

# COLLECTION DEVELOPMENT POLICY AND PROCEDURES

## Collection Development Policy

### Rationale:

- To provide equitable access to all resources
- To develop lifelong, independent learners and responsible citizens
- To promote student wellbeing and connectedness
- To enhance student learning in a self-directed way

### Policy Statement:

- To maintain and develop the collection in a systematic way in accordance with established library management principles
- To be funded by the school to ensure an adequate collection for the school population
- To adhere to the national Benchmarks published in *Learning for the Future : Developing Information Services in Schools 2<sup>nd</sup> Edition*, which indicate adequate collection sizes
- To centrally manage the collection so equity can be achieved
- To allocate responsibilities to personnel for the selection and the types of resources held

### Audience:

- Staff and the wider community

### Authorship:

- Bendigo Senior Secondary College Library Resource Centre team members

### Related Documents:

- *Learning for the Future : Developing Information Services in Schools 2<sup>nd</sup> Edition*
- *A Manual for Developing Policies and Procedures in Australian School Library Resource Centres, ALIA, 2007*

### Date of ratification:

- February 2009

### Date of review:

- December 2011

## Collection Development Procedures

### Profile of the users:

- Year 11 and Year 12 students only, aged between 16 and 20 years

- Students are studying VCE, VCAL, VET or a combination there of
- Exchange students and Overseas students are among the current population

**Hours of Opening:**

- 8.20 a.m. – 4.30 p.m. Monday to Thursday
- 8.20 a.m. – 4.00 p.m. Friday
- Closed Thursday recess

**Access to book and non-book resources:**

- Staff and students have access to all resources available in the library research centre
- The majority of the collection is available to students for two weeks
- Books listed for student purchase are only available for overnight borrowing
- The complete collection is available to staff for as long as is needed

**Categories within the collection:**

- General Collection: Fiction and Non-Fiction
- Reference Collection: e.g. Dictionaries and Encyclopaedias
- Audiovisual Software Collection: e.g. DVDs, Videos, CDs and CD-Roms
- Audiovisual Hardware Collection: e.g. CD players, Digital Cameras, Flip Cameras, Computers, Overhead Projectors, Data Projectors, DVD players, PDAs
- Teacher Reference Collection: Subject specific Solutions, Manuals, Study Designs
- Chart/Poster Collection: Maps, Pictures, Diagrams
- Electronic Resources (access to): Software, Electronic subscription services, www sites professionally selected and catalogued
- Periodicals Collection

**Budget:**

**Selection Principles:**

*Relevant to curriculum and recreational needs of the users*

- Does the resource meet an existing or anticipated need?
- Will the resource be well used?
- Is the cost justified in terms of the potential use and value to the collection?

*Up to date*

- Is the information current, especially in the areas of science and technology and geography?
- Is the information and presentation in keeping with current educational practice?
- Are the tables, charts and other relevant data in the resource recent?

*Accurate in the presentation of information*

- Are facts and opinions identified and presented impartially?
- Is the content correct?
- Does the content reflect the Australian situation or can it be adapted to do so?

*Authoritative*

- Is the author or creator qualified in the field?
- Is the publisher well established/reputable in the field?
- Has the author or creator produced other works in the same area?

*Well presented*

- Is the style appropriate for the subject and use?
- Do the illustrations extend the factual information or is their purpose purely decorative?
- Are the illustrations of a high quality?
- Are ideas developed clearly?
- Is the information easily accessible through readable tables, charts, etc?
- Does the resource have an index, table of contents, chapter summaries, glossary, bibliography, websites, etc?
- Are the print, pictures, multimedia and sound well presented and intelligible?
- Is the resource physically attractive?
- Is the resource durable and well constructed?

*Respectful of all peoples*

- Is the resource free of bias or prejudice?
- Does the resource present positive images of women, men, Indigenous peoples, disabled persons and ethnic groups?
- Are the representations of people honest and accurate?
- Is the resource accurate in presentation of Aboriginal and Torres Strait Islander issues?

*Appropriate to age levels of users*

- Is the print readable and of a format suitable to the age level of the target audience?
- Is the vocabulary appropriate?
- Is the resource suitable to the interest level of the intended users?

**Cooperative relationships with other libraries:**

- Bendigo Education Plan
- Catholic College, Bendigo
- Girton, Bendigo
- Bendigo Regional Library
- Latrobe University Library
- TAFE Library

**Collection evaluation:**

Collection evaluation should be ongoing and systematic.

- Analyse units of work that have resource based learning components and check holdings in those areas to ensure that there is sufficient breadth and depth
- Monitor requests from patrons and identify areas where there are insufficient resources to meet user requests
- Conduct a regular stocktake and check the reports generated from the stocktake for any areas within the collection which have a comparatively high number of resources missing

- Analyse statistics: circulation, number of resources and varied formats in topic areas, cataloguing, weeding etc
- Shelving: note age, physical condition and appearance of resources
- Shelf list check: note strengths, weaknesses, imbalances and omissions
- Compare published lists recommended resources with the library's holdings
- Seek verbal feedback from staff and students about how well the collection meets needs
- Conduct a formal survey designed to give information about user satisfaction with the collection

**Preservation activity:**

**Repairs** – Ongoing decisions have to be made about whether to mend, or discard worn books.

- Physical condition, including quality of paper, margins, illustrations
- Cost effectiveness of repair or replacement
- Number of other copies in the collection
- Availability of replacement copies
- Value as archival resource

**Deselection/weeding principles** – The collection is monitored so that approximately 10% of the collection is replaced annually

- Is the resource mildewed, yellowing, tatty, dirty, damaged, torn, and worn out?
- Is the resource sexist, racist, ageist or offensive to social or ethnic groups?
- Is the information in the resource incorrect due to social/political changes?
- Is the resource current?
- Does the resource present distorted views of history?
- Does the resource present stereotypical images or characterisations?
- Is there a more current edition or format of a work available?
- Has the resource been borrowed sufficiently to justify keeping it?
- Is the subject of current interest in the curriculum?
- Are multiple copies still in demand?
- Does the resource meet the specific selection criteria?