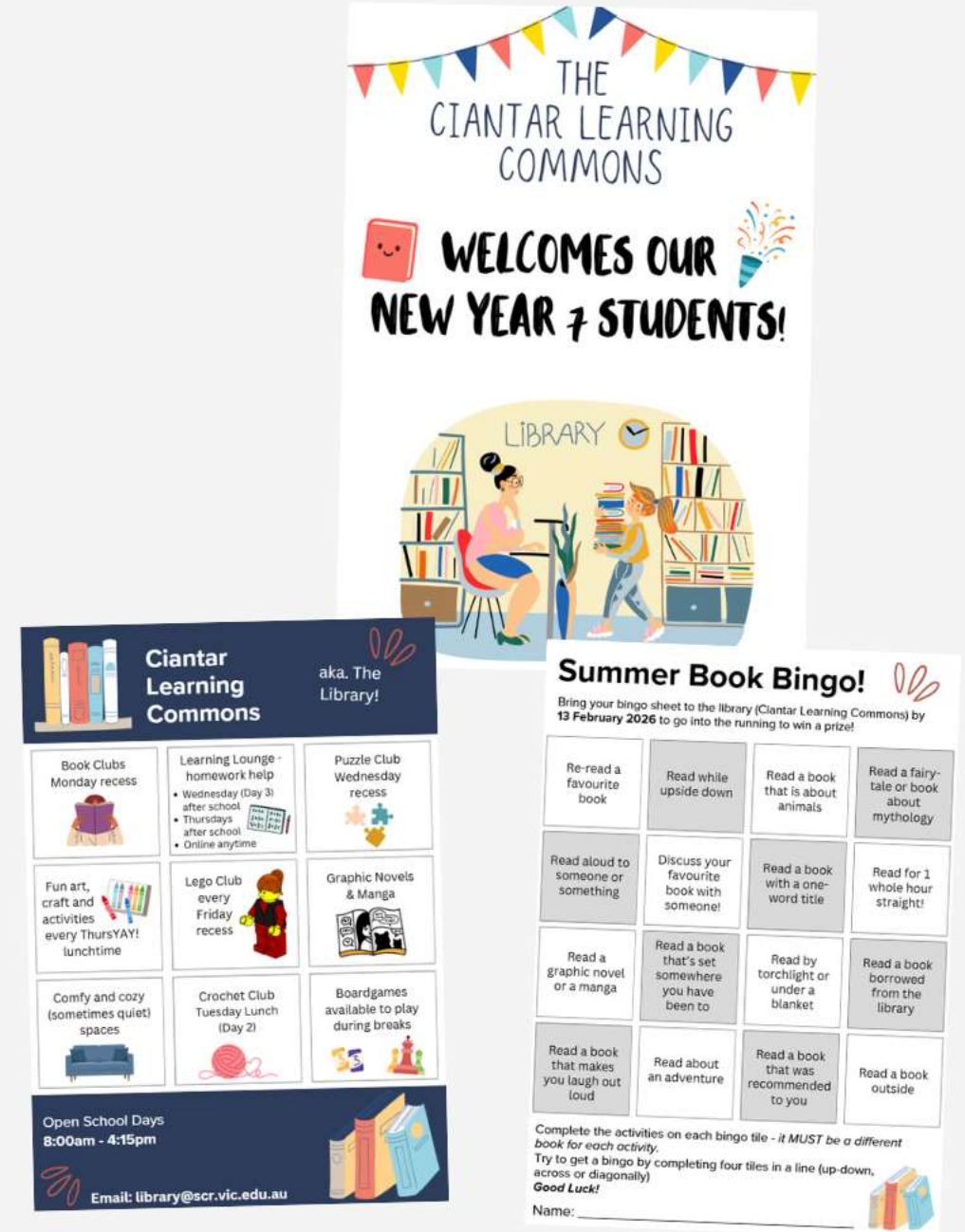
- **2024** - Transition visits to PS
- **2025** - Transition visits became more involved:
Accepted book requests etc.
- **2025** - Writer's Workshops run by Learning Captains
- **2025** - CLC staff-run workshops (Book Week)
- **2025** - Supported 'extra-transition' days
- **2026** - Broaden scope of targeted feeder schools



What we did

- Attended PS transition visits to talk to students
- Created reading challenges for incoming Year 7 students
- Encouraged book requests in advance
- Made custom welcome display for visits to CLC
- Scheduled in to Grade 5 'Taster Days'
- Involved Learning SAT in running PS workshops
- Introduced a new Manga Club for feeder PS
- 'Book Box' loans to PS

SALESIAN COLLEGE SUNBURY





St Annes Catholic Primary School Sunbury

22 Aug 2025 · 🌐

St Anne's Book Week 2025 has certainly been as Adventure! The first four days were jam packed with story telling, author visits, activities, mystery readers, scavenger hunts, craft and loads of fun!

