

The 2022 Softlink Australian and New Zealand School Library Survey Report



Based on the Australian and New Zealand responses to the 2022 Softlink School Library Survey Australia and New Zealand

Background and objective

Conducted by Softlink on behalf of the school library sector each year since 2010, the School Library Report examines key trends and topics impacting library staff and services.

This year, the 2022 report provides a summary of survey findings from all schools, in addition to reports on the participating Australian Government, Independent or Private and Catholic Education schools and insights from the participating New Zealand schools.

Data and analysis captured includes school library budgets and staffing, the availability of digital resources and other trends in school library services. Today, the report has grown to become key to understanding and advocating the role of school libraries and library professionals to education decision makers, industry associations and networks.

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1.0 Introduction

1.1 Purpose of the survey

For over a decade, Softlink has been producing the annual School Library Report, providing crucial data on libraries across Australia and New Zealand to inform schools and communities about the state of school libraries. Since its inception in 2010, school libraries have undergone significant transformations due to advancements in technology, changes in school systems, and evolving student expectations. These changes have not only impacted the physical library space but also the virtual classroom.

The recent COVID-19 pandemic exemplified the need for school libraries to be agile and adaptable. With the shift to remote learning, school libraries continued to support literacy and learning, "anytime, anywhere" in extraordinary conditions. Despite the challenges, the 2022 Australian NAPLAN results indicate a positive trend in reading and literacy, particularly among primary students. This outcome is a credit to schools and their libraries' resilience and agility, highlighting their critical role in teaching, learning, socialising, and cultural activities at schools.

We regret to inform you that our annual school library survey had limited responses from New Zealand, making it challenging to present a comprehensive analysis for the country. Nevertheless, we are thrilled to share that we included some insightful responses from school librarians in New Zealand in our overall findings in section 12. While these results may not reflect the entire school library landscape in the country, we remain optimistic about the prospect of increased participation in future surveys to provide a more in-depth understanding of the state of school libraries in New Zealand. We invite all schools to participate in our upcoming surveys to help better understand the opportunities and challenges that school librarians face.

1.2 The 'Typical' Australian School Library in 2022

According to the results of the latest School Library Report, if you feel your library is understaffed and that budgets are not adequate, you're like most school libraries across the country. Like most of your peers, you'll have a dedicated library space such as a classroom, floor or school building. Within this space, the most common method of promoting library services and resources is via displays in the library, but there's also a regular 'library' feature in the school newsletter.

Your typical workload isn't restricted to managing the library collection but involves curating materials to support the curriculum, performing library lessons and teaching.

While there's been a little bit of a squeeze on resourcing for the library, you experience high levels of support from senior leadership. Teacher engagement is mostly moderate. Student engagement, meanwhile, is high - well done you.

1.3 The 'Typical' New Zealand School Library in 2022

Would you say that your school library in 2022 reflects the typical New Zealand school library? Assuming that your library's budgets and resourcing have remained unchanged since 2021, and that you are satisfied with your current staffing and budget levels, your library is likely similar to most school libraries across the country.

In terms of promoting library items and services, your library likely uses the library system and displays within the library space. Along with managing the collection, your day-to-day duties may include providing curriculum items, one-on-one research assistance to students, and impromptu library lessons.

2.0 Survey findings summary

Key findings from the 2022 School Library Survey:

- 54% of respondents indicated that they think their school library budget is adequate.
- 55% indicated that they think their school library is adequately staffed.
- 57% of respondents reported that their library budget had not changed from the previous year, 17% reported it had increased, and 26% reported it had decreased.
- 58% of New Zealand respondents reported that the library budget had not changed from the previous year, 3% reported it had increased, and 39% reported it had decreased.
- 62% of respondents reported no change to their staffing levels from the previous year, 9% reported it had increased, and 29% reported a decrease.
- 77% of New Zealand school library respondents reported no change to their staffing levels from the previous year, 3% reported it had increased, and 20% reported a decrease.
- When asked about their school library space, respondents reported that the following best describes their library:
 - Classroom library/libraries: 1%
 - Designated library area in an open-plan space: 17%
 - Designated library in a separate room/classroom/floor/building: 70%
 - Shared space: 5%
 - Other: 3%
- The top 3 responsibilities of school library staff (over and above managing the collection) were:
 - Curating relevant information and resources to support the curriculum (57%)
 - Providing regular timetabled library lessons (53%)
 - Performing a teaching role (47%)
- The top 3 avenues school library staff use to promote the library and resources were:
 - School library displays (91%)
 - In the school newsletter (52%)
 - Via the Library Management System (41%)
- When asked about the level of support the school library receives from the Senior Leadership Team, 39% of respondents reported a high level of support, 34% reported a moderate level of support, and 26% reported a low to very low level of support.
- When asked about the level of teacher engagement with the library, 35% of respondents reported a high level of engagement, 41% reported a moderate level of engagement, and 25% reported a low to very low level of support.

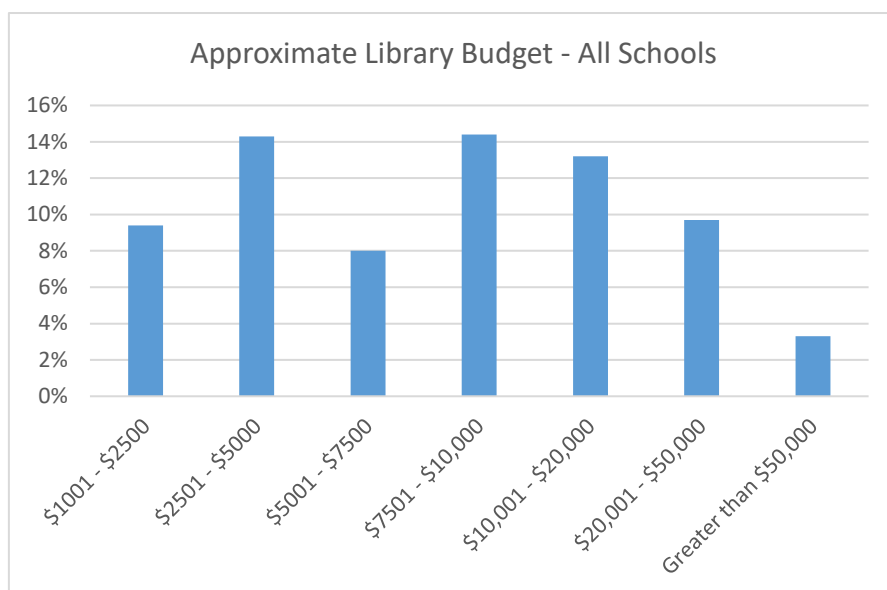
- When asked about the level of student engagement with the library, 58% of respondents reported a high to very high level of engagement, 35% reported a moderate level of engagement, and 7% reported a low to very low level of engagement.

3.0 School library budgets

3.1 Approximate library budget for all schools

When looking at library budgets reported for all Australian schools in 2022, budgets between \$2,501-\$5,000 and \$7,501 - \$10,000 each had the highest percentage of respondents (14%) reported.

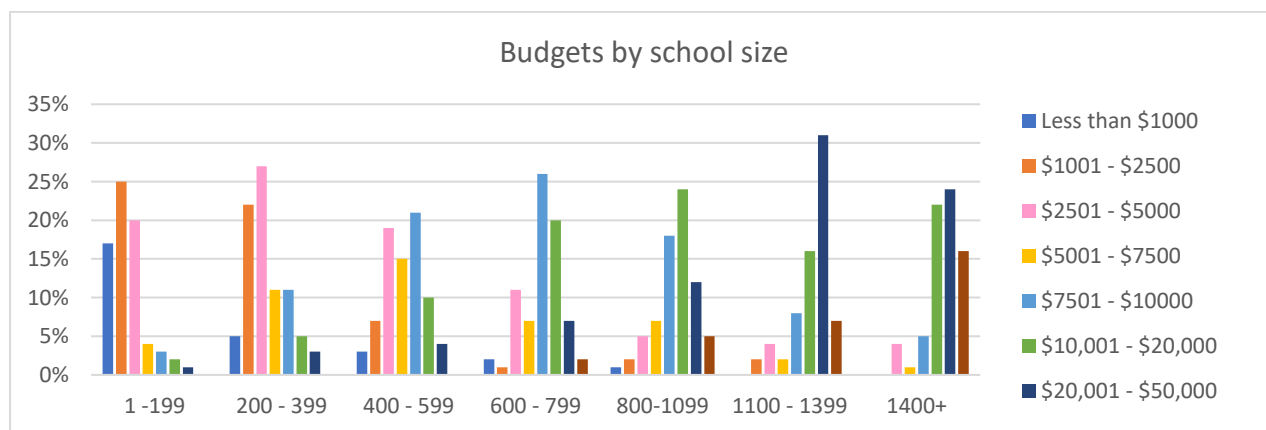
Further breakdown of school budgets by school size, education provider, and school type has been provided on the following pages.



Note: Reported "Unknown" budgets have not been included

3.2 Budgets by school size

A breakdown of school library budgets by school size, according to school library report respondents.



School library budgets	School size (number of students)						
	1- 199	200-399	400-599	600-799	800-1099	1100-1399	1400+
less than \$1000	17%	5%	3%	2%	1%	0%	0%
\$1001 - \$2500	25%	22%	7%	1%	2%	2%	0%
\$2501 - \$5000	20%	27%	19%	11%	5%	4%	4%
\$5001 - \$7500	4%	11%	15%	7%	7%	2%	1%
\$7501 - \$10,000	3%	11%	21%	26%	18%	8%	5%
\$10,001 - \$20,000	2%	5%	10%	20%	24%	16%	22%
\$20,001 - \$50,000	1%	3%	4%	7%	12%	31%	24%
Greater than \$50,000	0%	0%	0%	2%	5%	7%	16%

3.3 Budget changes

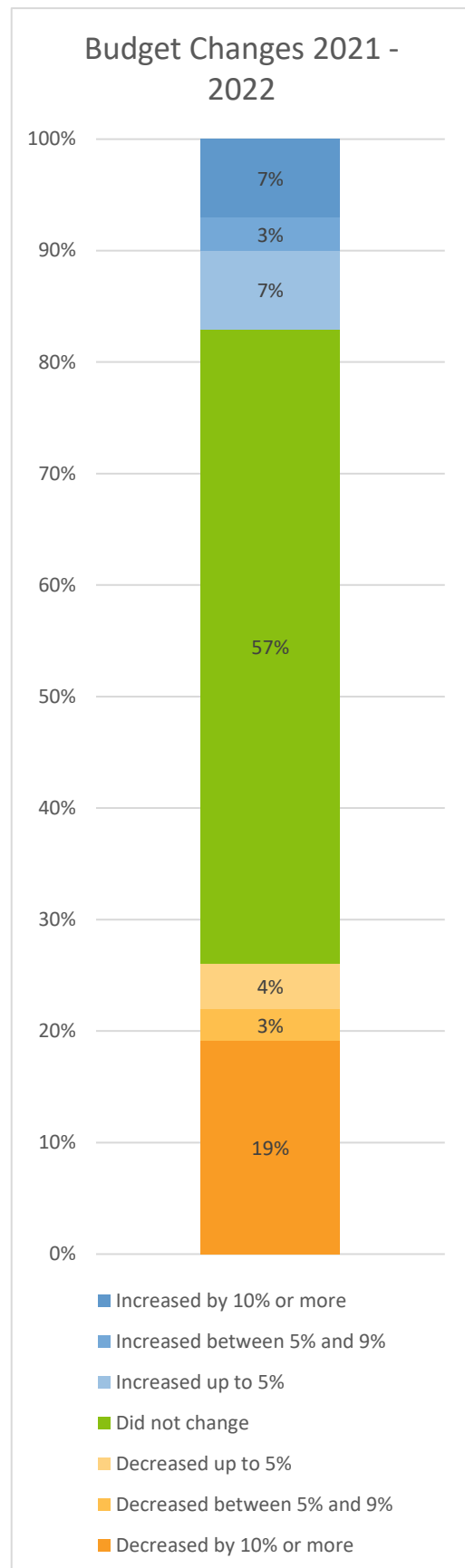
In 2022, 57% of respondents reported that their budget had not changed from the last school year. Of those who knew of their budget and any variances, more reported a budget decrease (at 26%) than those that reported an increase in funding (17%).

