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DO ALL THINGS WELL

September 2015

## **LIBRARY COLLECTION POLICY FOR ST PATRICK'S SCHOOL GRIFFITH**

This proposal for St Patrick's School library finds its underlying philosophy in the following from UNESCO's School Library Manifesto:

*'The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.'*

### **RATIONALE**

St Patrick's School library is a place of discovery. The library staff is dedicated to providing and promoting intellectual access for all to an extensive range of electronic and print resources, tools and technologies which meet the needs of all users of the library. We are dedicated to giving our students the tools that will enable them to become independent life-long learners and that will enable them to take their place in the digital age.

St Patrick's School is also a Catholic Primary school. The library supports the Vision and Mission of our school as well as the outcomes of the Australian Curriculum. The library will endeavour to support this Curriculum by supplying resources in a variety of formats that support teaching and learning.

### **THE NATURE OF OUR LEARNERS**

This collection is being developed for the use of students in a Catholic Primary School with a population of 550 students. The student population is very diverse with a wide spread of ethnic populations represented. This has resulted in a proportionately high number of students for whom English is a second language. This has ramifications for the nature of the library collection. We are dedicated to ensuring that the collection not only cater for the whole school population but that it also reflect the inherent nature of the large proportion of English Second language students. (ACARA My Schools (2014)) This will be reflected in a collection that contains resources that reflect this multicultural nature of the school.

The resources will also be supportive of the Australian Curriculum with care being taken to provide resources that are presented in a variety of formats that reflect the different learning styles of our students. Of primary importance will be the needs of our users. The school is working towards ensuring that ICT is a priority. We will provide our students with the necessary tools to enable them to be active participators in the digital environment.

### **THE ROLE OF THE COLLECTION**

*The hallmark of a school library in the twenty-first century is the development of human understanding, meaning making, and constructing knowledge with an emphasis on inquiry, thinking, and knowledge building. (Todd, R. 2012)*

Therefore St Patrick's Library will develop a collection to satisfy the following needs in our students:

- \* Reading literacy
- \* Information literacy
- \* Technological literacy
- \* Skills for personal knowledge building
- \* Oral literacy and numeracy (Barrett, L. 2010)

The library will support these needs by providing the school community with resources that support the Australian Curriculum and reflect the multicultural and religious nature of the school. These resources will offer a diversity of viewpoints to enable our students to develop their critical thinking skills which will enable them to make well informed judgements.

## **THE NATURE OF THE COLLECTION**

Both students and teachers are encouraged to collaborate in the selection of resources for the Library (Hoffman,F. 2007), however the final selection will rest with the teacher librarian. The teacher librarian will ensure that resources;

- meet the selection criteria (SA Guidelines)
- are in a variety of formats that are able to meet the informational and recreational needs of the library users
- are appealing in their presentation

Specific attention will be given to the following:

- A fiction collection that contains a variety of formats that will include: picture books, magazines, novels, comics, graphic novels. These formats will also be acquired in a variety of different languages that reflect the languages spoken throughout the school. Where possible some titles will also be downloaded onto the schools Kindle devices which are available for the use of the Senior students in the school.
- A Non-fiction collection which will also be available in a variety of formats and which will support the teaching and learning of our teachers and students.
- A teachers collection that will support the teaching and learning outlined in the Australian Curriculum (<http://www.acara.edu.au/curriculum/curriculum.html> )
- A reference collection which will include Worldbookonline <http://worldbookonline.com/wb/products?ed=all&gr=Welcome+St+Patrick%27s+Primary+School%21>
- A collection of fiction and non-fiction in DVD format
- A collection of the software that is loaded onto the school network as well as a collection of assorted learning software to support the curriculum
- A collection of links to websites that will be included on the library management system (Alice) that will support a wide variety of texts that are held in the collection. In conjunction with this the library will develop it's own list of recommended links through the curation of a Pinterest page. A link to the library webpage will also be provided on the school webpage. <http://web.spgww.catholic.edu.au/>
- Subscriptions to professional journals and magazines and information services that support teaching and learning

## **THE SELECTION OF THE COLLECTION**

After the collaborative process has taken place, the final selection of resources for St Patrick's School Library will rest with the teacher librarian. The teacher librarian will be acting on the authority delegated by the Principal. The selection criteria used for the process of selection will be that of the Department of Education and Children's Services, Government of South Australia. (2004).(See Appendix 1)

There will be 3 levels in the selection process:

### 1. Broad Selection Criteria

These criteria will be based on the philosophical principals of our school. They will support the teaching and learning of our school population and the outcomes proposed by the Board of Studies in the Australian Curriculum.

