



INDUSTRY REPORT
READING AND LITERACY FOR ALL:
A STRATEGIC FRAMEWORK FOR VICTORIAN PUBLIC LIBRARIES
2015-18

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Foreword

Literacy is an essential life skill for all Victorians. It is fundamental to all learning, a building block of education and development, integral to economic, civic and social participation, and it is the cornerstone of our state's future prosperity. Through reading we are informed, enriched and inspired.

Yet too many adults do not have the literacy skills they need to cope with the increasingly complex demands of everyday life and work, and thousands of children start school each year without the literacy skills they need to be their best.

Victoria's public libraries – the State Library Victoria and the network of 47 library services – are uniquely positioned to support reader and literacy development. Public libraries are widely accessible across the state, are welcoming and inclusive, and are responsive to local



John Wylie
President
Library Board of Victoria

community characteristics and needs. Providing free access to rich and varied collections and engaging programs, libraries are the places in our communities where people come together to read, to learn, and to learn to read.

The Library Board of Victoria, through the State Library, and Public Libraries Victoria Network are committed to working together to ensure that our great public libraries continue to provide Victorians of all ages with access to books, collections, quality programs and services that encourage them to read for pleasure and expand their literacy skills. By implementing the *Reading and literacy for all* strategic framework we will enhance reading and literacy levels, and demonstrate and celebrate more creative, more productive and more resilient communities.



John Murrell
President
Public Libraries Victoria Network

Introduction

Victoria's public libraries foster a love of reading among people of all ages and support literacy development at key life stages.

Libraries provide a rich array of reading and literacy programs and services that recognise and reflect the strengths, needs and aspirations of local communities; and complement the work of families, communities, kindergartens, schools and adult education providers in facilitating literacy development.

Victoria's public libraries are committed to:

- raising reading and literacy levels and outcomes within the community
- creating and upholding best-practice standards of design, delivery and review of reading and literacy programs
- ensuring government, the community and library partners fully understand the vital role public libraries play in providing reading and literacy programs, collections and services for people across all life stages.

This strategic framework builds on the considerable work already done by Victorian public libraries in reader and literacy development and provides a context and foundation for public libraries' reading and literacy initiatives that have statewide application. The framework:

- describes the unique role of Victorian public libraries in providing services promoting reading and enabling literacy for all
- identifies shared priorities for action to support improvement in reading and literacy outcomes
- establishes a robust approach to evaluating the impact of public libraries on Victorians' reading and literacy levels.



DEFINITIONS

PUBLIC LIBRARIES

– State Library Victoria and the Public Libraries Victoria Network of 34 municipal library services, 13 regional library corporations and Vision Australia Information Library Service

READING FOR

PLEASURE – reading done of one's own free will, anticipating the personal satisfaction that comes from the act of reading

READER

DEVELOPMENT – library programs, activities and collections that formally or informally encourage and support a love of reading and expand reading choices among people of all ages

LITERACY – the capacity to understand, use, reflect on and engage with written texts, in order to achieve goals, to develop knowledge and potential, and to participate in society

Early years literacy refers to literacy and reader development of children who have not yet entered school, typically those aged between zero and five years. Library collections, programs and activities continue to support literacy development for children of all ages, although the frequency and scope of library programs is different for pre-schoolers than it is for those in the more general early-years age group who are at school (five to eight years).

Youth literacy programs have a broad focus on engaging young people (aged 11 to 18) in reading, across different genres via different media. Targeted youth literacy programs often aim to improve literacy learning opportunities and outcomes for students who are struggling to acquire sound literacy skills and to prevent their disengagement from school.

Adult literacy testing can examine up to five broad domains: prose literacy, document literacy, numeracy, problem-solving and health literacy. Library activities contribute most significantly to development of prose and document literacy among people aged 18 years or over who initially have relatively low, moderate or high literacy skills.

Family literacy activities support children aged eight to 12 and their parents and carers in ensuring better literacy begins at home. In many cases family learning gives parents and carers the opportunity to find out how their child learns (for example, at school) and to develop knowledge, skills and confidence to support this learning at home. It can also provide direct benefits to adults, increasing their learning skills and encouraging further learning.