#vikkiconleyauthor #salesiansunbury
#BookWeek2025



Holy Trinity Catholic Primary School - Su...

18 Aug 2025 · 🌐

Today we had the pleasure of hosting 8 amazing students from [Salesian College Sunbury](#) who came to work with our Year Two children. They planned and presented a lesson to each grade using the picture story text, 'We Live in a Bus.' The children discussed the themes and predicted what would take place in the bus as well as designed their own bus that they would use to travel around Australia. We would like to sincerely thank Massimo, Sam, Eva, Lauren, Alice, Lily, Jake and Jasmine alongside their teacher, Lauren Kyte for supporting us in celebrating Book Week at Holy Trinity.

#htsunbury #faithhopeunity #togetherness
#BookWeek2025 #SalesianCollegeSunbury
#melbournecatholicsschools



— Outcome

Laid foundations of
CLC expectations and
built excitement
about the space

Positioned the CLC
as the 'safe place'
in their new
environment

Built relationship
with feeder school
staff

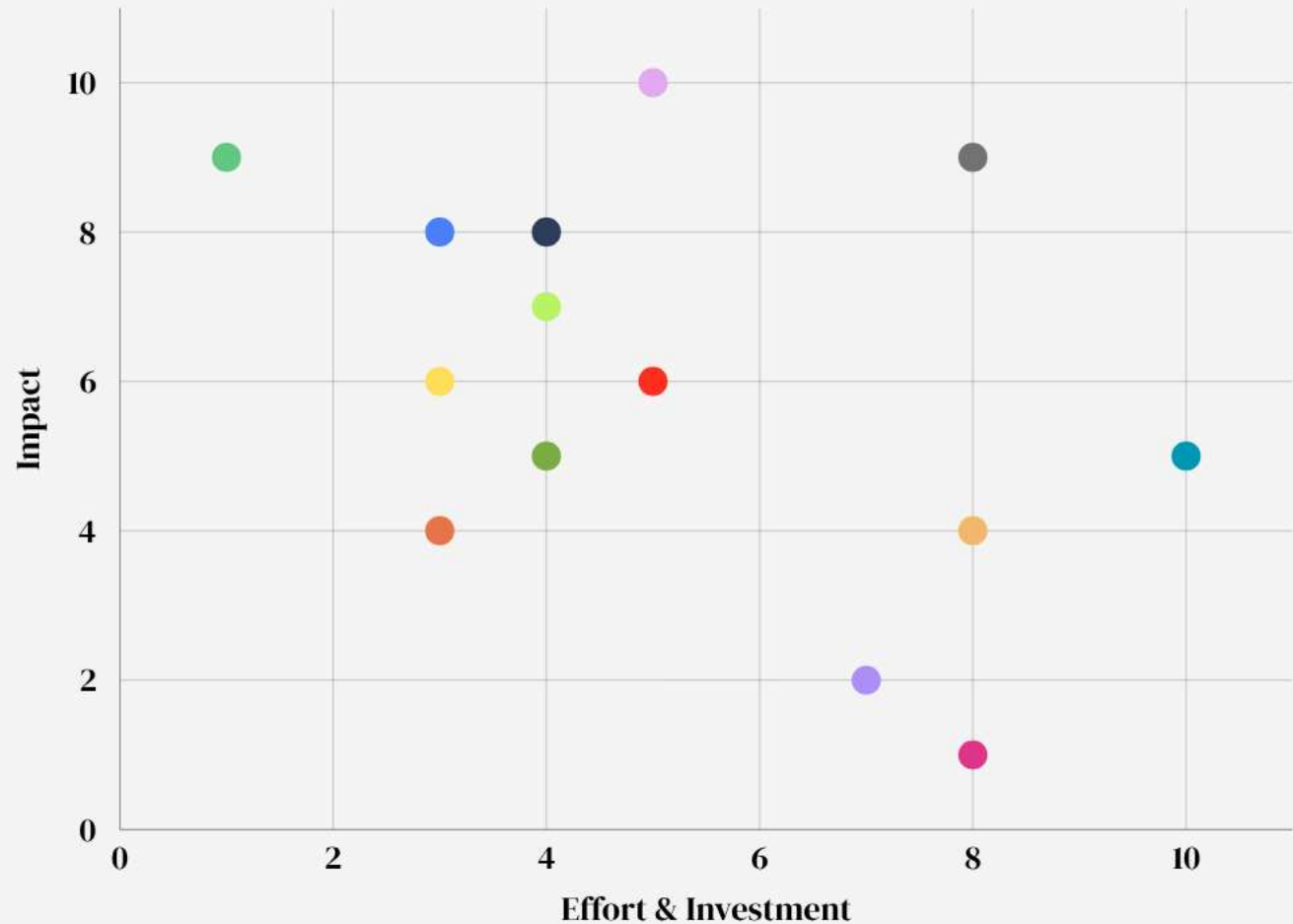
Gained an early
understanding of
incoming cohort