Reasons provided for budget **decreases** include:

- Budget cutbacks throughout the entire school
- New leadership at the school
- Impacts of COVID-19
- A decrease in enrolments at the school
- Funding allocations have changed and were needed elsewhere
- Less emphasis on the library with other resources required to be budgeted for

Reasons provided for **increases** include:

- Increased student numbers
- Strong advocacy for the library
- Change in school leadership
- Cost of database subscriptions rising
- Supportive leadership



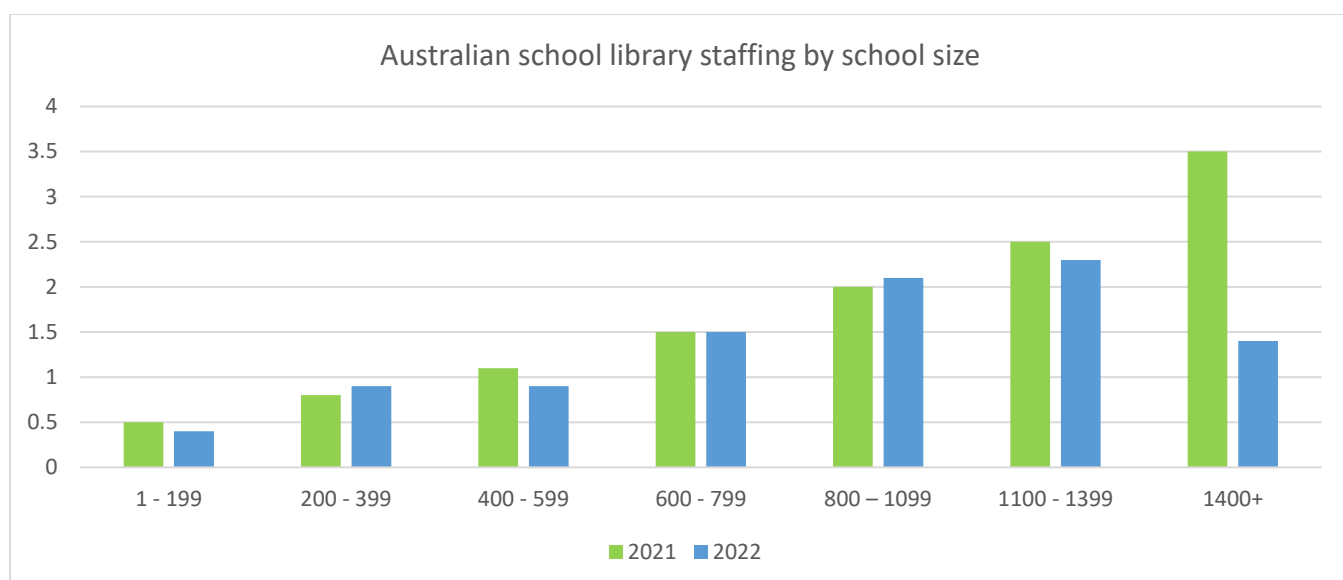
4.0 School library staffing

4.1 Staffing by school size

Resourcing in 2022 has been stable, with slight reductions in Full Time Equivalent (FTE) staff for most school libraries.

The most significant change in 2022 was a drop in resourcing at Australia's largest schools in the study, a drop of more than 2 Full Time Equivalent (FTE) staff, from 3.5 to 1.4 FTE resources.

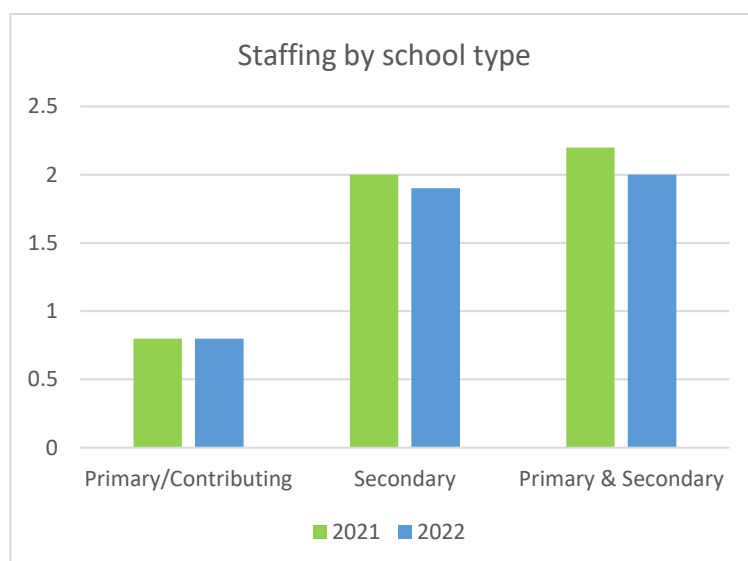
School Size	2021	2022
1 - 199	0.5 FTE	0.4 FTE
200 - 399	0.8 FTE	0.9 FTE
400 - 599	1.1 FTE	0.9 FTE
600 - 799	1.5 FTE	1.5 FTE
800 - 1099	2.0 FTE	2.1 FTE
1100 - 1399	2.5 FTE	2.3 FTE
1400+	3.5 FTE	1.4 FTE



4.2 Staffing by school type

School library staffing figures by school type remained relatively stable when compared with the previous year:

School Type	2021	2022
Primary/Contributing	0.8 FTE	0.8 FTE
Secondary	2.0 FTE	1.9 FTE
Primary & Secondary	2.2 FTE	2.0 FTE



4.3 Staffing changes

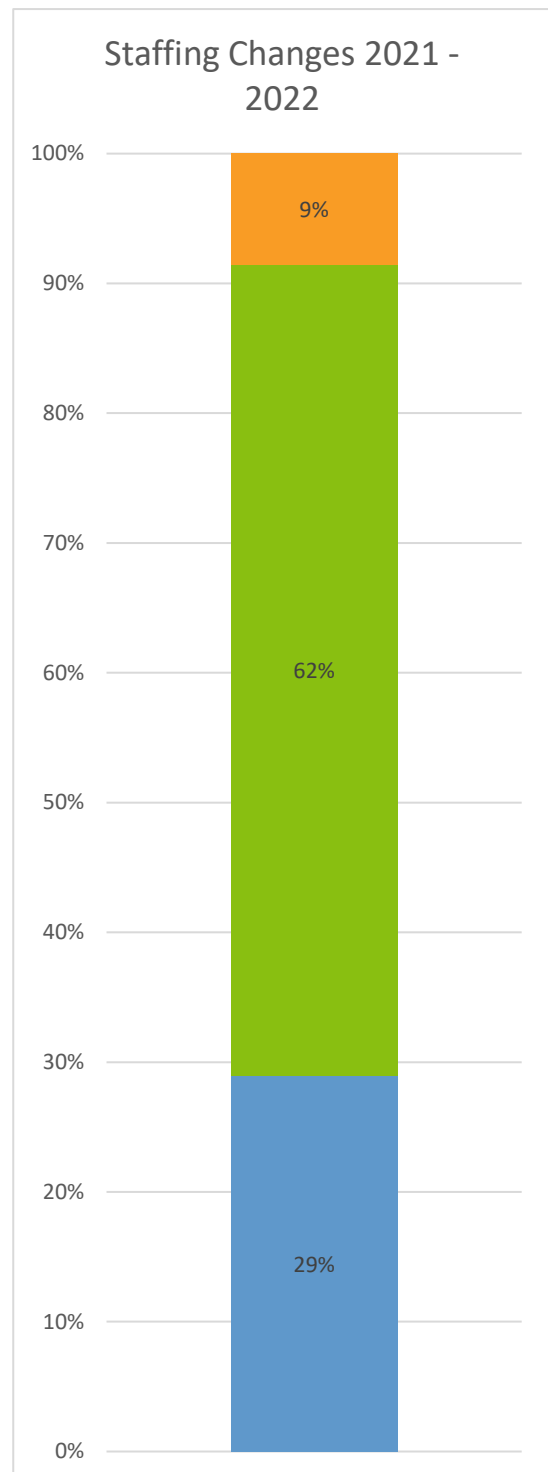
In 2022, 62% of respondents reported that there had been no change in staffing from 2021. 29% of respondents reported staffing decreases; 9% reported staffing increases.

Reasons provided for staffing **decreases** include:

- Staff leaving and not being replaced
- Budget constraints
- Reduction in staff hours
- Decrease in student enrolments
- Staff on leave

Reasons provided for staffing **increases** include:

- Increase in hours given
- Advocacy for library programs
- Increase in school organisation priorities
- Increase in enrolments
- Increase in workload

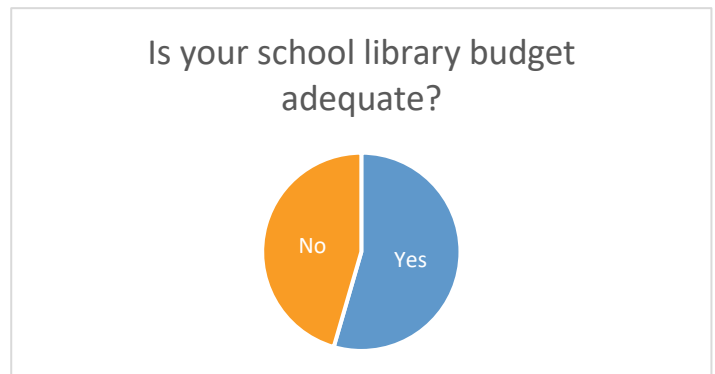


5.0 Resourcing the library

5.1 Is your school library budget adequate?

Participants were asked if they their school library budget adequate.

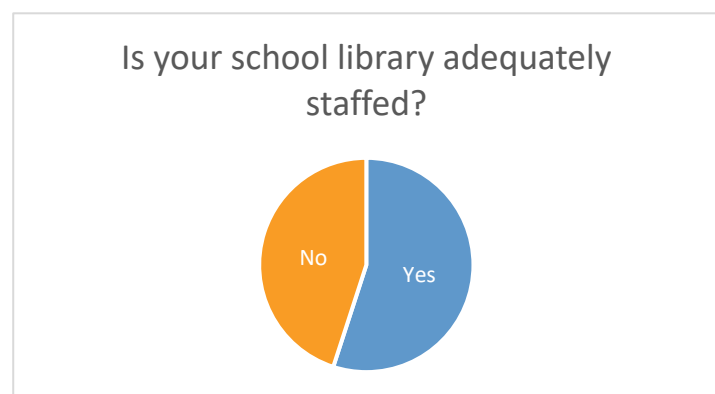
54% of respondents said “yes”; 46% said “no”.



5.2 Is your school library adequately staffed?

Participants were asked if they think their school library is adequately staffed.

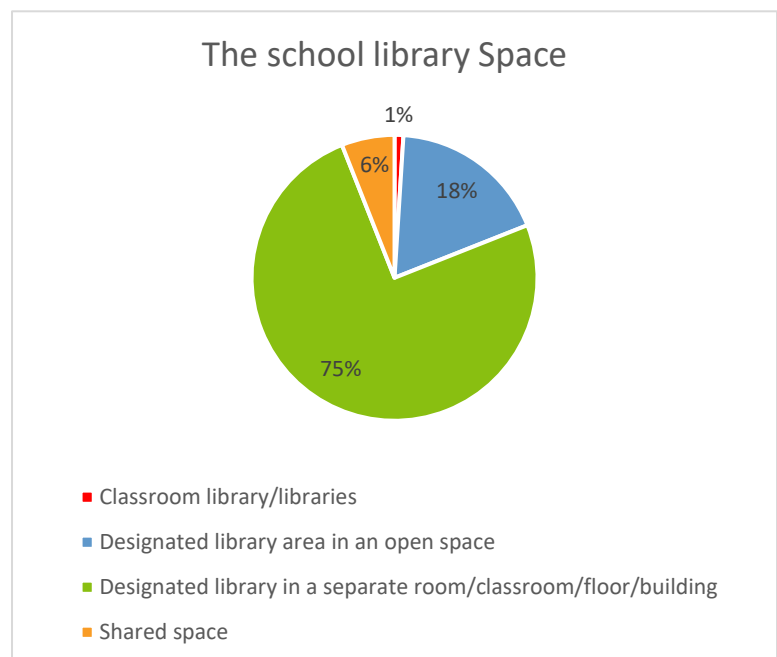
55% of respondents said “yes”; 45% said “no”.



