Collection Development Policy

Parkes High School

Tracy Dawson

2014
Collection Development Policy

Rationale

The function of Parkes High School Library is primarily to support the learning needs of students and the teaching requirements of staff. To do so, it must provide information to support all curriculum areas (existing and New Australian Curriculum) taught at the school whilst at the same time helping students and teachers to use ever changing, complex technological tools to access and utilise the information effectively.

As well, the library has an essential role in supporting the recreational needs of students and in providing a safe environment for all students.

The library collection will support the school’s motto Dum Vivo Disco - ‘While I Live I Learn’ and its guiding statement, “Innovation, Inclusion, Inspiration”, by fostering an interest and enjoyment in reading and the pursuit of knowledge.

Parkes High School Library

- Supports the curriculum needs of students;
- Encourages reading as a vital skill for lifelong learning;
- Provides material for entertainment and pleasure;
- Meets the professional needs of staff;
- Provide access to electronic information and services;
Manages and organises complex and changing information sources for easy access by students and staff;

Provides students with access to learning information literacy skills to find, organise and critically evaluate information;

Encourages the participation and contribution of the school community to the development of the collection and the use of resources;

Promotes collaboration with Parkes Shire Library to maximise limited resources and encourage connections with the wider community;


**Purposes of this Collection Development Policy:**

1. **General Guidelines**

The Collection Development Policy is a “blueprint” (Jackson 2007) for the future of Parkes High School Library identifying the strengths and weaknesses of the collection in terms of user needs, especially curriculum needs. It is therefore essential to justify funding applications (Kennedy 2005, p16). In turn, it provides accountability for funds spent. The policy also sets out selection guidelines, ensuring the public is aware of how material is selected and providing objective justification for the collection. It should also
be seen as a tool not only to inform the community, but to encourage their support of the library in meeting the information needs of their students.

2. A new type of Library.

Another purpose of this policy is to support Parkes High School (PHS) Library as it constantly adapts its role to the needs of 21st Century learners. No longer just a centre for information, PHS Library is becoming a ‘maker space’ in the true meaning of the term – a place where teachers, students, parents and other members of the community can come to create and be immersed in a variety of activities which engage them in learning. It is also a “public relations tool” (Kennedy 2005) a “source of current, dynamic, curriculum-related information for today’s students’ (Baumbach & Miller 2006, p3), whatever their needs, interests and abilities. The Library will welcome parents and community members in hosting events such as exhibitions, information sessions, Parent Teacher interviews, guest speakers and other extra-curricular activities. This policy is a “living document” (Arizona State Library 2003, Overview, para 2), and will be modified every 12 months, with stakeholder input, to reflect changing needs.

To do this, the policy will focus on:

- strengthening the physical collection;
- managing and curating the digital collection (exploring the options the new Library System, Oliver, offers for this);
collaborating with teachers for the selection and effective use of resources;

promoting collaboration with the Parkes Shire Library and other libraries.

promoting the activities of the Library to the school community, local community and beyond

sharing ideas and resources with all the stakeholders mentioned above.

Collection Goals

The collection aims to address the following user needs identified at PHS:

to improve NAPLAN & Higher School Certificate results;

to support the implementation of the New Australian Curriculum;

provision of information seeking skills to students;

provision of resources for the teaching of the Wiradjuri language;

provision of literacy support, including for the Peer Tutoring Program;

provision support for vocational education;

strengthening of the physical collection;

ensuring ease of access to appropriate and up-to-date digital resources using the school library system Oliver and external digital applications;

maintaining partnerships with, participation and contribution from the wider community;
To meet these needs, goals will be organised around them rather than by subject areas as has been the case.

The following areas will be investigated and targeted:

- **Senior studies**: There will be an ongoing emphasis on building the collection of resources for School Certificate and HSC students across all subject areas. Items will be selected to closely fit study needs of students based on syllabus requirements. These materials will include study guides; critical works on set authors for English; primary source material for Ancient History; items for Chinese and American history; up-to-date Science and Agriculture texts; and promoting membership of PSL for use of their free databases. Digital resources like websites will be assigned keywords that match curriculum subjects and/or KLA electives/topic/assignments to promote quicker retrieval.