**Jared, Year 7
Testimonial**

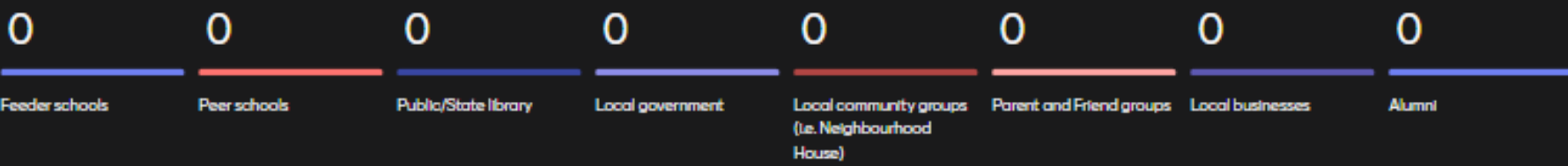
**Chloe, Year 8
Testimonial**

COMMUNITY:

Other efforts



Select the community partnerships you already engage with:



menti.com
6155 7820

0 of 2 responded



Rank the community partnerships you are interested in pursuing:

Feeder schools



Peer schools



Public/State library



Local government



Local community groups (i.e. Neighbourhood House)



Parent and Friend groups



Local businesses



Alumni



 Mentimeter

LK



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Community

What community partnerships are you involved in?
Rank the partnerships you are interested in pursuing