### 2. General Selection Criteria

The resources selected will reflect the needs of our school community and will adhere to the selection criteria supplied below.(Appendix 1)

### 3. Specific Selection Criteria

Particular formats of resources will be given special consideration. Special consideration will be given to digital resources and websites. There will be a concerted effort to ensure that the digital collection is developed at the same rate as the print collection and that these resources are subjected to the same level of scrutiny as the other formats in the collection. (Appendix 2)

## **ACQUISITION OF THE COLLECTION**

The Teacher Librarian has the ultimate responsibility for selecting resources to be included in the collection at St Patrick's School. However, there are circumstances where Key Learning Area Co-ordinators are charged with the purchasing of resources that they request to be included in the library collection. All resources must meet the criteria outlined (Appendix 1).

St Patrick's supports local suppliers of resources where possible. If, however, the local supplier does not offer value for money or is not reliable in the delivery of the resource, other options will be used. Australian Standing Orders is a subscribed to by the library and will continue to be a source of current Junior and Senior Fiction for the library. The Teacher Librarian will use the following list of tools to aid in the selection process:

ALIA: Australian Library Journal

CBCA: Reading Time

Booktopia (<http://www.booktopia.com.au/>)

Good Reads(<https://www.goodreads.com/>)

Magpies (<http://www.magpies.net.au/>)

Oztl\_net (<http://oztl.net/>)

Read Plus (<http://www.readplus.com.au/index.php>)

SCIS: Connections ([http://www2.curriculum.edu.au/scis/connections/conn\\_page.html](http://www2.curriculum.edu.au/scis/connections/conn_page.html))

The LiteraturBase([http://www.magpies.net.au/magpies/public/?Mlval=m\\_pages&pagename=TLBCI](http://www.magpies.net.au/magpies/public/?Mlval=m_pages&pagename=TLBCI))

Books in languages other than English will be sourced from:

Abbey's Language Book Centre. Retrieved from:<http://www.languagebooks.com.au/category/childrens-fiction-13000.do?paginator.pageIndex=4>

Wheeler's. Retrieved from:<http://www.wheelersbooks.com.au/spb/maori/date/new/>

## **FUNDING OF THE COLLECTION**

*'For the first time in history we are moving from a time of information scarcity to one of information abundance. Can we define why libraries are necessary when information is ubiquitous, more scalable, far more convenient, and often 'free' online?' (Valenza and Johnson 2009)*

St Patrick's school requires adequate funds to ensure the highest quality of resources are available for its clientele. A combination of both print and digital formats need to be included in the budget.

The Teacher Librarian will prepare a proposed budget that will be presented to the Principal and school executive before it is taken to the School Council and School Bursar for final approval. The budget will include the following items:

- library based resources in all formats
- subscriptions to online services and software licences
- special events (a visiting author/Book Week celebrations)
- the day-to-day running of the library (Braxton, B.500 Hats. 2014)

The Library budget will not include Capital expenditure on items such as Library furniture and computer hardware .

The funds received from the Annual Book Fair shall be in addition to the budget and shall be allocated to expenditure on resources. St Patrick's Dream library is happy to receive donations as long as they adhere to our collection criteria. Funds will be allocated by the School Council.

## **COPYRIGHT**

St Patrick's Dream School will adhere to all copyright law especially in the area of digital resources and will abide by the guidelines set out in [smartcopying.edu.au](http://smartcopying.edu.au)

## **WEEDING**

*'You can't teach today's students with yesterday's materials and expect them to have success tomorrow'* (Baumbach,D.J.2006)

St Patrick's School will be actively engaged in ensuring that our resources are up to date and current by engaging in a two- pronged approach to the de-selection of resources that are no longer required.