- **Information Literacy Skills and Research**: Information Literacy skills have become a major component of Year 7 Library lessons held in Term 1. Links and ideas for students and teachers will be placed on the Library page on the school website and updated regularly. They will be organised collectively for either subject areas or specific assignments in consultation with teachers. Collectively organised information could include websites (including content-curation sites), blogs, wikis and pathfinders created collaboratively with the classroom teacher and students, including tips for information searching. This approach also counters lack of funding.
**Literacy including Peer Tutoring and other specific programs.** In collaboration with the School Learning Support Officers – SLSOs who run peer tutoring, the Library will continue to purchase resources to support students with learning difficulties. These resources will also support improved results in the NPLAN test. Boys, who represent a significant portion of reluctant readers, (Pritchard n.d.) will also be targeted with graphic novels, magazines which reflect their interests (commonly, dirt bikes, pig shooting etc!) and the online test for the Learner Driver’s License. Graphic novels, renamed comics, have proved extremely popular since the introduction of a dedicated location in 2013. The TL will program and team-teach programs aimed at literacy and at particular groups in the school, eg GATS. Students will continue to get priority when they request resources, especially fiction or resources specifically aimed at a project (eg History Express)

**Wiradjuri Language.** Wiradjuri language classes are supported by appropriate resources, although most are held by the Wiradjuri teacher in the Learning Centre. Resources for Aboriginal education continue to be accessioned, and are now located within the general collection rather than having a separate location for inclusivity.

**Vocational education.** A separate physical location is provided for information about Careers, vocational education and post-school tertiary options. Resources are collected in consultation with the Careers Advisor.
The Physical Collection. Digital resources are making up a larger percentage of our collection, but there is still a place for authoritative and relevant print texts and many students prefer reading in the physical format. Subscriptions to magazines are regularly reviewed especially where information is available online and to reflect the interests of each new cohort. Regular consideration should be given to how physical spaces in the library are arranged and signposted to encourage users and make resources easy to access. Now that the Library space has been consolidated into zones for different purposes, layout and furnishings will be reworked to create a more inviting and engaging space for students and teachers, in line with the principles of maker spaces. Shelves will be clearly signposted accordingly. Genre labels are added to spine labeling to attract readers. Links for online resources will be clearly available on the library webpage.

The Digital collection. Websites are regularly accessioned to the Library catalogue, enabling up-to-date and accurate information, accessible outside the school. Websites are chosen from those already evaluated by SCAN and SCIS Connections and which have a SCIS record. A new focus will be to use content-creation sites, such as Scoopit, Learnist, Pinterest and Listly to create collections for specific teachers, subjects, assignments and projects which can be shared with and added to by other teachers and students. Generic accounts using the Library email and password need to be created for this. NB The introduction of
the new school library system (SLS) Oliver will necessitate training and exploration of options for the digital collection.

**Criteria for Selection**

Material will be chosen for inclusion in the library only if it reflects the objectives of the library in:

1. supporting the teaching of the curriculum by providing information for students and teachers;
2. promoting literacy through immersive experience and creative play;
3. supporting the philosophies of reading for pleasure and information as a lifelong learning tool (Ward; Kearns)

The “most appropriate” rather than “the best” (Hughes-Hassell & Mancall) resources will be purchased, as budget limitations and specific learning needs mean the library cannot afford to buy materials “just in case”, but there is a need to get them “just in time” (ibid).

Selection will be made according to the needs of users, and especially in the case of online resources, will be collated by the TL for ease of use and to ensure that there is information available which has been professionally evaluated.* (Tennant; Johnson)
Material will be collected according to the following criteria:

1. Relevance to the current or future curriculum and reflection of learning outcomes developed by the Board of Studies and educational goals of the school.

2. Appropriateness for “subject area, age, emotional development, ability level, learning styles ... social development of students” (Trinity) and cultural and socio-economic backgrounds, as well as the professional needs of teachers.

3. Appearance and quality of format. Items should attract users, with images, graphics etc which support the text, and be durable and of good quality.