CURRICULUM: Masterclasses

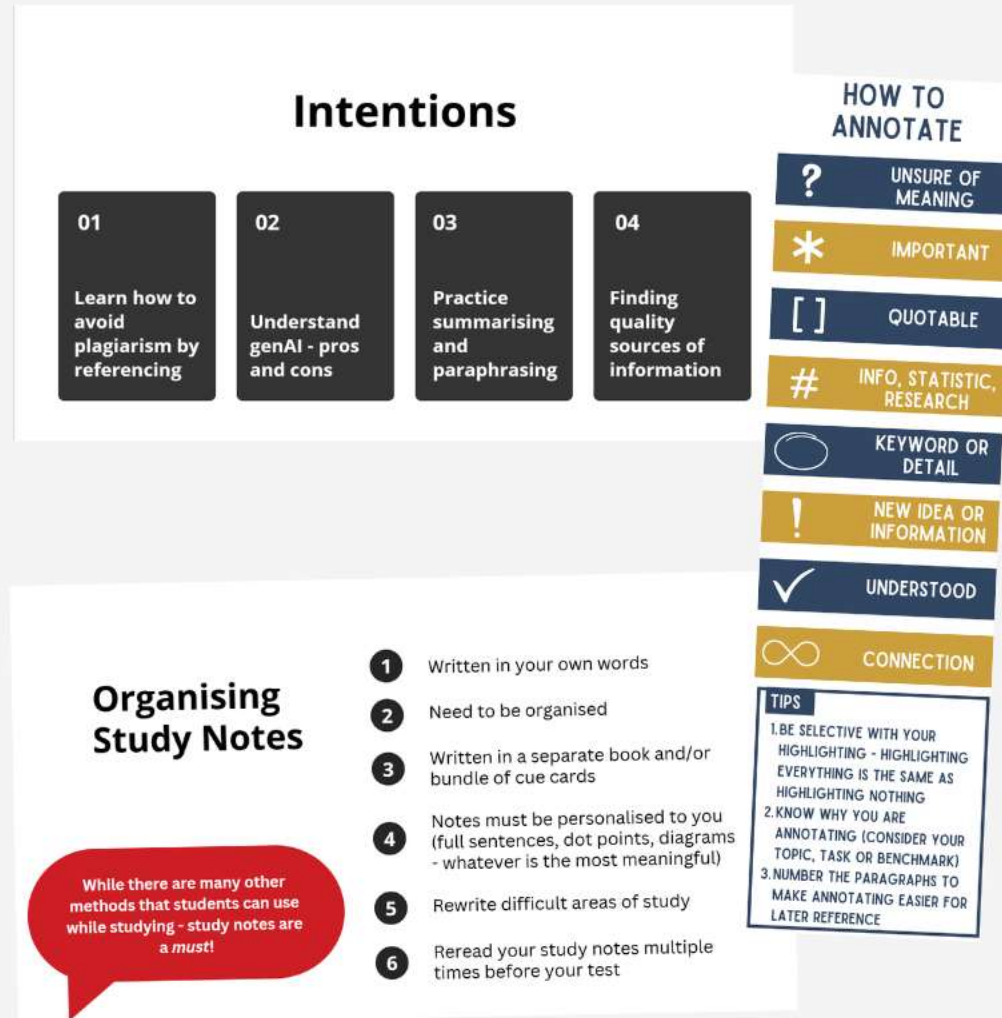
< **2023** - Offered intermittently

- **2023** - Rebranded from research sessions
- **2024** - Big promotion push
 1. Staff department meetings
 2. Whole staff oratory/briefing
 3. Position description revision
- **2025** - Expanded offerings/mode of delivery
- **2026** - Embedded in curriculum



What we did

- Re-structured format with learning intentions, hands-on activities, brain breaks and handouts
- Follow-up email to students with resources
- Sessions are tailored to each class (topic of study) and timed to meet a specific outcome
- 'General' sessions moved to larger scale presentations
- Created a pool of content (slides) that we pull from as needed





Outcome

Steady high numbers
with repeat
customers
2024 = 37 sessions
2026 = 28 sessions
(to date)