Literacy: the challenge

Our state and our nation are facing significant social and economic challenges. We live in an increasingly competitive global environment, and are in the midst of transitioning from an industrial economy to a knowledge economy. It is a time of unparalleled technological advancement, at work and at home.

In this context, literacy is an essential life skill for Victorians of all ages. It is fundamental to all learning – a building block of education and development, integral to economic,

civic and social participation. Victoria faces an increasing demand for strong communication, information-processing and cognitive skills to support growing industries.

Victorians' performance on key literacy measures is as good as our national peers, but has shown little sign of improvement over the past decade. At the same time, literacy levels in the world's top-performing nations are improving rapidly.

A NATION OF READERS

The National Year of Reading 2012 envisioned Australia as 'a nation of readers'. A year-long program of events and activities aimed to increase all Australians' understanding of the benefits of reading as a life skill and a catalyst for wellbeing, and to promote a reading culture in every home.

There is a substantial amount of scientific research and anecdotal evidence to show that reading for pleasure is good for us. Beyond the direct literacy benefits, reading contributes positively to personal wellbeing, health, social and economic outcomes.

Reading helps to build relationships in families and with others, and increases our understanding of ourselves and who we are in relation to others. It is a source of inspiration; there is magic in books, and it complements our oral tradition of storytelling. Yet many homes are not literacy-rich environments, and nearly half of our adult population cannot read fluently.

Early years

Early learning participation in Australia is among the lowest in the developed world. Recent increases in investment in early childhood education have not yet resulted in high levels of early childhood participation. Only 18 per cent of three-year-old Australians participate in early childhood education, compared with an OECD average of 70 per cent. (Australia ranks 34th of 36 OECD countries.)

Data from the triennial Australian Early Development Census (AEDC) indicates that 16 per cent of Victorian children of pre-school age are developmentally 'vulnerable' or 'at risk' in the domains of language and cognitive skills. While other states showed improvement, there was limited change in Victoria between 2009 and 2012.

Parents and carers are a child's first teachers, and the home environment (in particular the extent to which children acquire literacy skills and habits from the adults raising them) is the key to early childhood literacy. Children who are read to six or seven times a week have a literacy level almost a year ahead of children who are not read to at home. However, not all children have parents who are able to read to them or can afford to purchase books or provide them with literacy-based activities. Children from poorer families and those from culturally and linguistically diverse backgrounds are most at risk of starting school with fewer literacy prerequisites.

In developing the Reading and literacy for all strategic framework Victoria's public libraries also sought to develop a flagship early years literacy program. This is outlined in *Reading and literacy for all: Early years literacy program*, which is available on the State Library Victoria and Public Libraries Victoria Network websites.

School years

Children who start school behind typically stay behind: if a child is a poor reader at the end of Year 1, there is a 90 per cent chance that they will still be a poor reader at the end of Year 4.

Regular testing of the reading, maths and scientific literacy skills of 15-year-old Australian children has shown statistically significant declines since 2000, while other countries have shown improvement. (For example, Australian students are 1.5 years behind students from parts of China in reading.) The 2014 National Assessment Program – Literacy and Numeracy (NAPLAN) results show that 22 per cent of Year 9 students in Victoria are at or below national minimum standards for reading.

Adulthood

Many people face barriers every day of their lives because they cannot read or write. The Australian Bureau of Statistics (Programme for the International Assessment of Adult Competencies; PIAAC) reports that in 2012 up to 46 per cent of Victorians did not have the literacy skills necessary to cope with the complex demands of everyday life and work in a knowledge-based economy. It is estimated that more than half a million Victorians aged between the ages of 15 and 74 years have 'very limited' literacy skills (literacy Level 1 or below, meaning that the person has difficulty matching text and information or drawing low-level inferences from simple print or digital text).

Low-level literacy and a lack of education are major barriers to seeking and maintaining steady and well-paying employment. A 2010 survey by the Australian Industry Group found that more than 75 per cent of major employers felt their businesses were adversely affected by low levels of literacy and numeracy in the workforce. At the same time, OECD data shows that Australia has a lower proportion of adults with high-level literacy skills than many other countries, which also reduces output in high-end complex jobs. Research indicates that low levels of literacy and education can also have serious implications for an individual's life and health outcomes (such as an increased likelihood of social isolation and mental health issues).