4. The cost of an item should be considered in terms of value for money, suitability for users and the achievement of its stated aims.

5. Items selected should help students gain “social and cultural awareness and sensitivity” by providing access to “local, regional, national and global ideas, experiences and opinions” (Trinity) and the points of view and contributions of ethnic Australians to our national heritage (ibid).

6. Accuracy and currency of content. (In regards to online information, the TL will evaluate resources to ensure they are current and accurate, and collate them for ease of use; or accession resources evaluated by trusted parties such as SCAN journal and SCIS.)

7. Authority, reputation and qualifications of the author, producer or publisher.
8. “Scope of the work, adequacy of coverage and level of detail” (CMIS). Is the scope too narrow or too wide for intended users? (PHS CDP)

9. Treatment of the subject in an unbiased way using language accessible to users at varying levels.

10. Arrangement of information is accessible and readable, and organised to promote ease of use.

Responsibility for Selection

Final responsibility for the selection of materials for this collection rests with the Teacher Librarian. However, consultation with all stakeholders, including students, staff and parents, will also influence the collection, and it is hoped that community members will make an increasing contribution to the development of the collection (Pollock 2007; Kennedy 2005; Hughes-Hassel & Mancall 2005).

Selection Aids

Various methods of selection will be used. Bookseller’s, publisher’s catalogues and reviews in professional journals such as SCAN and newspapers will be accessed. Standing Orders are no longer purchased, as they often do not meet the needs of our students and are therefore an inefficient use of resources.

Suggestions from students, staff and parents will always be considered, and students can add to the TL’s ‘Wishlist’ which is published on the webpage. An online Suggestion
Box has been tried and needs further work. Discussion with other librarians, including listservs and Yammer will also inform purchasing decisions.

**Donations and gifts**

Gifts and donated items will be gratefully accepted under the following conditions:

- No remuneration will be paid to the donor;
- Items will be subject to the selection criteria and accepted or rejected accordingly;
- Rejected items will be disposed of as described under ‘Weeding’.

**Format**

The library will collect information in a wide range of formats including:

<table>
<thead>
<tr>
<th>PRINT</th>
<th>NON-PRINT</th>
<th>DIGITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, inc novels</td>
<td>DVDs</td>
<td>Online reference sources, eg</td>
</tr>
<tr>
<td>graphic novels</td>
<td>documentaries</td>
<td>Websites</td>
</tr>
<tr>
<td>comics</td>
<td>films</td>
<td>dictionaries</td>
</tr>
<tr>
<td>picture books</td>
<td>TV programs</td>
<td>WebPages</td>
</tr>
<tr>
<td>dictionaries</td>
<td>Multimedia</td>
<td>Games</td>
</tr>
<tr>
<td>thesauruses</td>
<td>Radio broadcasts as</td>
<td>Pathfinders</td>
</tr>
<tr>
<td>other reference books</td>
<td>podcasts</td>
<td>eBooks</td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td>Databases via public</td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td>library subscriptions</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
<td></td>
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<tr>
<td>Song lyrics</td>
<td></td>
<td></td>
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<tr>
<td>Plays</td>
<td></td>
<td></td>
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<tr>
<td>Posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Duplicate Copies

Because of budget limitations duplicate copies of library materials will not be purchased unless:

- They are particularly useful for the completion of an assignment, as recommended by the teacher;
- They are very popular fiction titles, like the John Green titles;
- They are sought after study guides for senior students.

The resources held by the PSL should also be considered when ordering duplicate copies. Generally, the acquisition of new titles will take priority over old items.

The cataloguing of class sets has not traditionally been a PHS library function.

Collection Evaluation

Lost Items

The issue of lost items needs to balance the ability of users to pay fines/be subject to other penalties with the high cost of replacing lost items/limited budget. In terms of promoting the library, a penalty reinforces the value of resources. The following policy will be adopted:

- staff and students will both be subjected to penalties (currently, the cost of replacing the item)
- overdue notices will be sent to staff once per term;
- students will regularly be sent an overdue notice with the cost of the overdue item. The process of 3 reminders delivered in a students’ roll; then letters home
with an invoice for the lost item, is part of the Welfare/Discipline system of the school and is entered on RISC. If unresolved, a student will be placed on the ‘No Go’ list and a Purple Card. If a student pays for a lost book but then the book is found within a month of that payment, the student will be fully refunded.