6.0 The school library space

Participants were asked about their school library space.

- 1% of respondents reported that they have a classroom library
- 18% reported they have a designated library area in an open-plan space
- 75% reported that they have a designated library in a separate room/classroom/floor/building
- 6% reported their library operates in a shared space



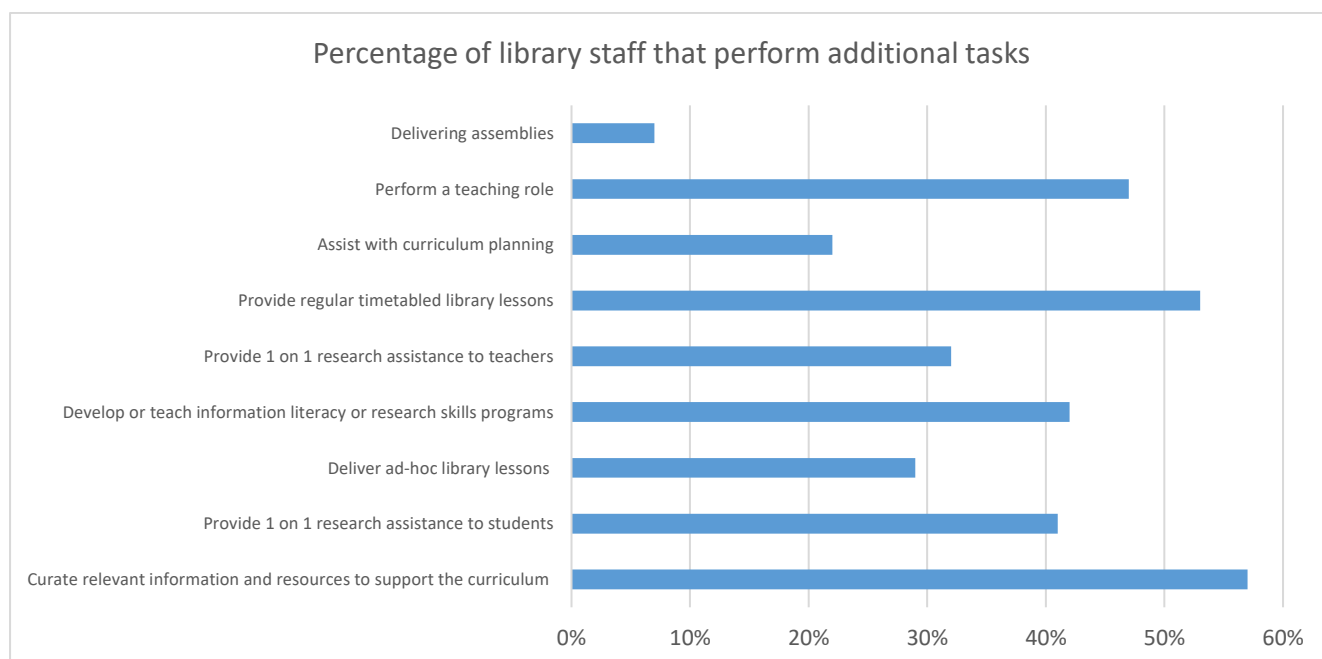
7.0 Tasks performed by school library staff

School Library staff do a lot more than manage the collection. To understand these additional responsibilities, we asked participants to select from a list of tasks that the main library staff member performs beyond managing the collection.

The top 3 reported tasks were:

- Curating relevant information and resources to support the curriculum (57%)
- Providing regular timetabled library lessons (53%)
- Performing a teaching role (47%)

Additional findings have been provided in the graph below.



Other responses provided include:

- General administrative tasks
- Management of book collections and storage solutions
- Reading stories to classes
- Teaching classes
- Supervises private study for senior students

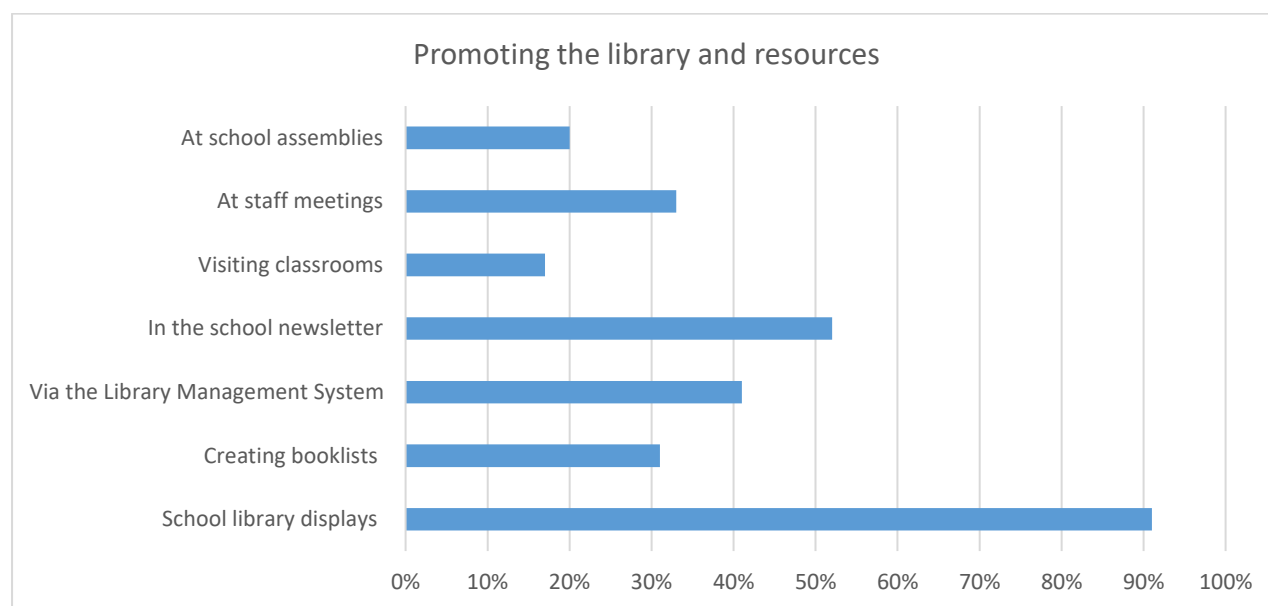
8.0 Promoting the library and resources

Participants were asked how they promote their school library and resources.

The top 3 avenues for promotion were:

- School library displays (91%)
- In the school newsletter (52%)
- Via the Library Management System (41%)

Additional findings have been provided in the graph below.



Other responses include:

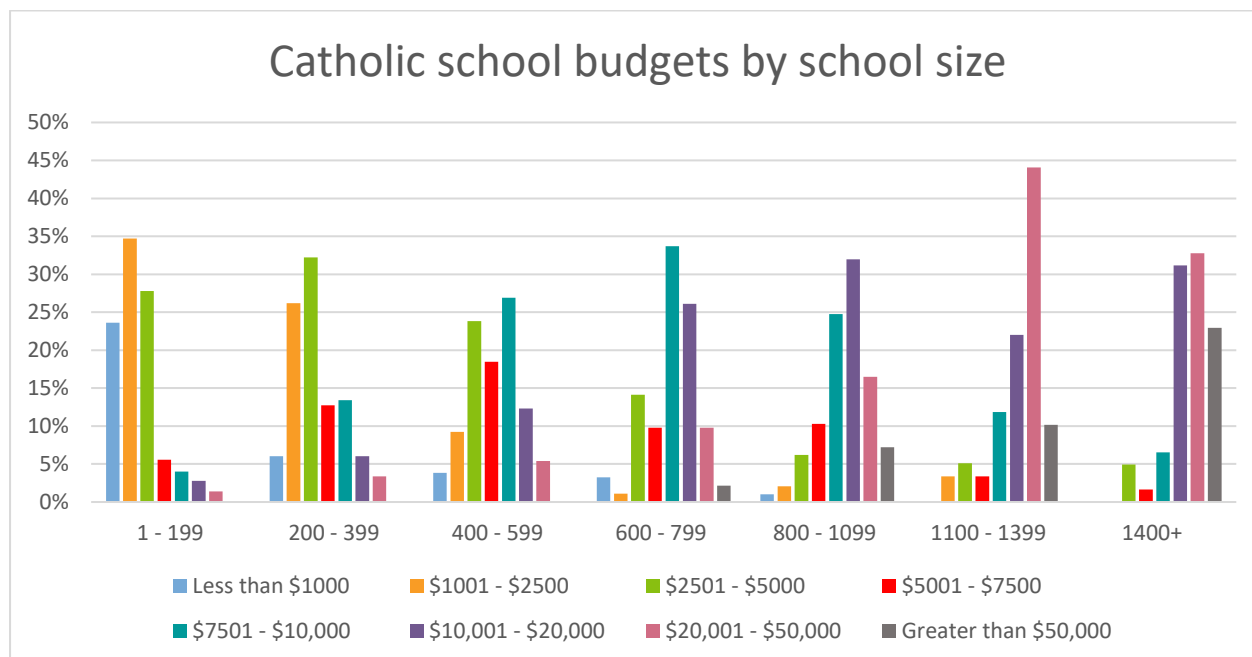
- Manages social media pages
- Organises events - Book Fairs, Reading Challenges, Book Clubs
- Create newsletters for staff and students
- Competitions and reading challenges
- Manages the school website
- Creating bulletin boards and school posters
- Emailing staff and students
- Talking to teachers and helping them with resources for students
- Managing the library blog

9.0 Catholic schools in Australia

9.1 Catholic school budgets

9.1.1 Catholic school budgets by school size

Australian Catholic school respondents reported the following budget ranges in 2022:



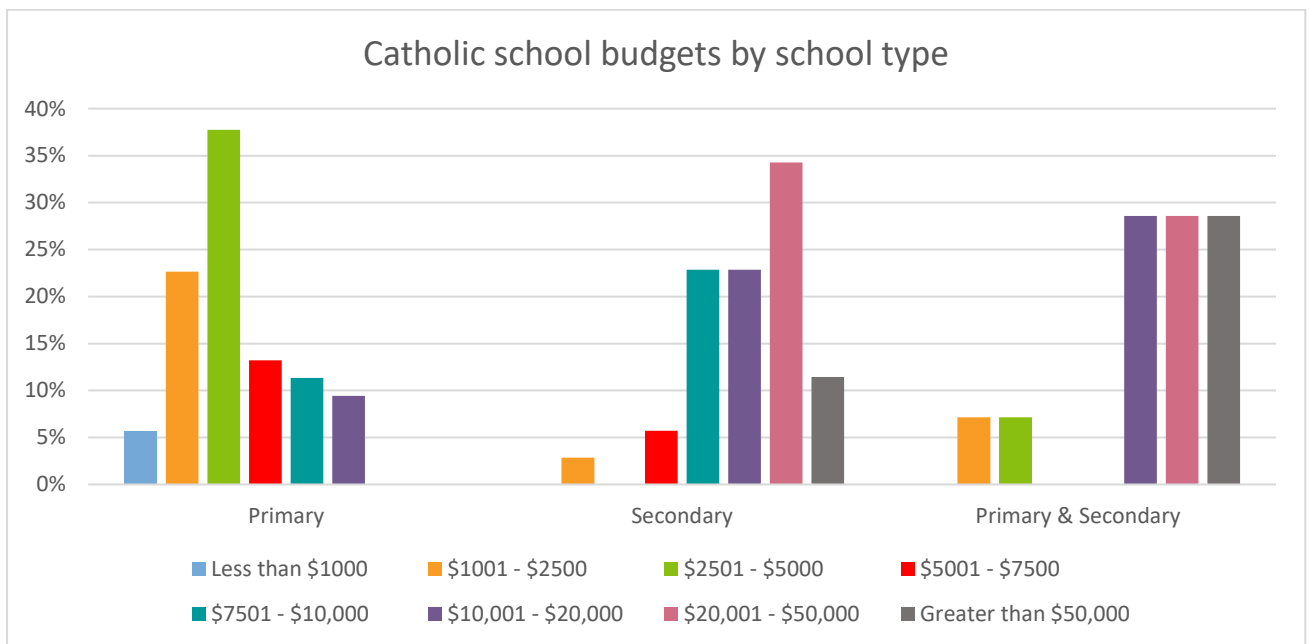
School size (number of students)							
Budget ranges	1 - 199	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
Less than \$1000	24%	6%	4%	3%	1%	0%	0%
\$1001 - \$2500	35%	26%	9%	1%	2%	3%	0%
\$2501 - \$5000	28%	32%	24%	14%	6%	5%	5%
\$5001 - \$7500	6%	13%	18%	10%	10%	3%	2%
\$7501 - \$10,000	4%	13%	27%	34%	25%	12%	7%
\$10,001 - \$20,000	3%	6%	12%	26%	32%	22%	31%
\$20,001 - \$50,000	1%	3%	5%	10%	16%	44%	33%
Greater than \$50,000	0%	0%	0%	2%	7%	10%	23%

Note: Percentages are rounded and may not add to 100.