Positioned the
library (and the CLC
Team) as *the*
information experts

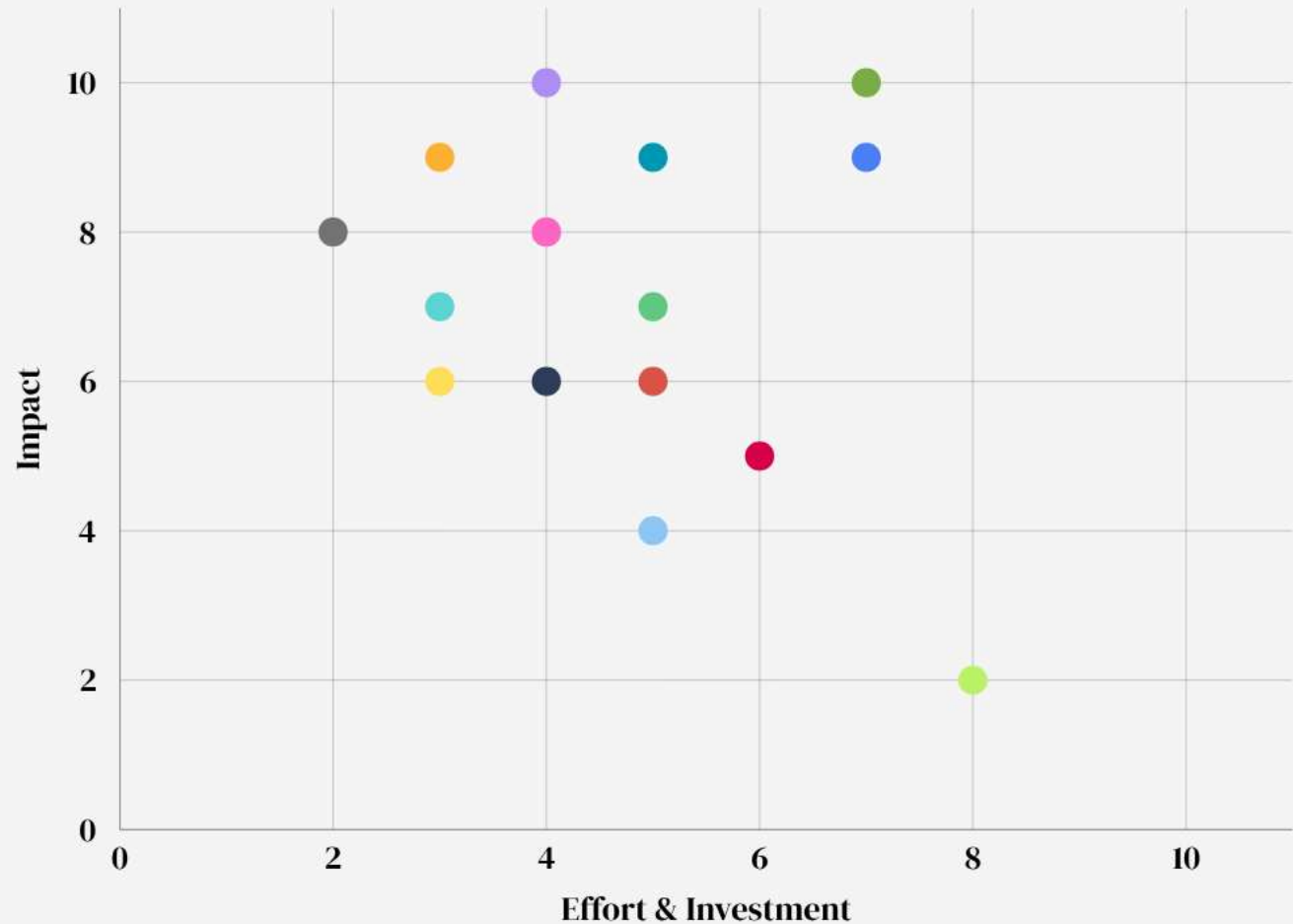
Overwhelmingly
positive staff and
student feedback

Embedded in
subject scope and
sequence

*“Overall, the Masterclass **provided students with a comprehensive toolkit** for undertaking rigorous and ethical research. These skills directly support the research phase of the Engineering Design Process, ensuring that students can ground their aviation engineering designs in reliable evidence, present their findings with clarity, and uphold the standards of academic and professional integrity.”*
- Nadia Baker, teacher

CURRICULUM:

Other efforts



Three words for your current curriculum involvement:



menti.com

8710 4372

0 of 1 responded



Curriculum

Three ways to describe your current involvement in
your school's curriculum



In the works

Manga Club outreach

Expanding on feeder school programs (Manga Club, twice a term)

BIG Reading Celebrations

Celebrating literary achievements (not just sporting or academic) for students and staff

Local Indigenous groups

Develop a relationship with local Indigenous community groups

Incursion program

Embedded in school calendar (each term)

Tools & Techniques

What has helped us through these changes

Visibility

- Promotion. Promotion. Promotion
- Eyecatching visuals.
Take advantage of Canva's free educators account
- Make a huge term calendar where everyone can see how busy (and important) you are

Relationships

- Reach out & keep on reaching out
- Use your public library service:
for programs, activities, resources
- Join/make a Community of Practice
- Don't just say yes. Say "yes, and..."
- Maintain boundaries

Other

- Call in favours
- Bribe, beg, bully and borrow
- Don't reinvent the wheel - but make it your own
- Create resources with multiple uses
- Embrace your individual strengths!

Feedback & Contact Us

Please share your thoughts, wonderings, ideas and questions!

Shared Resources



EMAIL LIBRARY@SCR.VIC.EDU.AU

NES 2026 - Building Connection
and Visibility in School Libraries -
Feedback



The End

THANK YOU FOR LISTENING

Lauren Kyte & Rachel Fernandez

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