**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 2nd 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 2nd Edition*

**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?