



MVHS COLLECTION
DEVELOPMENT &
MANAGEMENT GUIDELINES

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INTRODUCTION

This guideline document is for the information of all users of Moss Vale High School and the wider school community. It outlines the purpose of the school library collection, the resources provided for the school community and how resources are selected, acquired, evaluated and deselected in order to maintain a relevant and engaging collection.

MISSION STATEMENT

The staff of the Moss Vale High School Library understand and recognise the school library's status as an essential resource to support the teaching and learning of the wider school, as well as resources for individual learning and recreational reading (NSW DoE 2019) while reflecting the Department of Education's values. In addition, the Library Staff understand and undertake the responsibilities identified in the [Australian School Library's Association Bill of Rights](#) and [International Federation of Library Associations/UNESCO School Library Manifesto](#) so the library can respond and cater to the changing needs of the wider learning community in an equitable manner by:

- Developing and supporting a culture of reading for leisure
- Supporting all students to achieve their personal best in a range of areas
- Curating a collection that represents and fosters respect for the diverse nature of Australian society
- Nurturing critical, creative and ethical thinkers that can confidently navigate a range of texts in increasingly varied formats to develop lifelong learners
- Supporting the MVHS BOYD program by curating a meaningful and relevant digital collection
- Supporting teaching staff in these endeavours, particularly by providing resources that enrich and support the NSW curriculum

VISION STATEMENT

The MVHS Library is dedicated to ensuring Moss Vale High School provides outstanding educational opportunities for future focused learners by ensuring the collection:

- Remain relevant to emerging technological developments
- Reflects current and future changes to the NSW and Australian Curricula and school priorities
- Contain materials that continually supports the development of students' information literacy skills (Information Fluency Framework)
- Supports all students in an equitable manner

GUIDELINE STATEMENT

The MVHS Collection Development Guideline will be used to ensure the library collection continues to support reading for leisure *and* effective teaching and learning by:

- Providing relevant, appropriate and up-to-date resources that are aligned to the Australian curriculum and subsequent cross-curriculum priorities
- Providing a variety of fiction and non-fiction titles that represent the diverse nature of Australian society and reflect a diversity of opinions
- Providing clear directions for the selection, acquisitions and deselection of physical and digital resources to ensure the collection reflects the diverse needs of our students body
- Providing strategies to effectively evaluate the strengths and weaknesses of the collection to ensure its continued relevancy to the students and staff of MVHS

SELECTION PRINCIPLES

Responsibility for Selection

The Teacher Librarian acts on behalf of the Principal to manage and evaluate the library's collection (NSW DoE, 2019), thus selection, ordering and acquisitions are managed by the Teacher Librarian. However, recommendations from classroom teachers, Head Teachers and Senior Executive staff regarding resources that meet the needs of specific curriculum areas are encouraged and actively sought. Patron-driven acquisition in the form of student and staff suggestions for leisure reading material also forms a core priority of the MVHS Library collection. All suggestions for additions to the collection are reviewed in accordance with the Library Selection Criteria outlined in this document. (See Appendix 2)

Selection Criteria

Selection of library resources will be based on the following broad criteria to ensure they reflect the needs of MVHS Library's users:

- i. Resources support the delivery of the NSW Curriculum for staff or students
- ii. Resources support reading for leisure
- iii. A balance between print and digital resources is maintained in order to provide greater accessibility and support the school's BYOD program

Additional criteria applied to digital resources include:

- i. Whether the library is granted access or ownership of the resource
- ii. Ongoing costs of subscription-based resources
- iii. If resources are accessible for all learners, include those with a disability, as outlined in the [Disability Discrimination Act \(1992\)](#)
- iv. Compliance with Australian Copyright laws. **Resources will not be selected if the method of acquisition or access violates these laws**

The specific criteria applied to each format is outlined in the **Collection Development & Management Procedures** document.