Literacy varies at different stages according to circumstance and skills acquisition. Some people who develop literacy and reading skills in their school years find these atrophy when they leave school and read less and less. Reading for pleasure is a key way to maintain and develop literacy skills. Libraries use reader development (promoting reading for enjoyment and building reading activities around existing interests) as a strategy to support adult literacy efforts.

Every individual's personal, social, economic and mental wellbeing is enhanced through active engagement in all areas of life: at home, at work and at leisure. And Victoria's future prosperity and economic success ultimately hinges upon the skills, productivity and dynamism of our workforce – all of which are jeopardised by adult literacy levels that do not meet expected standards.

In the course of developing the *Reading and literacy for all* strategic framework Victoria's public libraries sought ideas and recommendations for a statewide approach to supporting adult literacy. These are detailed in *Reading and literacy for all: Recommendations on adult literacy*, which is available on the State Library Victoria and Public Libraries Victoria Network websites.

THE UNIQUE ROLE OF PUBLIC LIBRARIES

With 1.1 million active members in 2013–14, the public library is perhaps Victoria's biggest club. This strategic framework recognises the important role of public libraries in both reader development and literacy development among people of all ages.

Libraries are, and always have been, places of and for learning. While not part of the formal education and training system, libraries play a vital complementary and community-based role in promoting and encouraging a reading culture and literacy development through providing free and universal access to books, fiction and nonfiction collections, programs and events for people of all ages and interests.

Libraries and literacy

Public libraries are:

- **free** – with no membership or entry charges

- **open to all** – with a welcoming, inclusive environment

- **widely accessible** – with 266 branches across Victoria; plus 30 mobile libraries servicing hundreds of small regional and rural areas; home library services; outreach activities; and online services

- **resource-rich** – with nearly 10 million physical and digital collection items, meaning everyone can find something to read, listen to or watch

- **active and engaging** – with a variety of reading, literacy and community programs, activities and services for people of all ages

- **responsive** – with knowledgeable and experienced staff who actively promote and support library users' reading, information and digital literacy

- **trusted** – with a widely understood non-commercial non-political place in community.

Current literacy activities

Victoria's public library network has an extensive and diverse collection of physical and digital books, DVDs and other items, including targeted collections that support early years and adult literacy development. There are nearly 10 million items available for loan, and countless others – such as the State Library's authoritative historical and technical collections – available for the public to access.

Victoria's State Library and public libraries provide access to internet-based information via library computers and wifi services, in addition to a rich array of onsite, offsite and online reading and literacy programs that recognise and reflect the strengths, needs and aspirations of local communities. An audit of library services found more than 900 programs on offer across the state that encourage people of all ages to read, develop their literacy skills, connect with one another and share their stories.

These include:

- Baby Book Bags, Rhyme Time and similar programs aimed at children aged three years and under
- storytime and its many variants (e.g. bilingual storytime, storytime on YouTube) aimed primarily at children aged between two and five years and their families
- school holiday programs
- homework clubs, tutors
- youth activities, manga clubs
- book clubs (e.g. second Tuesday, first Monday, first Friday)
- author talks and book launches
- literary festivals and events (e.g. Children's Book Week)
- writing competitions, Poetry Slam!, writers' awards
- outreach activities (e.g. pop-up libraries; home library services; visits to kindergartens, schools, nursing homes)
- Conversation Café, English conversation classes
- adult literacy programs.

By far the most common type of reader and literacy development programs are those targeted at children of pre-school age and their families. Every week around 15,000 pre-school children and their parents or carers participate in one of hundreds of storytime programs being run in libraries across the state. These activities strengthen family literacy (even for adults with low literacy levels) by encouraging and enabling parents to read to and with their children.

Most library activities targeted at young children learning to read are able to simultaneously support both reader and literacy development. However, public libraries typically support reader development and literacy development in different ways throughout every stage of life. For older and more accomplished readers there are hundreds of book clubs, author talks and literary events that provide opportunities to meet with other readers and share ideas and experiences.