1. A yearly stocktake will take place. This stocktake will be on a 5 year rotational basis.( one section of the Collection will be evaluated each year).Before beginning the stocktake, the collection will be evaluated using the Library Management system identify the underused resources.
2. An ongoing cull of resources that ;
  - are damaged or dirty
  - are in a format that is no longer supported by hardware ( eg, cassette tapes)
  - have information which is inaccurate, out-of-date, biased, racist, sexist or misleading
  - are unappealing in appearance or format
  - are inappropriate or irrelevant to the needs, abilities and interests of the library users
  - are unused duplicate copies

(A Guide to replacement times for non-fiction materials has been included in Appendix 4)

## **CHALLENGED MATERIALS**

St Patrick's School library has a responsibility to provide our students access to resources and opportunities that reflect a wide variety of perspectives.(ASLA, Bill of Rights.2014)

Objections to resources is part of the democratic process and will be treated appropriately. A formal procedure will be documented, the challenge will be submitted in writing (See Appendix 3) and a review committee set up to handle the issue. The review committee will consist of the Teacher Librarian, the Principal, a staff member, a parent as well as another member of the school council.( The complainant may also be invited to this meeting)

## **POLICY REVIEW**

This Policy will be reviewed every 5 years to ensure that it is still relevant to the needs of our clientele and that it continues to support the Australian Curriculum.

## **APPENDIX 1**

### **GENERAL SELECTION CRITERIA**

Authority:

- Qualified and /or experienced author.
- Reputable sources of information.
- Recognised publisher/producer.
- Information is accurate.

Physical format and technical quality:

- Quality materials.
- Sturdy construction.
- Attractive presentation and clear reproduction.
- Software is compatible with the network and must be tested before purchase.

Arrangement of material:

- Content is easily accessible.
- Instructions and support materials are adequate, clear, comprehensive and effective.
- Appropriateness:
- Content, language, symbols and concepts are at a suitable level for the intended user.
- Currency:
- Information presented must be up-to-date.
- Cost:
- Value for money.
- May be used across a number of curriculum areas and levels.

Availability:

- Currently available to schools.
- Readily available to schools.

Format:

- The most suitable medium to present the subject matter. This includes paperback, hardback, big book, newspapers, magazines, audio cassettes and CDs, video cassettes, DVDs, kits, realia, games, charts, posters, slides, film, computer software, CD-ROM and online resources.
- Controversial material:
- Consider any controversial content and/or issues

Department of Education and Children's Services, Government of South Australia. (2004). Choosing and using teaching and learning materials: Guidelines for preschools and schools. Retrieved from [http://www.decd.sa.gov.au/policy/files/links/choose\\_use\\_booklet\\_FA.pdf](http://www.decd.sa.gov.au/policy/files/links/choose_use_booklet_FA.pdf)

## **APPENDIX 2**

### **SPECIFIC SELECTION CRITERIA**

Specific selection criteria for **non fiction** including encyclopedias, yearbooks, almanacs, dictionaries, thesauri, anthologies, atlases, handbooks, pamphlets, periodicals, journals and information books includes consideration of Authority:

- Qualified and /or experienced author.
- Reputable sources of information.
- Recognised publisher/producer.
- Information is accurate.

Physical format and technical quality:

- Quality materials.
- Sturdy construction.
- Attractive presentation and clear reproduction.
- Software is compatible with the network and must be tested before purchase.

Arrangement of material:

- Content is easily accessible.
- Instructions and support materials are adequate, clear, comprehensive and effective.

Appropriateness:

- Content, language, symbols and concepts are at a suitable level for the intended user.

Currency:

- Information presented must be up-to-date.

Cost:

- Value for money.
- May be used across a number of curriculum areas and levels.

Availability:

- Currently available to schools.
- Readily available to schools.