9.1.2 Catholic school budgets by school type

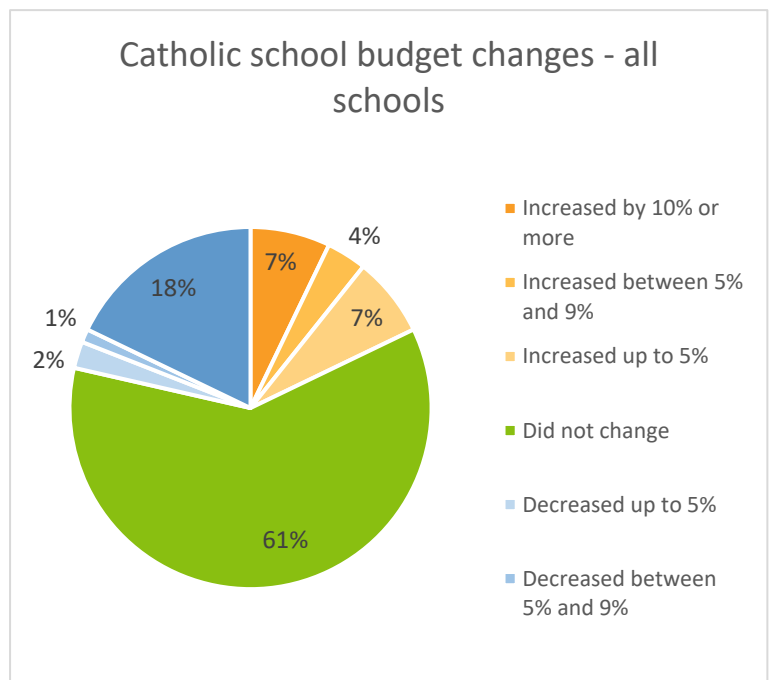
When looking at library budgets across different school types, Catholic school respondents reported the following budget ranges:

Budget ranges	Primary	Secondary	Primary & Secondary
less than \$1000	6%	0%	0%
\$1001 - \$2500	23%	3%	7%
\$2501 - \$5000	38%	0%	7%
\$5001 - \$7500	13%	6%	0%
\$7501 - \$10,000	11%	23%	0%
\$10,001 - \$20,000	9%	23%	29%
\$20,001 - \$50,000	0%	34%	29%
Greater than \$50,000	0%	11%	29%



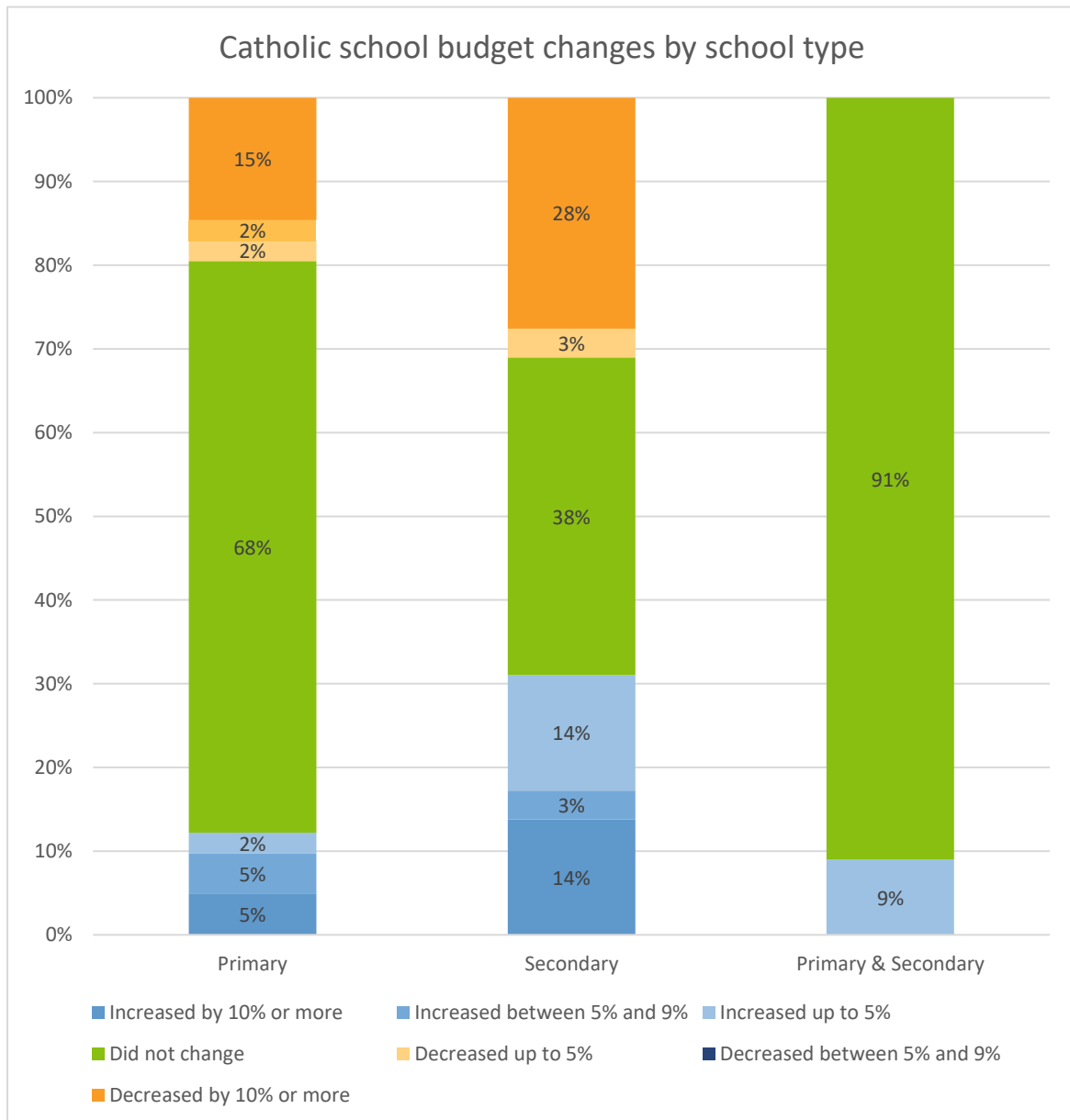
9.1.3 Catholic school budget changes: 2021 – 2022

In 2022, 61% of Catholic school respondents reported that their budget had not changed from 2021. 21% of respondents reported a budget decrease; 18% reported a budget increase.



While most Catholic school respondents reported no change to budgets in 2022, decreases in funding were more common than any boost to budgets by school type.

School Type	Increased	Did not change	Decreased
Primary	12%	68%	19%
Secondary	31%	38%	31%
Primary & Secondary	9%	91%	0%

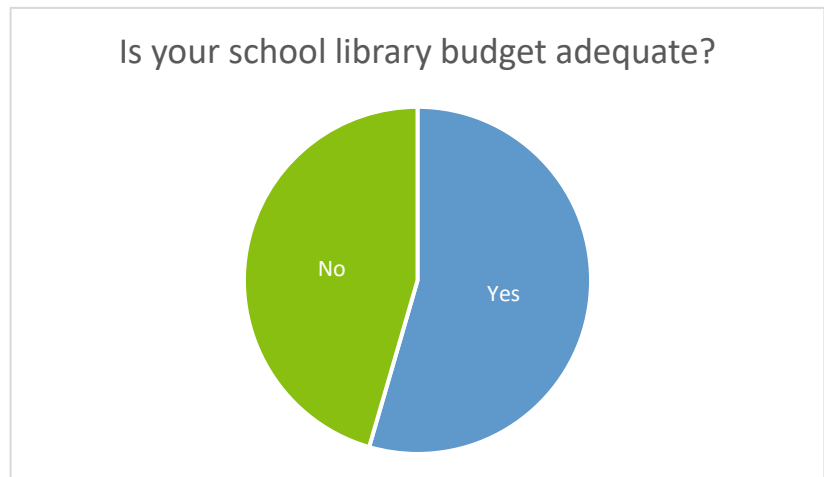


Note: Percentages are rounded and may not add to 100.

9.1.4 Catholic schools on adequate budgets

Participants were asked if they thought their school library budget was adequate.

54% of Catholic school respondents said “yes”; 46% said “no”.



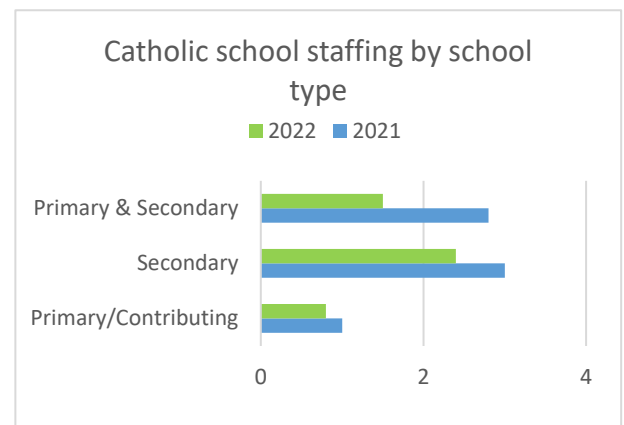
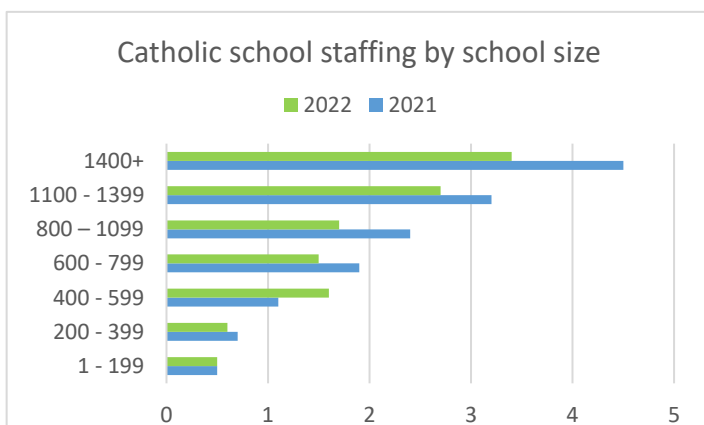
9.2 Catholic school staffing

9.2.1 Catholic school staffing by school size and type

When looking at Catholic school library staffing comparisons by school size and type, respondents reported the following average full-time equivalents (FTE):