Formats

The following formats will be selected in line with the MVHS's selection guidelines and procedures and in line with their ability to be accessed via Oliver and meet copyright protection requirements:

- Fiction books (including 'High interest-Low ability')
- Non-fiction books
- Magazine and periodicals
- Newspapers and pamphlets
- Graphic Novels
- eBooks (both fiction and Non-fiction)
- Audiobooks
- Online Encyclopedias
- Websites
- DVDs and Video in MP4 format
- Teacher reference resources

Donations and Gifts

All donations and gifts of items to MVHS Library will be gratefully accepted, but are assessed in accordance with the **Selection Criteria** outlined in the **Collection Development Procedures** document by the Teacher Librarian.

If not viewed as suitable for inclusion in the library collection, donations will be treated in accordance with the library **Weeding Guidelines** (see page #). Gifts or donations must be in near-new condition with no highlighting or annotations.

Lost/damaged items

Reimbursement of the cost of resources will be sought if items are lost or damaged beyond reasonable repair. Cost recovery will be at the discretion of the teacher librarian and made after an investigation of the circumstances.

ACQUISITION GUIDELINES

- 1) Resources are selected in accordance with the **Collection Development and Management Procedures** document to ensure the appropriateness and relevancy of resources. This ensures that resources are:
 - a) The best format for the information or story selected
 - b) Utilized by staff and/or students
 - c) The best possible choice and value for money
 - d) Selected in accordance with reputable reviews, independent selection aids, or, where possible, visual inspection of the Teacher Librarian
- 2) All resources must fulfill the selection criteria
- 3) A purchase will not be made unless funds are available
- 4) Only approved suppliers or suppliers providing appropriate resources at discounted prices will be used for library resources
- 5) Cost and user requirements determine where electronic formats are purchased in preference to printer text
- 6) Material purchased must be compliant with Australian Federal and State legislation (e.g. anti-discrimination laws, equal opportunity laws, and copyright laws in regards to access and distribution)

COLLECTION EVALUATION GUIDELINES

The collection will be regularly audited to ensure resources continue to support the changing needs of the school, students and the NSW curriculum. This is done by a process of observation of and discussion with users, staff and students surveys of collection perceptions, usage and desired materials, collection mapping, usage data and overlap analysis.

WEEDING OR DESELECTION OF RESOURCES

Purpose of Weeding

Weeding relates to the conscious removal of items from the library collection. It is an essential process for maintaining a relevant and attractive collection that is easy to navigate; retaining old, unattractive, irrelevant or outdated information detracts from the value of the collection and makes it difficult to use effectively.

The full criteria to weed the collection are outlined in the **Weeding Procedures** document, which is formed around the following basic principles:

- Condition
- Outdated information
- Inappropriate content
- No longer in use – as decided by the collection appraisal evaluation process
- Format is no longer in use or the equipment to run the format can no longer be economically maintained or purchased
- Links are 'broken' or inactive (for websites)

Weeding will occur during the bi-annual stocktake, as well as throughout the year at the Teacher Librarian's discretion.

Responsibility for Weeding

The ultimate responsibility for weeding is with the Teacher Librarian, however, the opinion and expertise of staff will be sought to ensure useful resources are maintained.

Disposal of weeded resources

Where possible, resources will be donated to charities, although many resources that are deselected will not be suitable for this purpose. Any that are not suitable for donation will be recycled or disposed of appropriately.

CHALLENGED MATERIALS GUIDELINES

Moss Vale High School Library values and supports the principles of a free, democratic society, thus has a responsibility to provide our students with access to resources and opinions that reflect a variety of perspectives that is enshrined in the [School Library Bill of Rights](#).