Format:

- The most suitable medium to present the subject matter. This includes paperback, hardback, big book, newspapers, magazines, audio cassettes and CDs, video cassettes, DVDs, kits, realia, games, charts, posters, slides, film, computer software, CD-ROM and online resources.
- Controversial material:
- Consider any controversial content and/or issues
- Department of Education and Children's Services, Government of South Australia. (2004). Choosing and using teaching and learning materials: Guidelines for preschools and schools. Retrieved from [http://www.decd.sa.gov.au/policy/files/links/choose\\_use\\_booklet\\_FA.pdf](http://www.decd.sa.gov.au/policy/files/links/choose_use_booklet_FA.pdf)

### **SPECIFIC SELECTION CRITERIA**

Specific selection criteria for non fiction including encyclopedias, yearbooks, almanacs, dictionaries, thesauri, anthologies, atlases, handbooks, pamphlets, periodicals, journals and information books includes consideration of Purpose

- fulfil the purpose of the item (quick reference, browsing or extensive research).
- support and enrich the curriculum

Readability

- text and print size appropriate to the intended reader.
- style of writing appropriate to the purpose or intention of the author.
- text is smooth to read, clear and concise, interesting and non-repetitive.
- language used reflects the intended use of the item.
- reading level of the item matches the user's experience and capability

### Interest Level

- matches the readability of the text and the interest levels of students.
- Accuracy
- information is accurate and up-to-date.
- vital facts are not omitted or over-simplified

### Scope

- topic covered adequately -in-depth, detailed account or a general overview, as appropriate.
- approach/development of concepts suited to intended users.

### Curriculum Relevance

- supports school, state and national curricula

### Organisation of Information

- clear and functional.
- contains index, table of contents, glossary, bibliography, as appropriate.
- clearly defined chapters/sections.

### Page Layout

- headings/sub-headings clearly defined.
- text well spaced and organised into paragraphs.
- background colour/borders/illustrations do not interfere with the readability of the text.
- adequate use of white space.

### Bias

- avoids stereotypes in text or illustrations.
- avoids biased opinions/value judgements.
- reflects gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping).
- relevant to Australian conditions, as appropriate.

### Illustrations

- support or extend the information base of the text.
- may include diagrams, maps, graphs, photographs, drawings, paintings, tables.
- positioned relevant to the text.
- clear, attractive and/or interesting.
- labelled/captioned effectively/accurately.

Specific selection criteria for fiction including picture books, beginning readers, early chapter books, graphic novels and novels includes consideration of

### Purpose

- provides entertainment and enjoyment
- stimulates the imagination
- develops language
- extends the student's experiences
- helps the student become an independent, critical reader
- supports the curriculum
- encourages reading as a life-long leisure activity
- may be used to support non-fiction curriculum areas

### Readability

- text and print size are appropriate to the intended reader
- text is smooth to read, clear and concise
- 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 plot are appropriate for the age/ maturity of the intended reader
- style of writing is appropriate to the genre
- provides the opportunity for students to practise / develop/ extend literacy skills

#### Content/Plot

- stimulates the reader's imagination
- encourages an awareness of issues
- is interesting and entertaining
- sequence of events is logical and credible
- factual elements are accurate
- avoids biased opinions / value judgements unless these are an integral part of the story
- reflects gender equity principles of social justice including race, sex, physical and intellectual disability and cultural grouping unless these are an integral part of the story
- relevant to Australian issues where appropriate

#### Theme

- easily identified
- resolution of conflict within acceptable moral codes and behavioural modes
- appropriate to the age group without gratuitous sex or violence or swearing
- avoids moralising or didacticism unless this is the intent of the author

#### Characterisation

- convincing and credible
- characters use natural and suitable dialogue
- characters develop and grow
- avoids stereotyping by gender, race, disability or culture

#### Presentation/ Layout

- content well spaced and logically organised
- supports left-to-right directionality
- background colour / borders/ illustrations do not interfere with readability of the text

#### Illustrations

- appropriately placed and positioned
- clear, attractive, and interesting
- enhance and enrich elements of the story
- enhance readability of the text
- appropriate to the reading interest / maturity level of the reader
- avoid stereotypes

#### Sensitive issues

- awareness that language may be unacceptable to some members of the school community
- awareness that issues such as sex, violence, drugs, AIDS, death, religion and the supernatural may be unacceptable to some members of the school community

#### Senior Fiction

Consideration must be given to the following questions...