Vision and goals

Libraries change lives in ways that no other organisations can. Every day 100,000 Victorians of all ages go to a public library to borrow a book, find answers to questions, study, relax, or meet other people; this makes libraries ideal places for a community-based, community-focused approach to increasing Victorians' reading and literacy levels.

Victoria's public libraries have agreed on five guiding principles to underpin the *Reading and literacy for all* strategic framework. Reader and literacy development activities should be:

- 1 equitable and inclusive** – accessible to all people at all stages of life and learning, and respectful of cultural diversity
- 2 community-centred** – reflecting local community context and people's needs, backgrounds, interests and perspectives
- 3 collaborative** – enabling community, government, education and business partners to work together to leverage combined resources and problem-solving capacity to strengthen and extend the reach of library activities
- 4 evidence-based** – grounded in relevant research and contemporary educational thinking, and underpinned by a disciplined cycle of planning, evaluation and continuous improvement
- 5 sustainable** – designed, resourced and implemented to grow personal and community capacity.



VISION

Our vision is that all Victorians have the reading and literacy skills to be the best they can be – ready for school, ready for work and enjoying life.

Our aim, as an integrated network of public libraries, and with our partners, is to provide all Victorians with access to books, collections, programs, services, places and advice that encourage them to read for pleasure and expand their literacy skills. We believe that:

- every Victorian has a right to be informed, enriched and inspired through reading
- communities with strong levels of readership and literacy are more creative, more productive and more resilient
- libraries are places where people come together to read, to learn, and to learn to read.



GOALS

Victoria's public libraries will work together to strengthen our contribution to realising national and state education agendas and improved literacy outcomes. Five key goals will guide and drive our actions.

1. **Alignment.** Ensure that Victorian public libraries consistently deliver and benchmark quality reader and literacy development programs and services to the community.
2. **Transformation.** Encourage and enable increased levels of reading by individuals, in families and in communities as a means of sustainably improving literacy outcomes.
3. **Collaboration.** Build strong productive relationships across the education, community and business sectors to enhance and extend opportunities for reader and literacy development.
4. **Evaluation.** Implement a sector-wide approach to collecting and showcasing evidence of increased readership and public libraries' role in achieving this.
5. **Advocacy.** Promote the value of reading and its impact on childhood and personal development and wellbeing, and the critical role of public libraries as a place for creating community opportunities.



STAKEHOLDERS

This strategic framework recognises the important roles of different individuals and organisations in improving literacy outcomes and achieving greater levels of reading for pleasure.

Participants	<ul style="list-style-type: none"> • (Potentially) Every Victorian
Providers	<ul style="list-style-type: none"> • State Library Victoria • Victoria's public libraries • Kindergartens, schools, registered training organisations, Neighbourhood Houses, U3A, TAFEs, universities • Bookshops
Partners <i>(for example)</i>	<ul style="list-style-type: none"> • Adult, Community and Further Education Board • Adult Learning Australia • The Smith Family • Local government • Community, welfare and business organisations • Maternal and Child Health services • Migrant Resource Centres • Early years and adult learning associations
Policy-makers	<ul style="list-style-type: none"> • Department of Education and Training • Department of Health and Human Services • Creative Victoria

The framework also acknowledges government policies and frameworks that underpin strategic developments in reading and literacy development, such as the Victorian Early Years Learning and Development Framework (VEYLDF).