It is hoped that these measure will encourage the return of or payment for overdue/lost items\(^1\), and statistics at each annual stocktake show that missing items are minimal and below the accepted loss rate for school Libraries, which is 4% or below.

**Weeding**

Weeding, or de-selection, will be part of a continuous process\(^2\) of collection evaluation conducted by the TL in consultation with the community panel. An appraisal of the collection aided by tools such as collection mapping, surveys and circulation reports should be the basis of decisions to remove items from the collection. Weeding is important to free up space and keep shelves looking attractive to encourage use; and, most importantly, to ensure users have access to the most relevant and up-to-date information – “out of date information is never better than no information” (Baumbach & Miller 2006, p6). Weeding is also a great opportunity to enlist the support of teachers who are most aware of curriculum needs and changes (ibid).

*We aim to maintain an up-to-date and relevant collection where the average age of all resources is ten years, and this has been achieved through extensive weeding between 2010-2014, but the following factors will be considered when discarding items:*

\(^1\) Currently conducted annually during stock take.
Lack of use. An item will be discarded if it has not been used in 5 years. However, care should be taken to consult with teachers especially to prevent the disposal of items used in-house.

Poor physical condition.

Lack of accuracy or relevancy, eg science, political or history texts may be inaccurate, biased or stereotyped (although for these reasons they may be useful for comparative contextual studies)

No longer supports the curriculum.

Information is available in a more appropriate format, eg TL-evaluated website.

Superseded by new edition.

(Kennedy 2005; Hughes 2006)

An item will not be discarded if it is:

- “of research value [as part of the curriculum];
- of local interest or local historical value;
- a valuable contribution to the balance of the collection;
- a rare item.” (Hughes 2006, p7)

See a simple guideline for weeding at

http://scschoollibraries.pbworks.com/w/page/26750457/Collection-Development

or Appendix A ‘Timetable for Weeding’.

Challenged materials

If an objection is made to an item in the collection, the complainant will be asked to fill out a “Request for consideration of a book” form, (Appendix B). A book will not be
withdrawn from the collection on the basis of isolated complaints, but overwhelming objections will be to the Principal for a final decision. The attention of complainants will be drawn to the ALIA Statement of Free Access to Information. (See page 2 for web address).
Appendix A
‘Timetable for Weeding’.

**General criteria for de-selection**
De-selection will be considered for items which

* are damaged or dirty beyond repair
* are in a format no longer supported by available hardware
* have information which is inaccurate, out-of-date, biased, racist, sexist or misleading
* contain racial, sexual or cultural stereotyping
* are unappealing in appearance or format
* are inappropriate or irrelevant to the needs, abilities and interests of the library’s users
* have significantly declined in circulation
* have been superseded by newer editions
* are unused duplicate copies

In order to ensure the collection is up-to-date the following should be used as a guide to replacement times.

<table>
<thead>
<tr>
<th>Dewey Classification</th>
<th>Time Frame</th>
<th>Type of Resource</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>2-10 years</td>
<td>Biographies</td>
<td>flexible</td>
</tr>
<tr>
<td>100</td>
<td>10 years</td>
<td>Fiction</td>
<td>10 years</td>
</tr>
<tr>
<td>200</td>
<td>2-10 years</td>
<td>Encyclopaedia</td>
<td>3-5 years</td>
</tr>
<tr>
<td>300</td>
<td>5-10 years</td>
<td>Reference</td>
<td>Individual basis</td>
</tr>
<tr>
<td>400</td>
<td>10 years</td>
<td>Periodicals</td>
<td>5 years</td>
</tr>
<tr>
<td>500</td>
<td>3-10 years</td>
<td>Almanacs /Year books</td>
<td>5 years</td>
</tr>
<tr>
<td>600</td>
<td>3-10 years</td>
<td>Digital resources</td>
<td>Based on hardware</td>
</tr>
<tr>
<td>700</td>
<td>5—15 years</td>
<td>Audio books</td>
<td>Based on hardware</td>
</tr>
<tr>
<td>800</td>
<td>flexible</td>
<td>Teacher Resources</td>
<td>Based on curriculum</td>
</tr>
<tr>
<td>900</td>
<td>10-15 years</td>
<td>Maps, charts, posters</td>
<td>Individual basis</td>
</tr>
</tbody>
</table>