- Who is the author's intended audience?
- Are there main characters who are close to the age of the students?
- In the case of contemporary realistic fiction, is this a theme that reflects the life of the students?
- Is it a theme that is appropriate for this age group?
- Are they likely to understand and appreciate the underlying concepts, relationships, humour and nuances?
- Would they get more from it if they read it when they were more mature?
- Why are students requesting this? Is that a valid reason to consider/purchase it?
- How will this novel enrich my students' lives in a way that others do not?
- If this were a movie would it receive a G or PG rating?
- Is the language appropriate for this age group?
- If my 10-14 year old brought this home, would I be happy with their choice?
- Is this the best investment for this money?

Specific selection criteria for non-book resources including CDs and MP3 formats, charts, computer software/CD-ROMs, games, realia/models, slides, DVDs and apps for tablets include consideration of all the above criteria as well as criteria specific to their format.

#### Audio formats

- sound clarity.
- clear pronunciation and enunciation.
- reading is well paced.
- background music/sound effects appropriate and don't interfere with main reading.
- abridged or full-text version as appropriate.
- story reading or dramatised version.
- length appropriate for intended user.
- accompanying teachers' notes – appropriate, useful and relevant.

Charts - including maps, diagrams, pictures, posters, friezes, study prints.

- clear and logical layout.
- information and graphics are uncluttered.
- overall size and print size appropriate for intended use.
- attractively presented to generate interest.
- simplify information and summarise key concepts.
- support a specific educational purpose.

#### Games

- support an educational purpose.
- safety aspects eg. size of pieces, sharp edges.
- packaging/storage to facilitate long-term use.
- durability of game pieces.
- accompanying instructions clear and appropriate for the intended user.
- attractive, interesting, stimulating and fun.

#### Realia/Models

- support an educational purpose.
- durable construction.
- size/weight appropriate for intended use.
- attractive and interesting.
- easy to use.

#### DVDs

- clarity of sound and images.
- visually appealing.
- voice production
- clear and suited for intended purpose and user.
- accuracy and currency of visual information.
- content appropriate for intended user.
- variety in presentation.
- production well paced.
- length appropriate for the intended user.
- G or PG rating only and permission for the latter is gained under departmental guidelines

#### Online and Electronic Resources

- copyright compliant
- acceptable terms and conditions of use
- appropriate to the age of the user and comply with G or PG guidelines
- comply with age restrictions for membership (awareness of requirement for 13+)
- comply with education authority guidelines and are legally accessed
- accompanying advertisements or links are appropriate with preference given to those that are designed for students use through an education plan even if these are subscription-based
- provide learner control through flexible pacing, variable difficulty, and optimal branching and linking



- information is accurate, and reliably and regularly maintained
- organisation, searching capabilities and navigation tools enhance information retrieval
- provide record keeping and management options if applicable
- provide readable text, attractive graphics and an appealing layout
- easy-to-understand, comprehensive documentation
- has top quality technical production including clear and well-crafted audio and visual
- user friendly
- compatibility with school's computer network
- site license costs are not prohibitive

Braxton.B. 500Hats. Retrieved from <http://500hats.edublogs.org/?s=collection+policy> Retrieved :17 May 2014

## **APPENDIX 3**

### **SPECIFIC CRITERIA APPLIED TO WEBSITES**

#### **Design and layout**

- Does it have a user friendly design? (Mariusz, 2013, p. 37)
- Is essential information located on the front cover (author title etc.)? (Mariusz, 2013, p. 37)
- Does the Table of Contents assist the user? (Mariusz, 2013, p. 37)
- Are there clearly defined sections and chapters? (Mariusz, 2013, p. 37)
- Can page be scrolled through? (Mariusz, 2013, p. 37)
- Does the e-resource have a fully functioning index? (Browne & Coe, p. 294)