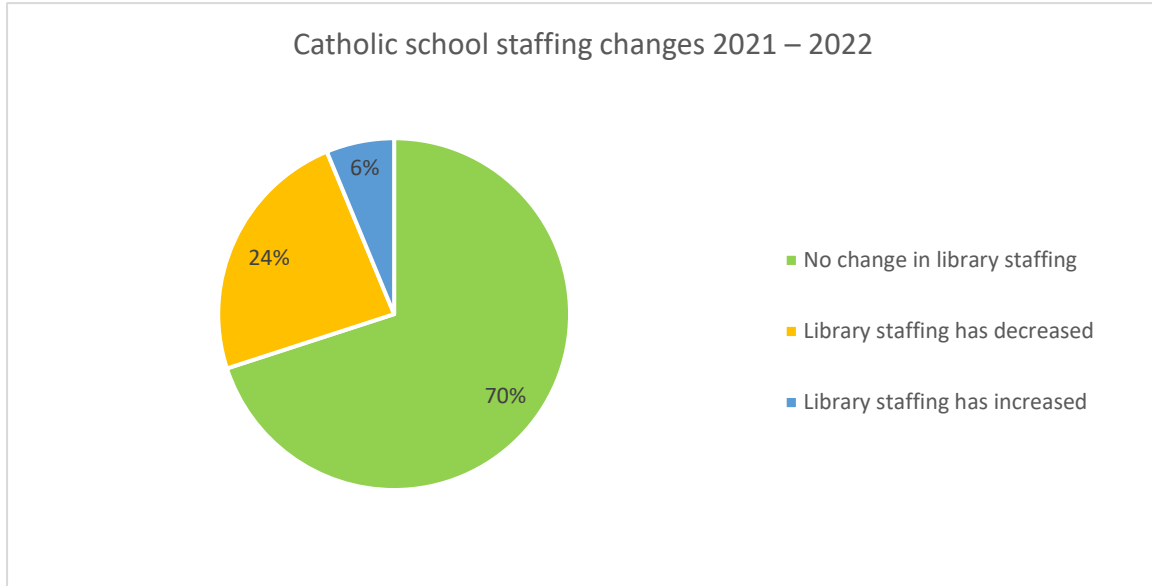
School Size	2021	2022
1 - 199	0.5 FTE	0.5 FTE
200 - 399	0.7 FTE	0.6 FTE
400 - 599	1.1 FTE	1.6 FTE
600 - 799	1.9 FTE	1.5 FTE
800 - 1099	2.4 FTE	1.7 FTE
1100 -1299	3.2 FTE	2.7 FTE
1400+	4.5 FTE	3.4 FTE

School Type	2021	2022
Primary	1.0 FTE	0.8 FTE
Secondary	3.0 FTE	2.4 FTE
Primary & Secondary	2.8 FTE	1.5 FTE



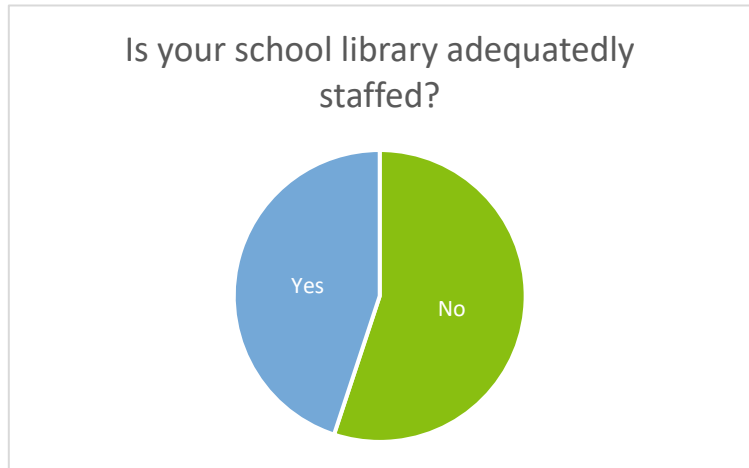
9.2.2 Catholic school staffing changes: 2021 – 2022

In 2022, 70% of Catholic school respondents reported that staffing had not changed from the previous year. Of those who did experience a change in staffing levels in the school library in 2022, 24% of respondents reported a staffing decrease; 6% reported a staffing increase.



9.2.3 Catholic schools on adequate staffing

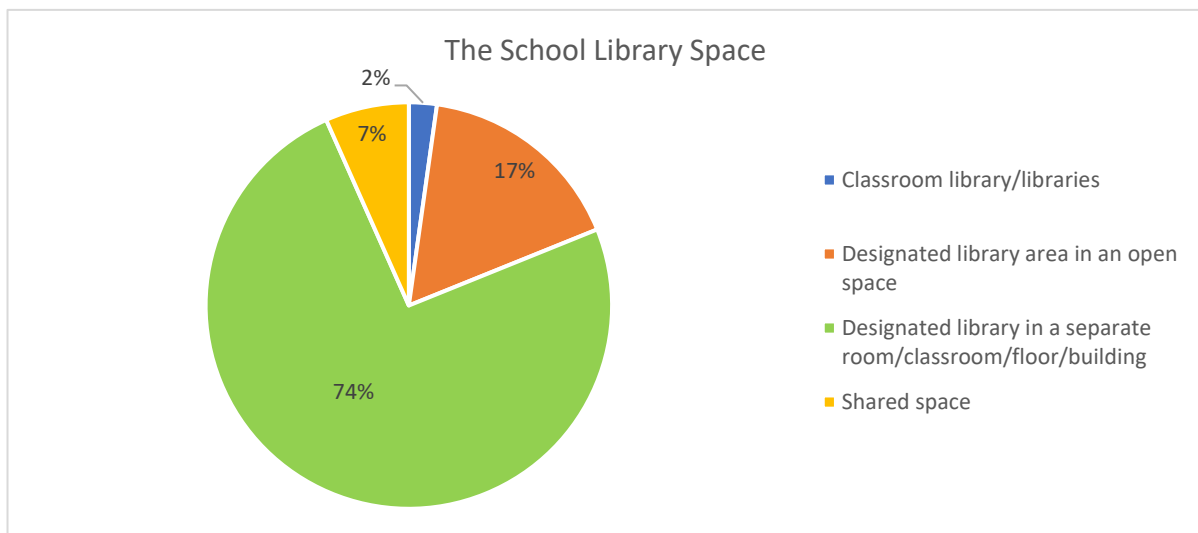
When asked if they think their school library is adequately staffed, 45% of Catholic school respondents said “yes”; 55% said “no”.



9.3 The school library space in Catholic Schools

Participants were asked about their school library space.

- 17% reported they have a designated library area in an open plan space
- 74% reported that they have a designated library in a separate room/classroom/floor/building
- 7% reported their library operates in a shared space
- 2% reported their classroom is a library



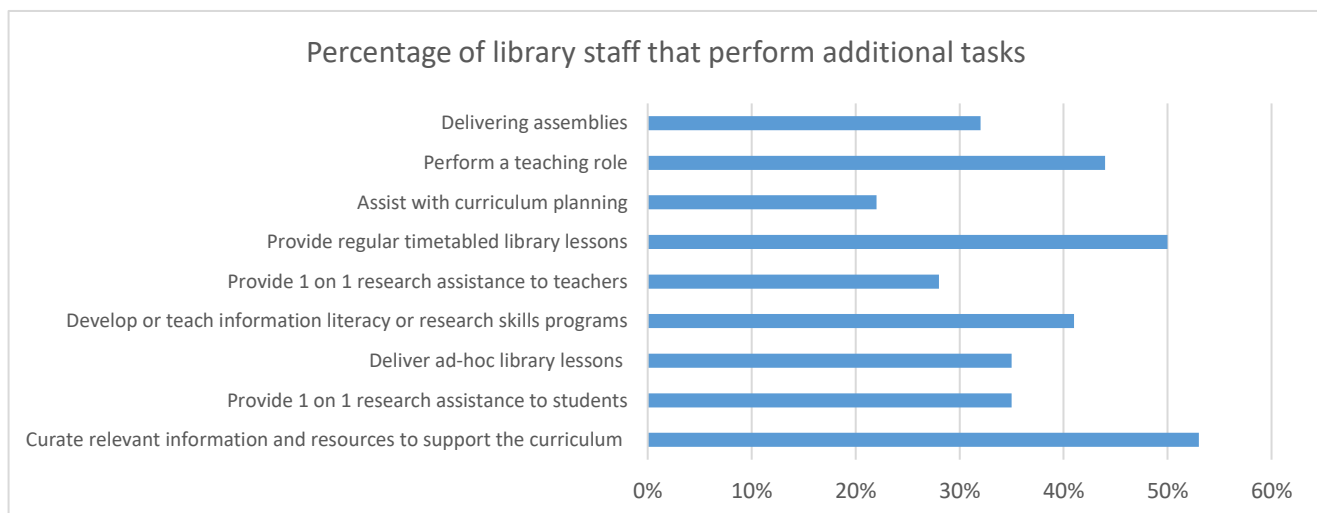
9.4 Tasks performed by school library staff in Catholic Schools

We asked participants to select from a list of tasks, beyond managing the collection, that the main library staff member performs.

The top 3 reported tasks were:

- Curating relevant information and resources to support the curriculum (53%)
- Providing regular timetabled library lessons (50%)
- Performing a teaching role (44%).

Additional findings have been provided in the following graph:



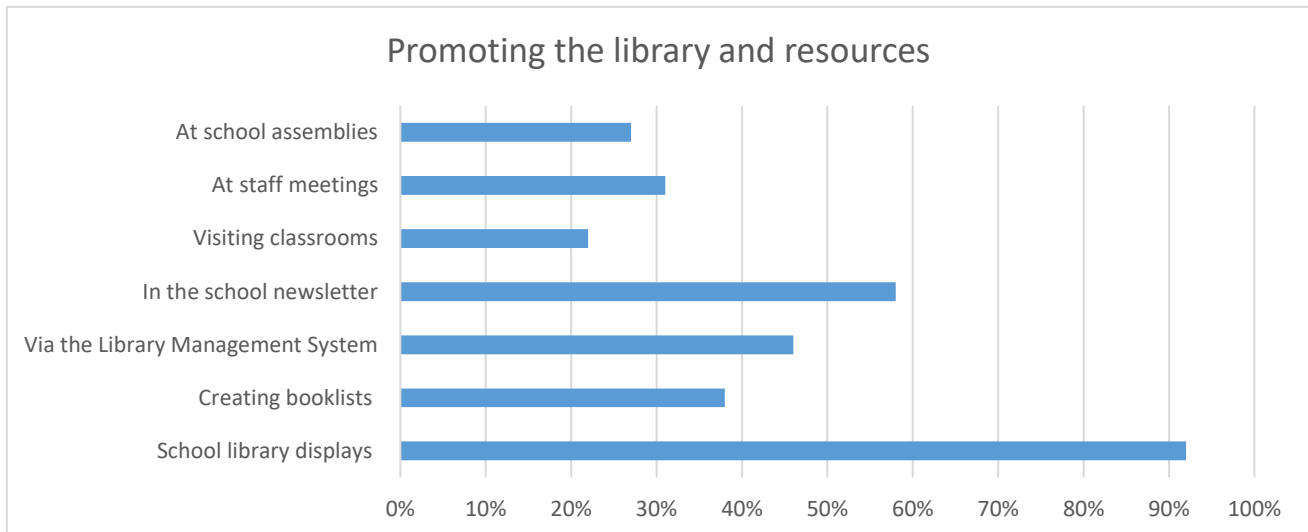
9.5 Promoting the library and resources in Catholic Schools

Participants were asked how they promote their school library and resources.

The top 3 avenues for promotion were:

- School library displays (92%)
- In the school newsletter (58%)
- Via the Library Management System (46%)

Additional findings have been provided in the graph below.



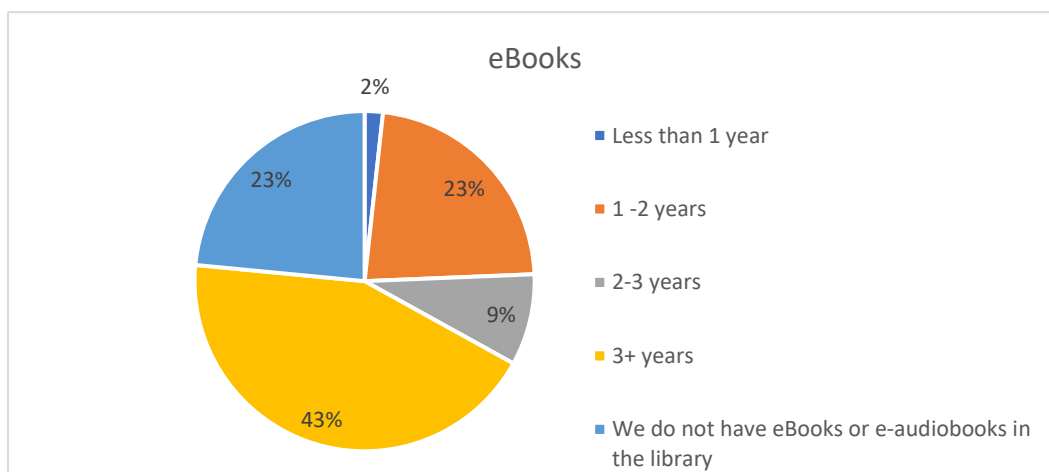
9.6 Online Resources in Catholic schools

9.6.1 eBooks

Participants were asked how long they have offered eBooks or e-audiobooks in the library.