However, Moss Vale High School recognizes challenges to the library collection as part of the democratic process. All complaints should be initially addressed to the Teacher Librarian. If a resolution cannot occur at this stage, the procedure outlined below will be initiated:

Challenged Materials Procedure

- 1) The Teacher Librarian will provide the challenger with a copy of the following:
 - a) The MVHS Library Collection Development Guidelines, which outlines the purpose of the school library collection.
 - b) The MVHS Library Selection Procedures document (See Appendix 2), which outlines the criteria all resources must meet before being considered for inclusion in the library's collection.
 - c) A copy of the *School Library Bill of Rights* outlined by ASLA, which is located at <http://www.asla.org.au/policy/bill-of-rights.aspx>
 - d) A copy of the Challenge Form (See Appendix 1)
- 2) A challenged material will not be removed until the formal procedure is complete.
- 3) The challenger and the Teacher Librarian will then read/view/examine the item being challenged, from beginning to end.
- 4) If the challenger wishes to proceed, a challenge committee consisting of the Teacher Librarian, Head Teacher of English, a member of senior executive and president of MVHS P&C (or delegate) will review the material to determine the educational merit of the item in line with the selection criteria.
- 5) The challenge committee will meet to decide the appropriate course of action. Their decision is final.
- 6) The challenger will be notified of the committee's decision in writing by the school.

COPYRIGHT GUIDELINES

MVHS Library upholds the values of intellectual ownership and copyright law. As such, all users should be aware of restrictions when using, copying or sharing physical and digital materials. All resources provided by the MVHS Library will adhere to Australian Copyright law.

The parameters of these licences are available at [Smartcopying](#) which is the official site for copyright in school provided by the National Copyright Unit

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Appendix 1: Challenged Materials Form

Name:
Student contact:
Contact Address: _____
Phone:
Email:
Title of the item under review (if a website, then name and URL): _____
Author of the item under review (if known):
Please answer the following:
I am representing: Self / Organisation / Group / Other _____
What is your objection to the resource?

Have you examined the resource in its entirety to determine whether the objectionable issue is within the context of the whole? Yes / NO
If not, to what extent have you examined it?

What do you believe to be the purpose/theme/intention of this resource?

In your view, does the resource have any educational merit? Please list

What do you believe will be the outcome if students use this resource, either at home or in the classroom?

Are you aware of any literary or educational assessments of this resource? If yes, please cite your resources.

How would you like your complaint to be resolved? Please tick one.

- Reconsideration of its inclusion in the library's collection
- Made unavailable to all students
- Made unavailable to your child
- Restricting its access to students of a particular age group
- Restricting its access unless under direct teacher supervision as part of an instructional program

Thank you for your time. You will be contacted to arrange a conference to discuss the item under review.

Appendix 2: Selection Procedures

Selection Criteria

Selection criteria guide the decision-making process to develop a balanced collection which meets the Collection Outcomes. Selection is primarily the responsibility of the Teacher Librarian who works collaboratively with teacher and Senior Executive to select quality resources for education and leisure. Collection priority areas may be determined by:

- Working collaboratively with teachers;
- Completing a collection may the library management system;
- Undertaking a stocktake; and
- Analysing circulation statistics

General Selection Criteria

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, technology and geography?
- Is the information and presentation in keeping with current education practice?
- Are the tables, charts and other relevant data in the resource recent?

Accurate in presentation of information

- Is the author or creator qualified in the field?
- Is the publisher well established/reputable in the field?
- Has the author or creator produce 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 high quality?
- Is the presentation factual or fictional?
- Is the content organised logically and sequentially?
- 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, picture, 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, LGBTQI people, Indigenous peoples, disable persons and ethnic groups?
- Are the representations of people honest and accurate?
- Is the resource free of stereotypical images and role definitions?

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?

Specific Collection Criteria for Fiction Books

Fiction books include novels, high interest-low ability (Hi-Lo) readers, graphic novels and picture books. In theory, the same criteria applies to fiction books in other formats (e.g. eBooks and Audiobooks), however, the nature of consortium agreement may restrict the Teacher Librarian's ability to apply the selection criteria to these format.