Priorities for action

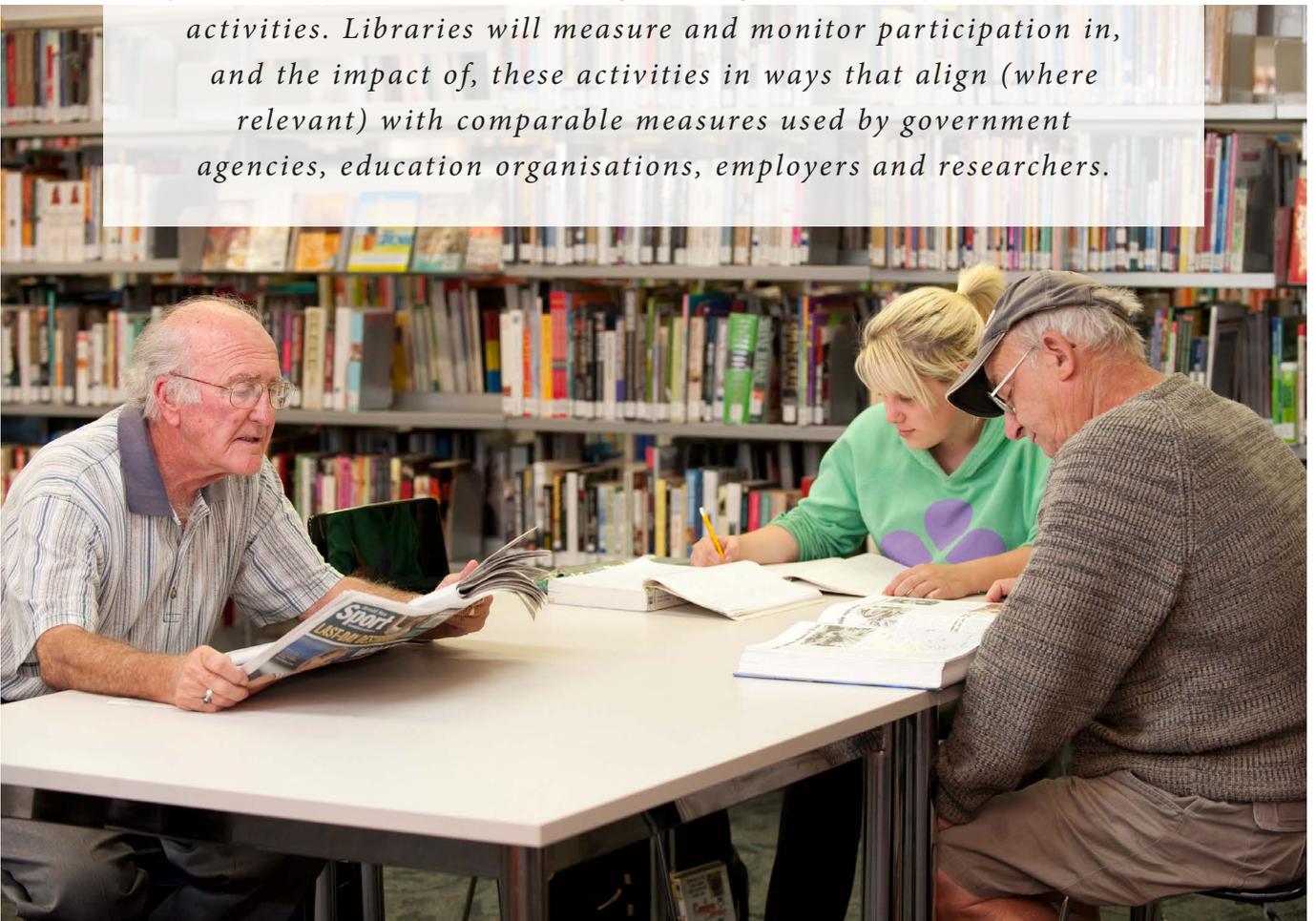
There are implications for Victorian public libraries in adopting this strategic framework. In agreeing to the vision and goals it is expected that the following will occur.