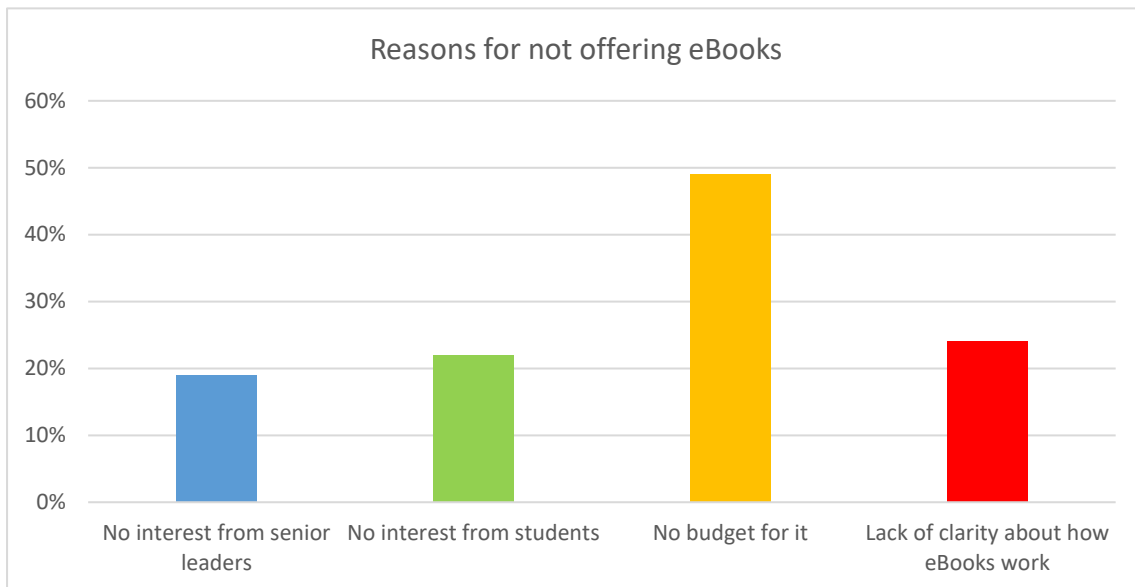
In 2022, Catholic schools reported the following:

	Percentage
Less than 1 year	2%
1 – 2 years	23%
2 – 3 years	9%
3+ years	43%
We do not have eBooks or e-audiobooks in the library	23%



When asked why eBooks and e-audiobooks are not offered, participants reported the following:

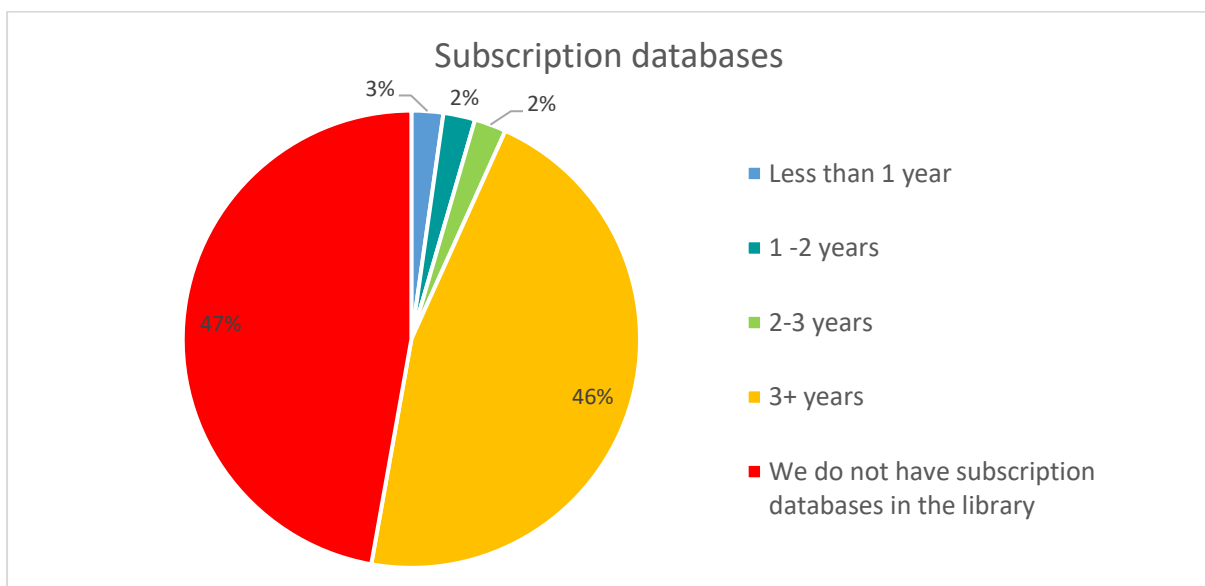
- No interest from senior leaders: 19%
- No interest from students: 22%
- No budget for it: 49%
- Lack of clarity about how eBooks work: 24%



9.6.2 Subscription databases

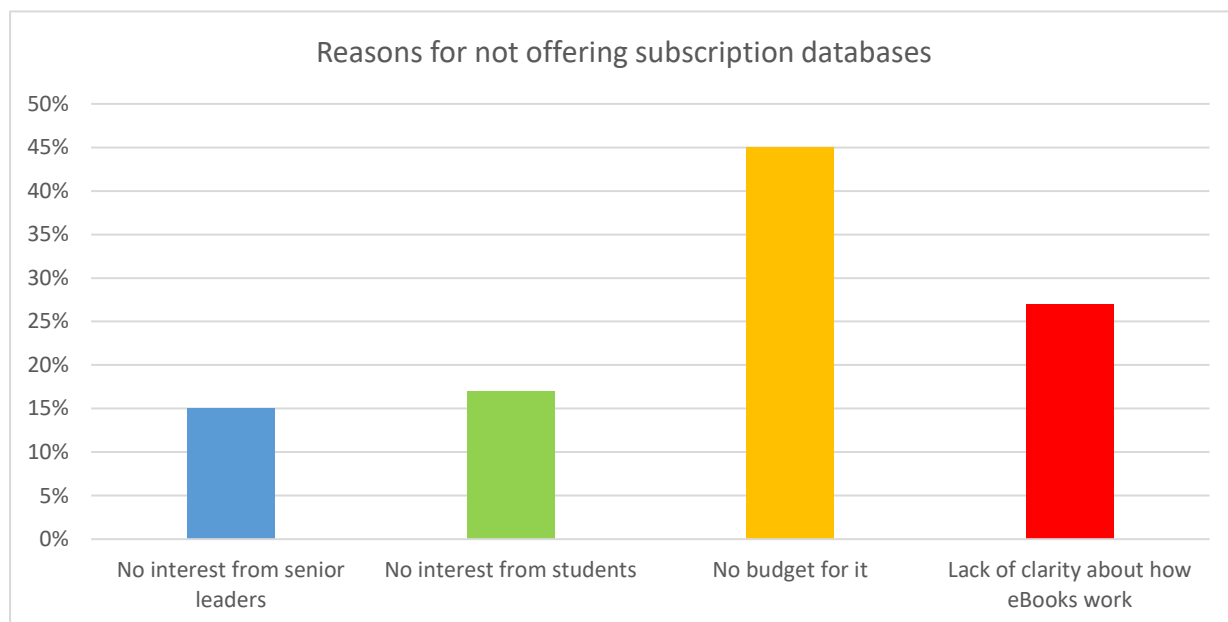
Participants were asked how long they have offered subscription databases in the library. In 2022, Catholic schools reported the following:

	Percentage
Less than 1 year	3%
1 – 2 years	2%
2 – 3 years	2%
3+ years	46%
We do not have subscription databases in the library	47%



When asked why subscription databases are not offered, participants reported the following:

- No interest from senior leaders: 15%
- No interest from students: 17%
- No budget for it: 45%
- Lack of clarity about how eBooks work: 27%



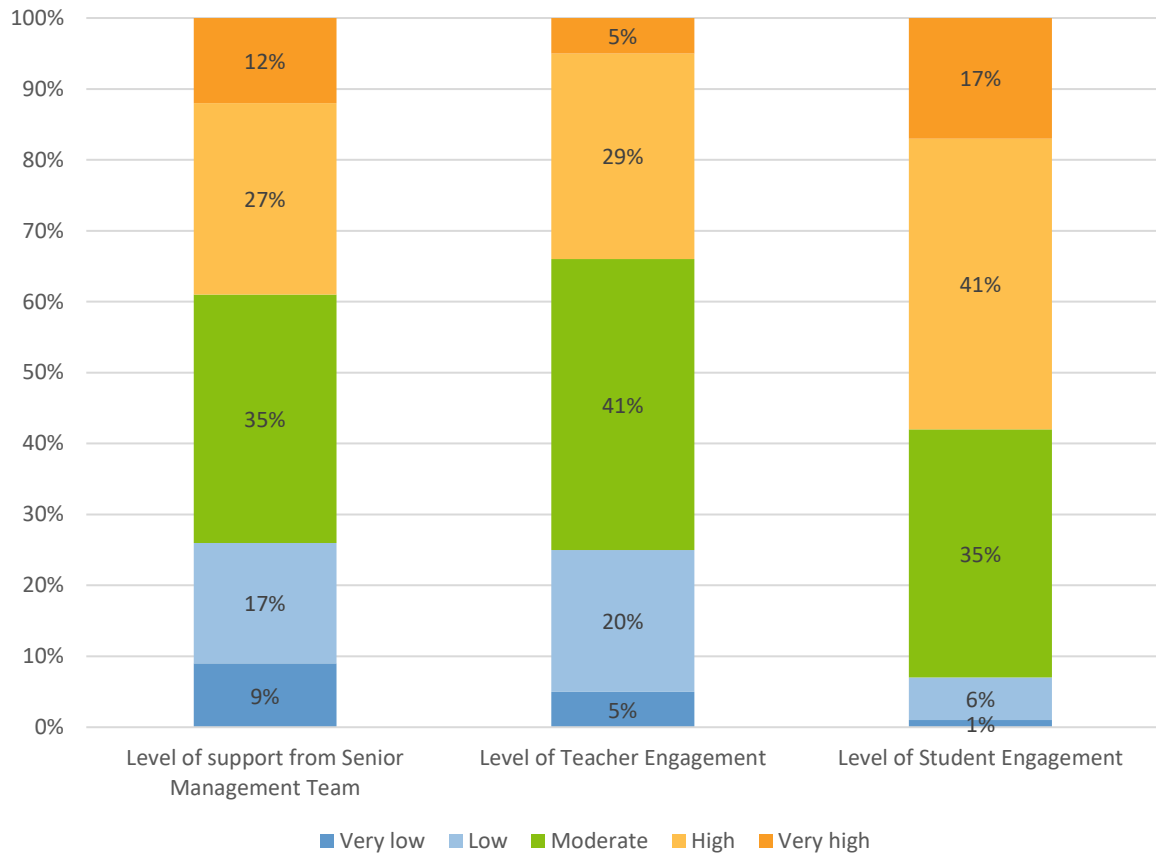
9.7 Level of support and engagement in Catholic schools

Participants were asked about the level of support they receive from the Senior Management Team and the level of teacher and student engagement with the library.