**Consideration will be given to keeping**

* Classics, award winners
* Annuals & School Publications
* Titles on current reading lists
* Out of print titles that are still useful

* Biographical Sources
* Resources which might be of historical interest or

* Local History comparison at a later time
**Stocktake**

Stocktake takes place at the end of Term 4, usually weeks 8 and 9, or 9 and 10 in an eleven week term. During stocktake, the Library is closed to classes and students at lunch time and recess.

TPOT (Senior Study) groups timetabled into the Library are allocated the AV room where possible; classes timetabled in the AV room maintain their booking. ExSel students also maintain their use of the ExSel room.

**Reasons for Stocktake and tasks undertaken.**

Stocktake is more than just counting books. During stocktake, the TL:

- Balances the resources on the shelf with those on loan and those missing;
- Cleans and dusts shelves and books;
- Makes decisions about weeding old/unused/poor condition resources;
- Disposing weeded items;
- Library SASS repairs & recovers damaged books;
- Makes decisions about relocating resources to a more suitable shelf to encourage use of the resource eg
  - Moving non-fiction picture books to the picture book shelf;
  - Maintaining the Graphic Books location to include non-fiction; creating a physical location called Comics (which appeals to students more)
  - Returned Aboriginal resources into General Resource after concerns about discrimination/lack of inclusivity with separate location.
  - Deleted the TEA location for teacher resources and placed those items back into the general collection because teachers were not using this resource – most teachers now own their own resources, or they are collected within individual faculties.

Since this policy was written, we have created the locations for Study Guides (STG),

- Clean all tables and chairs
- Prepares the Library for the beginning of Term 1 next year.

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3 Updated 14 August 2014
Appendix B
Statement re Culling VHS tapes
Thursday 8 June 2012

When we began our culling of VHS tapes in 2011, staff feedback caused us to look further into the copyright issues surrounding copying and format shifting of films and TV programs.

Essentially, if we have a commercially produced video tape, we are obliged to try and source it from a retail supplier. If we cannot replace it this way in a reasonable time at a reasonable cost, we can format shift it to DVD if the copyright protect mechanism on the tape allows it.

If we have a ‘home-made’ tape, we can format shift as long as it was legally copied in the first place (ie, from free-to-air broadcast) and if the copyright protect on the tape allows it.

Remember, we are culling VHS tapes because:
- Library collections should have an average age of 10 years or less (many of our VHS tapes are 20 years and older). This ensures the currency of the information in our collection;
- VHS tape deteriorate physically;
- VHS players are becoming scarce.

ALSO, many of the VHS tapes we culled HAD NOT BEEN BORROWED by anyone in the last 3-5 years.

Our Library philosophy is Just in Time, NOT Just in Case, and we need to balance the time it takes to process the format shifting of a VHS resource with its value to the curriculum and usage.

Tapes that staff think are invaluable for the new National Curriculum and worth keeping in the Library collection, after checking copyright requirements, will be format shifted at the Library’s expense and re-catalogued.

Tapes that we have disposed and staff would like to keep in the faculties can be kept there. However, if faculties wish them to be formatted to DVD they will need to provide a blank disc, AND be aware that format shifting can only be done one tape at a time, and it takes the equivalent time to record as it does to play – so it is a long, slow process.
The Process:

- Check another copy is commercially available at reasonable cost/delivery time;
- Record the tape (time for time, eg a 2 hour film takes 2 hours to record);
- Burn to DVD;
- Create label:
  - Search for information/description which may not be available on original copy. This helps speed up the OASIS Library catalogue search process, and give an accurate idea of the content of the disc;
  - Type label;
- Accession/catalogue resource.

We estimate that this process can take at least 2 hours for each resource.