Goal	Action
1. Alignment	<ul style="list-style-type: none"> Every library will work collaboratively across the public library sector to ensure that the quality of reading and literacy programs continues to improve. This may include contributing to the development of industry protocols and resources.
2. Transformation	<ul style="list-style-type: none"> Every library will incorporate a focus on reading and literacy outcomes into its strategic and business planning processes. Every library will periodically review its reader and literacy development activities. State Library Victoria and Public Libraries Victoria Network will provide targeted statewide professional learning support for libraries and library staff to improve the reach and quality of reader and literacy development activities.
3. Collaboration	<ul style="list-style-type: none"> State Library Victoria and Public Libraries Victoria Network will establish solid, ongoing relationships with the Department of Education and Training and the Adult, Community and Further Education Board to explore opportunities for collaboration and aligning literacy improvement approaches. State Library Victoria and Public Libraries Victoria Network will actively seek opportunities to strengthen relationships with potential partner organisations (e.g. Neighbourhood Houses Victoria, Early Learning Association Australia, The Smith Family). Every library will explore local opportunities for partnership development to support reader and literacy development activities, with an emphasis on partnerships that engage people with low-level literacy (e.g. Maternal and Child Health services, kindergartens, schools, Neighbourhood Houses, Learn Locals, training providers, bookshops).
4. Evaluation	<ul style="list-style-type: none"> Every library will collect data on participation in, and the impact of, reader and literacy development activities (including participant feedback on relevant programs and services). State Library Victoria and Public Libraries Victoria Network will annually collect data on reading and literacy outcomes from relevant data sources. State Library Victoria and Public Libraries Victoria Network commit to undertake sector-wide analysis of evaluation data to inform decision-making.
5. Advocacy	<ul style="list-style-type: none"> State Library Victoria and Public Libraries Victoria Network will actively promote the role and impact of public libraries in increasing reading levels and improving literacy levels. This will involve advocacy to national, state and local government; business; community groups; and education providers.

Additional expectations of State Library Victoria, Public Libraries Victoria Network and individual library services and corporations will arise out of acceptance of the recommendations outlined in *Reading and literacy for all: Early years literacy program* and *Reading and literacy for all: Recommendations on adult literacy*, which is available on the State Library Victoria and Public Libraries Victoria Network websites.

Evaluation

Victoria's public libraries will adopt a consistent and outcome-focused approach to evaluating reading and literacy development activities. Libraries will measure and monitor participation in, and the impact of, these activities in ways that align (where relevant) with comparable measures used by government agencies, education organisations, employers and researchers.



In some cases the measures will reflect the direct role and impact of public libraries on reader and literacy development. In other cases the measures will reflect the contributing role of public libraries in achieving high-level reading and literacy outcomes within communities.

It is suggested that State Library Victoria and Public Libraries Victoria Network capture information against the following indicators.

Indicator	Measure
Engagement	<ul style="list-style-type: none"> • Active library membership* • Attendance at library reading and literacy programs* (number of attendances, frequency of attendance, profile of attendees)
Behaviour change	<ul style="list-style-type: none"> • Frequency of reading for pleasure (by age group) • Average number of times per week that children are read to by an adult • Community and partner participation in development of library reading and literacy programs
Output	<ul style="list-style-type: none"> • Number and type of library reading and literacy programs (e.g. early years, youth and adult literacy and language development, reader development for all ages) • Physical quality of library collections* • Turnover rate of library collections* • Participant feedback and satisfaction with library reading and literacy programs and services
Capability	<ul style="list-style-type: none"> • Reading and literacy goals embedded in libraries' strategic planning • Library investment in reading and literacy programs • Library investment in relevant professional learning for the library workforce • Strategic and community-based partnerships supporting reader and literacy development
Outcome (at Local Government Association level)	<ul style="list-style-type: none"> • Australian Early Development Census results# • NAPLAN results (reading at Years 3, 5, 7 and 9)# • OECD benchmarks of youth literacy (e.g. PISA assessment of 15-year-olds' literacy)# • Adult literacy levels#
Framework implementation	<ul style="list-style-type: none"> • State Library Victoria and Public Libraries Victoria Network agreement on a shared approach to adoption and implementation of the strategic framework • Level of statewide library funding committed to professional learning support that contributes to achievement of framework outcomes • Number of strategic relationships between State Library Victoria and Public Libraries Victoria Network and key stakeholders, and stakeholder feedback on the value of those relationships • Annual publication of a statement on the role and contribution of public libraries to reader and literacy development statewide • Percentage of public libraries that reference the strategic framework and improvements in reading and literacy outcomes in their strategic and annual plans • Number of public libraries with established local partnerships that explicitly advance reading and literacy outcomes

* Data captured and reported through standard library processes

Data captured and reported through national or international benchmarking activities

Additional information on suggested indicators and the approach to evaluating libraries' reading and literacy activities is provided in the appendix.