The percentages of Catholic school respondents, for categories ranging from “very low” to “very high”, are as follows:

	Level of support from Senior Management Team	Level of Teacher Engagement	Level of Student Engagement
Very high	12%	5%	17%
High	27%	29%	41%
Moderate	35%	41%	35%
Low	17%	20%	6%
Very low	9%	5%	1%

Level of support and engagement

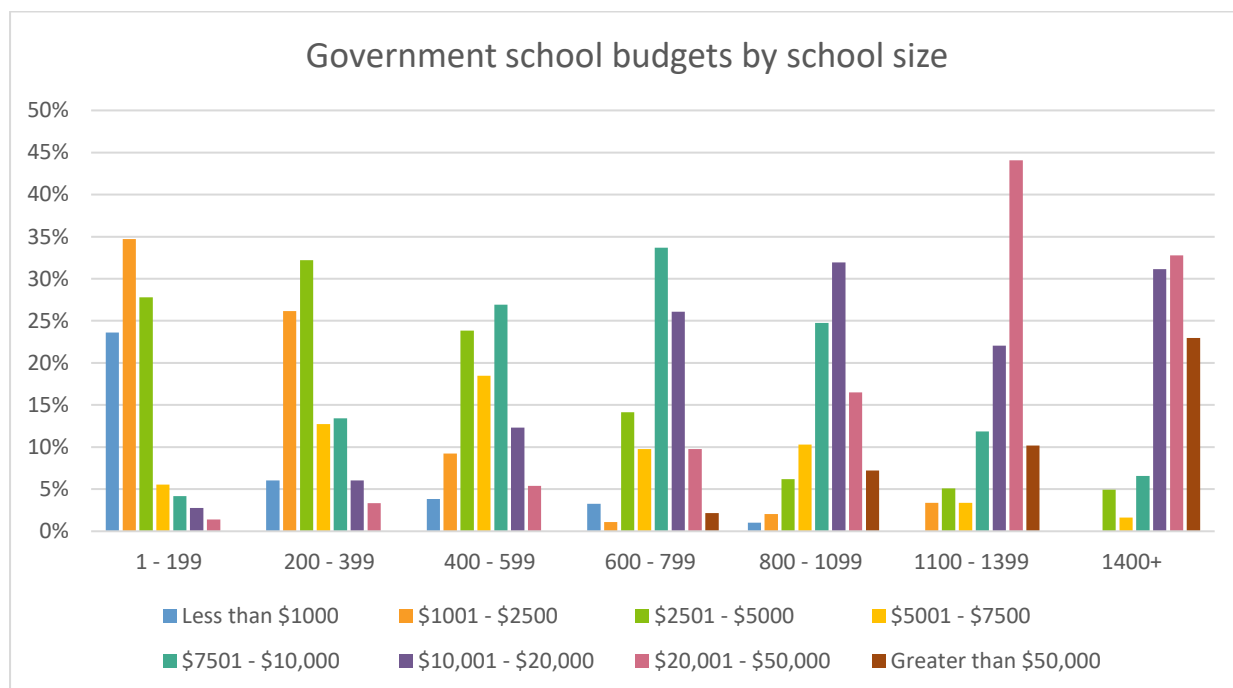


10.0 Government schools in Australia

10.1 Government school budgets

10.1.1 Government school budgets by school size

Government school respondents reported the following budget ranges in 2022 according to the size of their school:

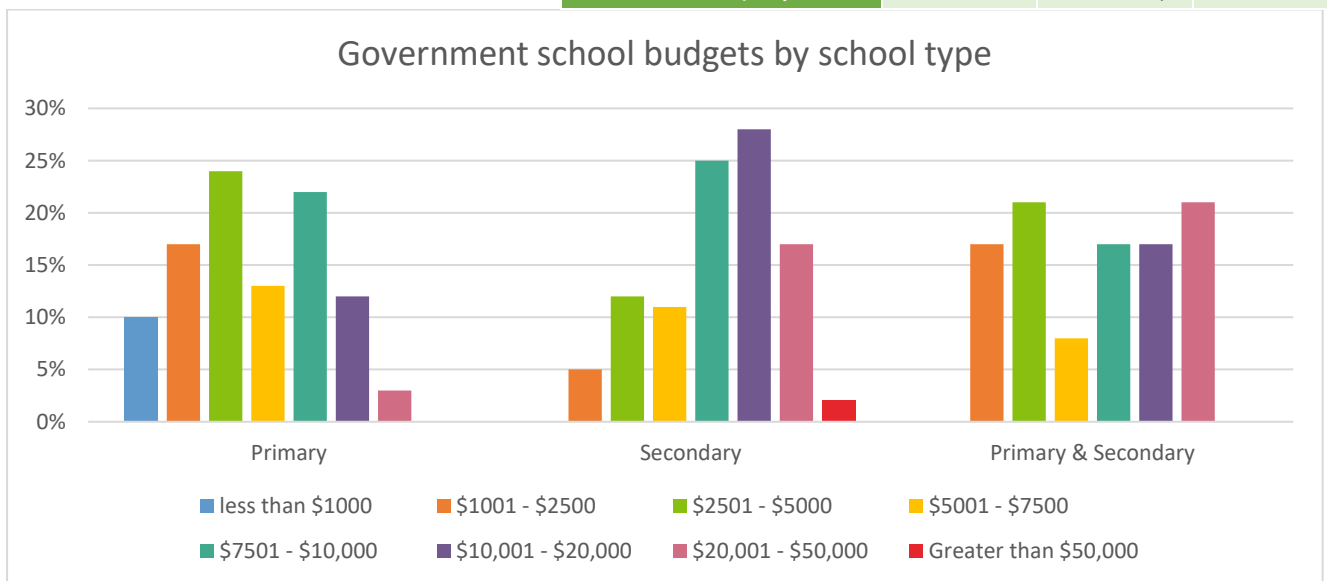


School Size (Number of students)							
	1 - 199	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
less than \$1000	24%	6%	4%	3%	1%	0%	0%
\$1001 - \$2500	35%	26%	9%	1%	2%	3%	0%
\$2501 - \$5000	28%	32%	24%	14%	6%	5%	5%
\$5001 - \$7500	6%	13%	18%	10%	10%	3%	2%
\$7501 - \$10,000	4%	13%	27%	34%	25%	12%	7%
\$10,001 - \$20,000	3%	6%	12%	26%	32%	22%	31%
\$20,001 - \$50,000	1%	3%	5%	10%	16%	44%	33%
Greater than \$50,000	0%	0%	0%	2%	7%	10%	23%

10.1.2 Government school budgets by school type

When broken down by school type, Government school respondents reported the following budget ranges:

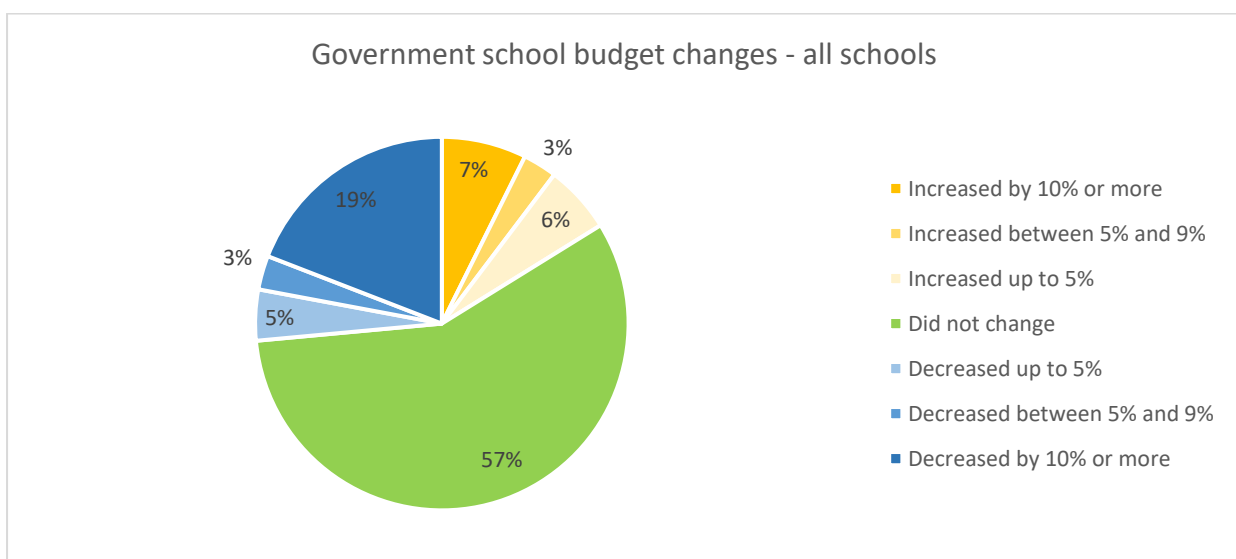
	Primary	Secondary	Primary & Secondary
less than \$1000	10%	0%	0%
\$1001 - \$2500	17%	5%	17%
\$2501 - \$5000	24%	12%	21%
\$5001 - \$7500	13%	11%	8%
\$7501 - \$10,000	22%	25%	17%
\$10,001 - \$20,000	12%	28%	17%
\$20,001 - \$50,000	3%	17%	21%
Greater than \$50,000	0%	2%	0%



Note: Percentages are rounded and may not add to 100.

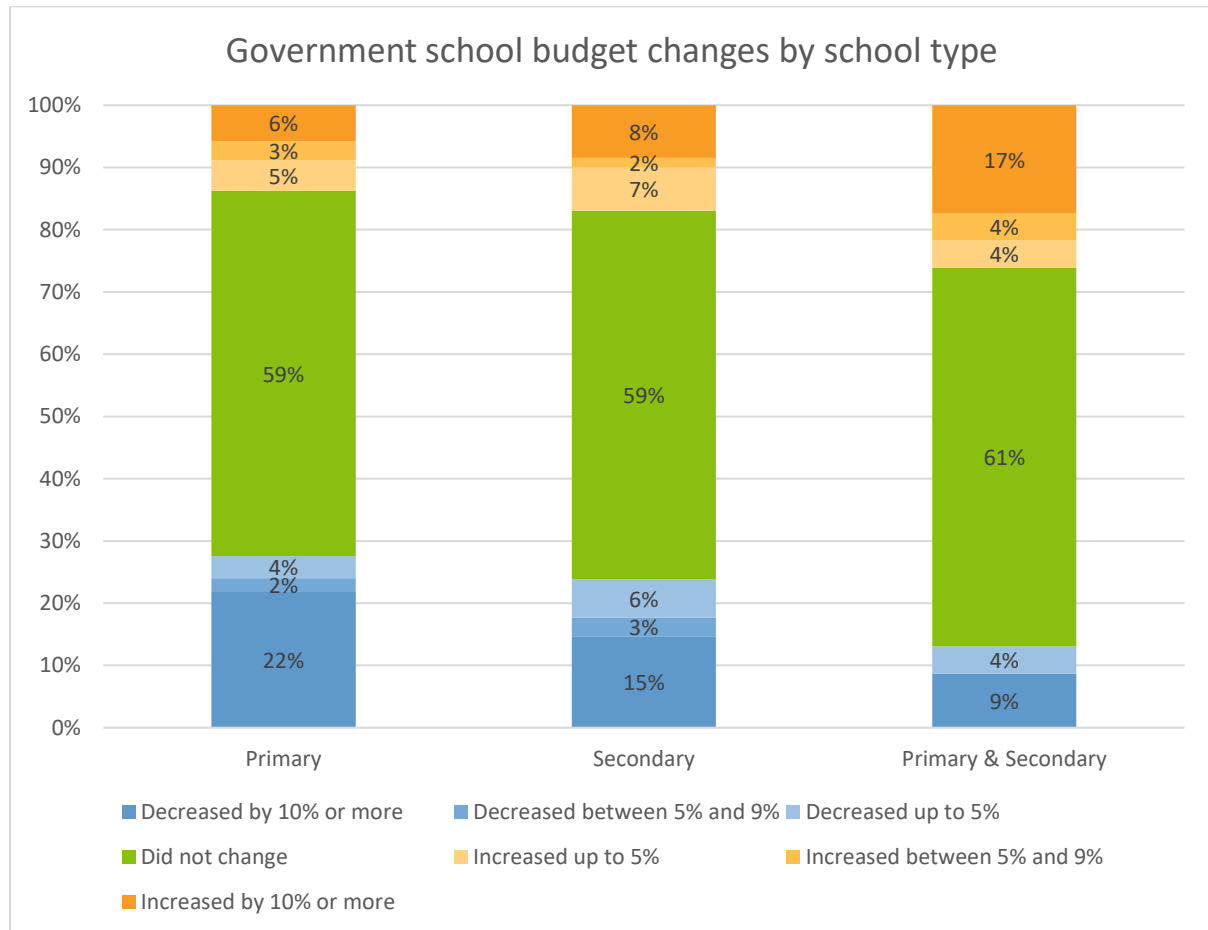
10.1.3 Government school budget changes: 2021 – 2022

In 2022, 57% of Government school respondents reported that their budget had not changed from 2021. 27% of respondents reported a budget decrease; 16% reported a budget increase.