#### **Content and function**

- Are sections in manageable chunks? (Mariusz, 2013, p. 38)
- Are Hyperlinks available for related areas? (Mariusz, 2013, p. 38)
- Is there a separate search function independent to the text? (Mariusz, 2013, p. 38)
- Are advanced search tools, bookmarking, editing and other notation tools available? (Mariusz, 2013, p. 38)
- Are other online tools listed? (Mariusz, 2013, p. 38)
- Is the content relevant and appropriate for the user? (Browne & Coe,2012, p. 294)
- Is the content of the e-resource of good quality and reliable? (Holleman, 2000, p.694)
- Does it support the curricula and meet the needs of the teachers and students? (Feighan, D., (2012) blog)

#### **Device format and function**

- Does the e-resource come with and affordable and readily available eReader? (Mariusz, 2013, p. 38)
- Can the e-resource be easily read by many devices and computers? (Mariusz, 2013, p. 38)
- Are there any restrictions placed on the e-resource? (Mariusz, 2013, p. 38)
- Is there a linked dictionary and thesaurus? (Browne & Coe, 2012, p. 294)
- Can the e-resource be accessed by enough users?
- Is there a time limit for access?
- Are there any copyright or licensing issues? (Kennedy, 2006, p. 53)

## APPENDIX 4

Dewey Classification	Timeframe	Type of Resource	Timeframe
000	2-10 years	Biographies	flexible
100	5 -10 years	Fiction	individual basis
200	5-10 years	Encyclopaedias	3 -5 years
300	2-10 years	Reference	individual basis
400	10 years	Periodicals	3 -5 years
500	2-10 years	Almanacs	3 years
600	2-10 years	Ebooks	Based on licence and hardware availability
700	5-20 years	Audiobooks	Based on licence and hardware availability
800	flexible	Digital resources	Based on licence, hardware availability and software compatibility
900	5-10 years	Teacher Resources	Based on curriculum currency and compatibility
		Maps, charts, posters, ephemera	Individual basis

Braxton.B. 500Hats. Retrieved from <http://500hats.edublogs.org/?s=collection+policy> Retrieved :17 May 2014

## APPENDIX 5

### DISPUTED MATERIALS SAMPLE FORM

Reconsideration requested by	
Contact Details	_____ (BH) T. _____ (AH)E. _____ <i>Please indicate preferred method</i>
Student Contact	Class _____
Requestor represents	_____ Organisation _____ up _____

## RESOURCE DETAILS

<b>Author</b>	
<b>Title</b>	
<b>Source (if periodical)</b>	
<b>Source URL (if online service)</b>	
<b>Type of Resource:</b>	Book – fiction Book – non-fiction Ebook Periodical Journal article Website Online (clip/game/podcast/vodcast/other)DVD, Audio, Graphic material (chart/poster/kit)
<b>Reasons for reconsideration</b>	<p><i>Please answer the follow questions using a separate sheet and sign and date your request.</i></p> <ol style="list-style-type: none"> <li>1. What is your objection to this resource? (Please be specific, citing sections, pages, or illustrations providing examples where appropriate)</li> <li>2. Have you examined the resource in its entirety to determine whether the objectionable issue is within the context of the whole?</li> <li>3. If not, to what extent have you examined it?</li> <li>4. What do you believe to be the purpose/theme/intention of this resource?</li> <li>5. In your opinion, is there anything of value in this resource for this age group?</li> <li>6. What do you believe will be the outcome if students use this resource. either at home or in the classroom?</li> <li>7. Are you aware of any literary or educational assessments of this resource?</li> <li>8. If yes, please cite those sources.</li> <li>9. How would you ie your complain to be resolved?             <ul style="list-style-type: none"> <li>• reconsideration of its inclusion in the library’s collection</li> <li>• made unavailable to all students</li> <li>• made unavaliable to your child</li> <li>• restricting its access to students of a particular age group</li> <li>• restricting its access unless under direct teacher supervision as part of the instructional programme.</li> </ul> </li> <li>10. If it is restricted or withdrawn, with what should it be replaced?</li> </ol>

Braxton.B. 500Hats. Retrieved from <http://500hats.edublogs.org/?s=collection+policy> 17 May 2014

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