MOTORCYCLE MAINTENANCE

Tips & Techniques To Keep Your Motorcycle In Top Condition

...the most common cause of engine failure is poor maintenance. Regular oil changes, air filter cleaning, and spark plug replacement are essential for keeping your engine running smoothly. Neglecting these tasks can lead to expensive repairs and even engine failure.

...the most common cause of engine failure is poor maintenance. Regular oil changes, air filter cleaning, and spark plug replacement are essential for keeping your engine running smoothly. Neglecting these tasks can lead to expensive repairs and even engine failure.

THE ESSENTIAL GUIDE TO MOTORCYCLE MAINTENANCE

TIPS & TECHNIQUES TO KEEP YOUR MOTORCYCLE IN TOP CONDITION

The Essential Guide to MOTORCYCLE MAINTENANCE



Mildred
MARK

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- Adult Learning Australia
- Association of Neighbourhood Houses and Learning Centres
- Department of Education and Training
- State Library of Queensland
- The Smith Family
- 26TEN Strategy Tasmania.

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Appendix: Evaluation approach

Adoption of this strategic framework by Victorian public libraries anticipates a more rigorous and sector-wide approach to evaluation:

- as a means of assessing the contribution and impact of public libraries on reading and literacy outcomes
- to inform decision-making about future statewide priorities for investment of public library resources
- to support advocacy activities.

Victoria's public libraries will adopt a consistent and outcome-focused approach to evaluating reading and literacy development activities. Libraries will measure and monitor participation in, and the impact of, these activities in ways that align (where relevant) with comparable measures used by government agencies, education organisations, employers and researchers.

Evaluation process

Evaluation is an integral part of any strategic endeavour, not an activity that occurs after a program has been implemented. In this regard the evaluation cycle comprises five key stages – each of which requires an active response from the library sector.

EVIDENCE

The second stage of the evaluation cycle involves capturing evidence of impact by:

- defining process, output and impact indicators relevant to the targeted outcome(s).
- developing tools and instruments for efficient collection of quantitative and qualitative data against the selected indicators.
- applying these data collection tools at an appropriate time, and recording and retaining the information gathered in a way that allows for subsequent analysis and preserves the integrity of the data.

Data on some of the suggested indicators related to reader and literacy development activities is already captured and reported through standard library processes or through national or international benchmarking activities. It is suggested that data be collected from libraries on an annual basis, potentially as part of the compilation of annual library statistics.

Contextual and process information should also be captured to assist in interpreting performance. For example, the profile of participation in any library program will be influenced by the characteristics of the local community – which varies between libraries.

REFLECTION

Reflection is an ongoing process in which stakeholders thoughtfully consider whether the outcomes achieved and the way in which they were achieved are consistent with the vision for the initiative. This reflective stage should involve those responsible for planning and delivery of the initiative, but might also involve those directly influenced by it and others with an independent and objective perspective.

It is likely that the library sector will want to share the findings of its evaluation and analysis activities with partner agencies to obtain a deeper understanding of factors influencing engagement in, and impact of, library programs and services.

PLANNING

Evaluation should be a feature of the design and planning of all initiatives, not something to be done at the end of an activity. A critical element of the planning stage is to clearly identify the intended outcomes. Once it is understood how the proposed actions will contribute to achievement of these outcomes, it is necessary to plan evaluation activities that will demonstrate the extent to which the desired outcomes are achieved, and illustrate the factors and conditions that influenced the impact of the approach(es) taken. State Library Victoria and Public Libraries Victoria Network will agree on the intended outcomes that will be tracked through the evaluation.

ANALYSIS

The analysis stage involves rigorous, objective and critical assessment of the evaluation information collected. The objective during this stage is to understand what has happened and, as far as possible, why it happened. Different analytical techniques should be used depending on the nature of the data collected. This could include statistical analysis of quantitative data and identification of recurring themes contained in qualitative feedback (for example, participant engagement in reading programs). It is important that the analysis look for connections between findings that explain the outcomes observed.