Purpose

- Provide enjoyment and entertainment
- Stimulate the imagination
- Develop language
- Extend the students' experience vicariously
- Develop discriminatory and independent readers
- Support the **Premier's Reading Challenge**
- Develop life-long readers

Readability

- Reading level of the item matches the user's experience and capability

Language

- Appropriate to the plot, theme and characters
- Imaginative and interesting with natural dialogue and vivid descriptions
- Concepts developed by the language are appropriate for the age/maturity of the intended reader
- Style of writing is appropriate to the genre

- Provides the opportunity for students to practice/develop/extend literacy skills

Content

Plot:

- Stimulates the reader's imagination
- Encourages awareness of issues
- Story is interesting and entertaining
- Sequence of events is logical and (within the genre) believable

Theme:

- Easily identified
- Resolution of conflict within acceptable moral codes and behavioural modes
- Avoids moralizing and didacticism

Characterisation:

- Convincing and credible
- Uses authentic and suitable dialogue
- Characters develop and grow
- Avoids stereotyping by gender, race, disability or culture

Sensitive Issues

- Elements of language appropriate in the context of the plot and characterization
- Treatment of issues e.g. sex/sexuality, violence, AIDS, death, religion, the supernatural appropriate for the intended reader

Alternative Formats

Specific selection outlined above also apply to each of the following formats:

Audiobooks (CDs or digital downloads)

- Sound clarity, clear pronunciation and enunciation
- Reading is well paced
- Background music/sound effects appropriate and don't interfere with the main reading
- Unabridged version of the original text

Charts (include maps, diagrams, pictures, posters, study prints)

- Clear and logical layout
- Information and graphic uncluttered
- Overall size and print size appropriate for intended use
- Attractively presented to generate interest
- Simply information and summarise key concepts

- Support a specific educational purpose and/or promote interest in reading
- Use correct conventions, e.g. maps, flow charts

Videos/DVDs/MP4s

- Clarity of sound and images
- Visually appealing
- Voice production clear and suited for intended purpose and user
- Accuracy and currency of information
- Content appropriate for intended user
- Production well paced and of appropriate length
- Includes captions for disability access

Websites

Selection criteria for Non-Fiction and Fiction books also apply to each format. Website includes online indexes, web-based utilities, social media and online databases.

Authority

- Consider qualifications, expertise and background experience of intellectual providers
- Authority information must be easy to locate and verify
- Copyright information clear and easily located

Ease of Access

- Online site must be readily accessible to users at a variety of times
- Online site must be available using a variety of browsers
- Internal search of the site available, easy to use and locate
- Help pages to aid access to information are available and easy to use

Accuracy and relevancy of Information

- Site updated regularly
- Be aware of long/short term value of sites
- Publication dates of information must be clearly visible and easy to locate

Security

- Sites are free from viruses/worms/data corruption and tampering/alteration by visitors
- Sites do not require the entry of student personal information

Appropriateness

- Appropriate to reading level, maturity and cognitive development of users

Presentation

- Text is clear, easy to read and may be enlarged

- Graphic relevant, clear and attractive
- Background colour/design does not interfere with text, i.e. minimal clutter
- Hyperlinks easy to identify
- Information and images captioned and acknowledged where appropriate
- Site complies with disability access, e.g. image tags. Additional audio, use of colour

Navigation

- Easy to use and minimizes time wastage
- Enhances students' information retrieval and hands-on computer skills

Cost

- Is not prohibitive

Resource Selection Tools

A range of professional organisations are used in the selection and assessment potential library resources:

Publication	Organisation / Publisher	Website
Australian Library Journal	Australian Library and Information Association (ALIA)	www.alia.org.au
Access	Australian School Library Association	www.asla.org.au
SLANSW	School Library Association of NSW	https://slansw.asn.au/
CBCA List of Notable books and Book Week Book of Year Long list and Winners	Children's Book Council of Australia (CBCA)	www.cbca.org.au
Book Curator	Havera Pty Ltd	https://bookcurator.com.au/
SCAN	NSW Department of Education	http://scan.nsw.edu.au
Magpies Literature Base	Magpies	www.magpies.net.au
mETaphor	English Teachers' Association of NSW	http://www.englishteacher.com.au
Connections SCIS database	Schools Catalogue and Information Services (SCIS)	www2.curriculum.edu.au/scis/home.html