State Library Victoria and Public Libraries Victoria Network will need to compile and aggregate data from individual libraries, and ensure that information is collected consistently. Thereafter analysis of data against the suggested indicators is relatively straightforward. The main challenge in the analysis stage is likely to be interpreting and contextualising the role of libraries as one agent contributing to broader outcomes (that are influenced by many factors outside the control of public libraries).

LEARNING

The sole purpose of information is to enhance decision-making. Having captured, analysed and reflected on the evaluation information, the process is completed when action is taken. This consequent action might involve refinement of an initiative, major review or abandonment. It should involve communication of the evaluation findings to relevant stakeholders. It may involve celebration of success. The ultimate aim of evaluation is to learn.

Information generated through the evaluation should be fed back into planning processes within State Library Victoria, Public Libraries Victoria Network and individual public libraries. It can also be released more widely as part of promotion and advocacy activities.

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Suggested indicators

It is suggested that State Library Victoria and Public Libraries Victoria Network capture information against the following indicators. In some cases the measures will reflect the direct role and impact of public libraries on reader and literacy development. In other cases the measures will reflect the contributing role of public libraries in achieving high-level reading and literacy outcomes within communities

Indicator	Measure	Primary data source	Data collection
Engagement	<ul style="list-style-type: none"> Active library membership Attendance at library reading and literacy programs (number of attendances, frequency of attendance, profile of attendees) 	Public libraries	This information is already collected by public libraries
Behaviour change	<ul style="list-style-type: none"> Frequency of reading for pleasure (by age group) 	To be determined	This information does not currently exist in a standardised form.
	<ul style="list-style-type: none"> Average number of times per week that children are read to by an adult 	MCH services	New data collection processes will be required (e.g. MCH nurses to capture information on reading at home).
	<ul style="list-style-type: none"> Community and partner participation in development of library reading and literacy programs 	Public libraries	
Output	<ul style="list-style-type: none"> Number and type of library reading and literacy programs (e.g. early years, youth and adult literacy and language development, reader development for all ages) Physical quality of library collections Turnover rate of library collections Participant feedback and satisfaction with library reading and literacy programs and services 	Public libraries	This information is directly related to library activities, and for the most part exists within each library. A standard approach to capturing feedback and satisfaction will need to be developed.
Capability	<ul style="list-style-type: none"> Reading and literacy goals embedded in libraries' strategic planning Library investment in reading and literacy programs Library investment in relevant professional learning for the library workforce Strategic and community-based partnerships supporting reader and literacy development 	Public libraries	This information is not currently reported by libraries, although the information needed for these indicators exists within libraries. This is therefore an additional reporting process.

Outcome (at Local Government Association level)	<ul style="list-style-type: none"> Australian Early Development Census results NAPLAN results (reading at Years 3, 5, 7 and 9) OECD benchmarks of youth literacy (e.g. PISA assessment of 15-year-olds' literacy) Adult literacy levels 	<p>Department of Education and Training (Commonwealth)</p> <hr/> <p>ACARA</p> <hr/> <p>OECD, Australian Council for Educational Research</p> <hr/> <p>Australian Bureau of Statistics (PIACC)</p>	Outcome data is captured and published by relevant agencies on an annual or multiyear basis.
Framework implementation	<ul style="list-style-type: none"> State Library Victoria and Public Libraries Victoria Network agreement on a shared approach to adoption and implementation of the strategic framework Level of statewide library funding committed to professional learning support that contributes to achievement of framework outcomes Number of strategic relationships between State Library Victoria and Public Libraries Victoria Network and key stakeholders, and stakeholder feedback on the value of those relationships Annual publication of a statement on the role and contribution of public libraries to reader and literacy development statewide Percentage of public libraries that reference the strategic framework and improvements in reading and literacy outcomes in their strategic and annual plans Number of public libraries with established local partnerships that explicitly advance reading and literacy outcomes 	<p>State Library Victoria/Public Libraries Victoria Network</p> <hr/> <p>Public libraries</p>	This information is not currently reported by State Library Victoria/Public Libraries Victoria Network or public libraries, although the information needed for these indicators exists. This is therefore an additional reporting process.

PROJECT TEAM

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