For many Government school libraries, budgets did not change. Budgets in 2022 compared with 2021 across Government primary, secondary and combined schools were reported as follows:

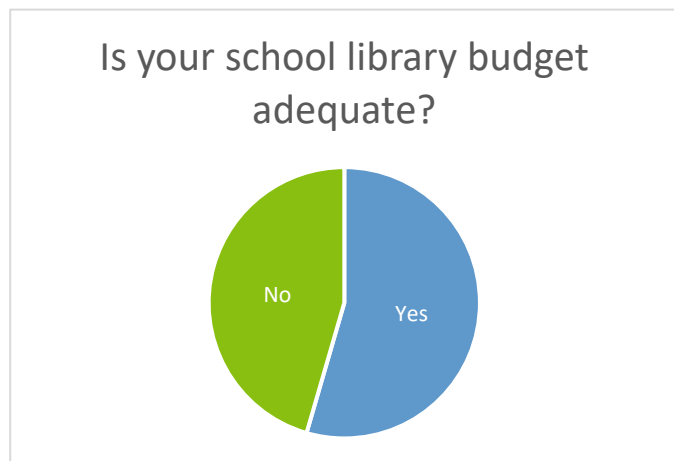
School Type	Increased	Did not change	Decreased
Primary	14%	59%	28%
Secondary	17%	59%	24%
Primary & Secondary	25%	61%	13%



10.1.4 Government schools on adequate budgets

Participants were asked if they thought their school library budget was adequate.

55% of Government school respondents said “yes”; 45% said “no”.



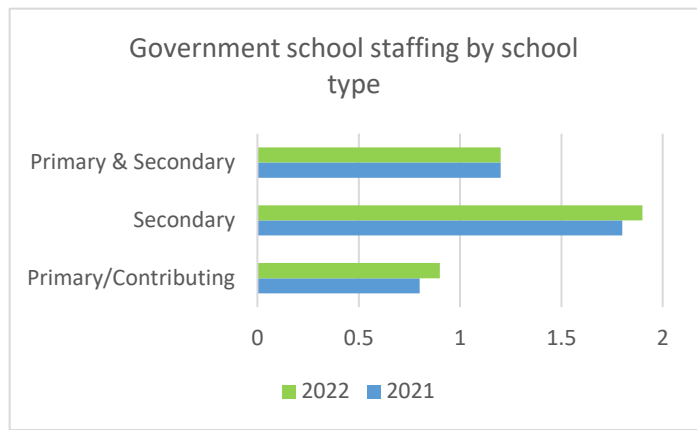
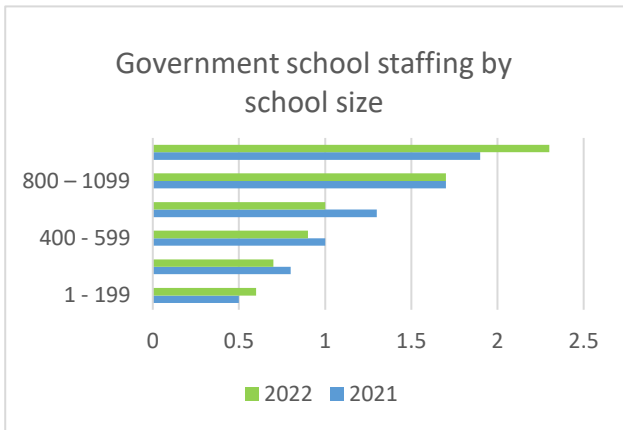
10.2 Government school staffing

10.2.1 Government school staffing by school size and type

When comparing full-time equivalent staffing in 2020 and 2021, Government school respondents reported the following:

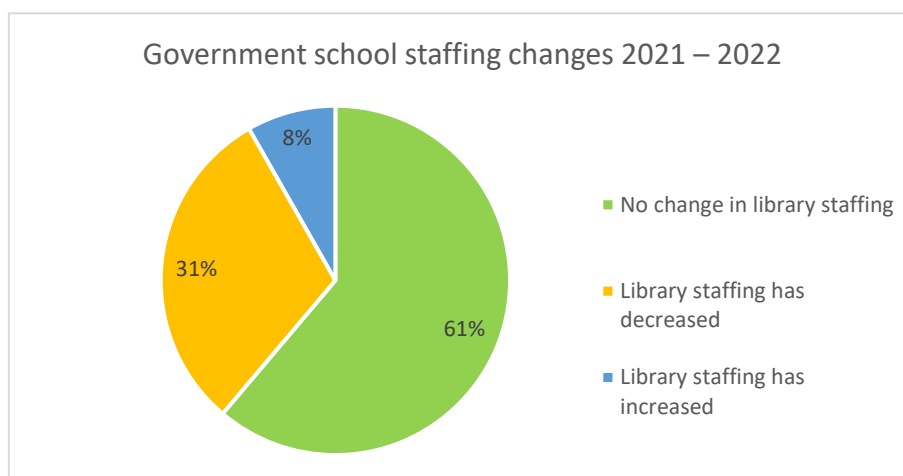
School Size	2021	2022
1 - 199	0.5 FTE	0.6 FTE
200 - 399	0.8 FTE	0.7 FTE
400 - 599	1.0 FTE	0.9 FTE
600 - 799	1.3 FTE	1.0 FTE
800 - 1099	1.7 FTE	1.7 FTE
1100 - 1399	1.9 FTE	2.3 FTE
1400+	2.4 FTE	2.7 FTE

School Type	2021	2022
Primary	0.8 FTE	0.9 FTE
Secondary	1.8 FTE	1.9 FTE
Primary & Secondary	1.2 FTE	1.2 FTE



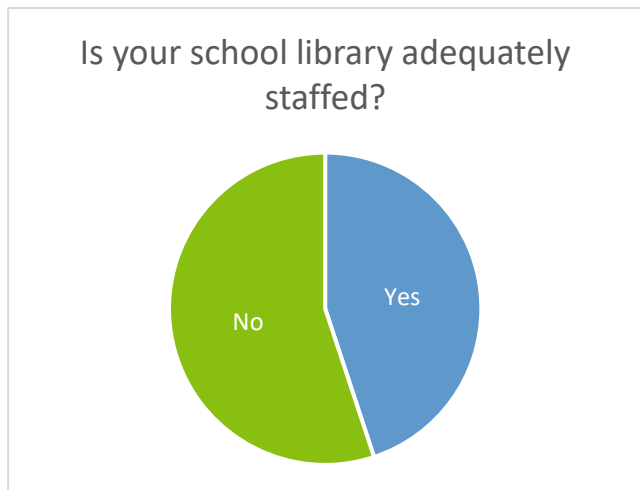
10.2.2 Government school staffing changes: 2021 – 2022

In 2022, 61% of Government school respondents reported that staffing had not changed from 2021. 31% of respondents reported a staffing decrease; 8% reported a staffing increase.



10.2.3 Government schools on adequate staffing

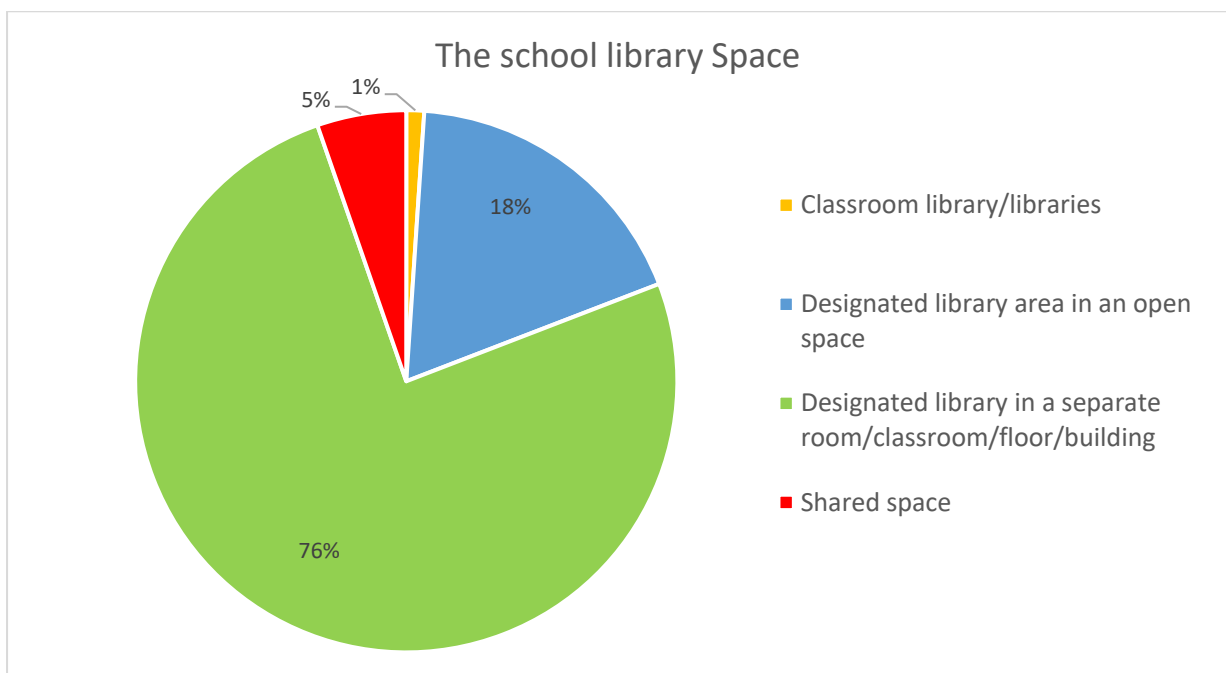
When asked if they think their school library is adequately staffed, 45% of Government school respondents said “yes”; 55% said “no”.



10.3 The school library space in Government Schools

Participants were asked about their school library space.

- 18% reported they have a designated library area in an open plan space
- 76% reported that they have a designated library in a separate room/classroom/floor/building
- 5% reported their library operates in a shared space
- 1% reported their classroom is a library



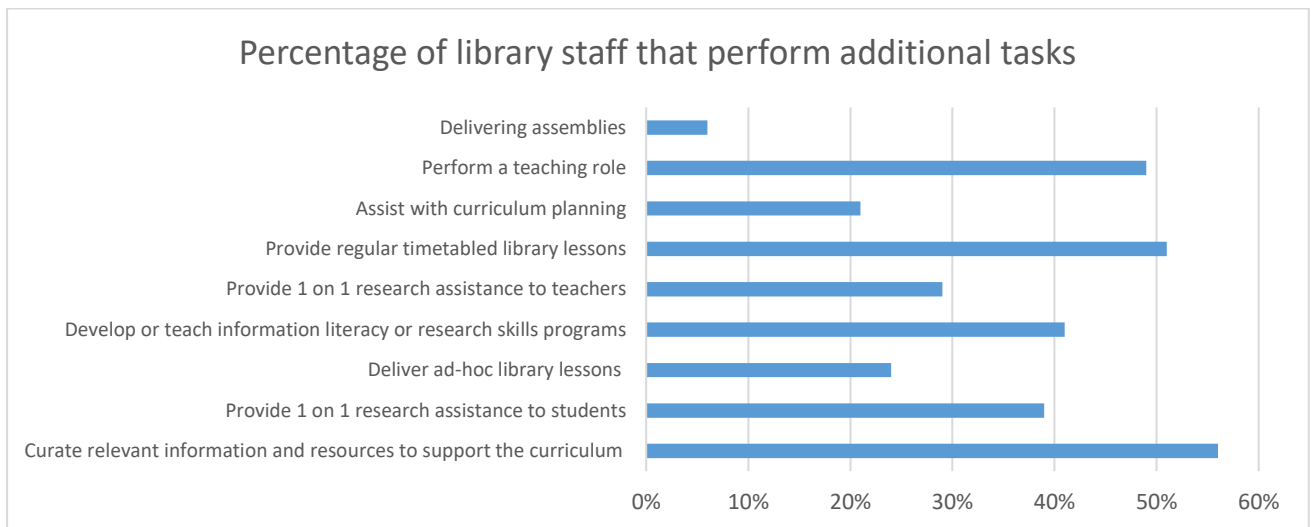
10.4 Tasks performed by school library staff in Government Schools

We asked participants to select from a list of tasks, beyond managing the collection, that the main library staff member performs.

The top 3 reported tasks were:

- Curating relevant information and resources to support the curriculum (56%)
- Providing regular timetabled library lessons (51%)
- Performing a teaching role (49%).

Additional findings have been provided in the graph below.



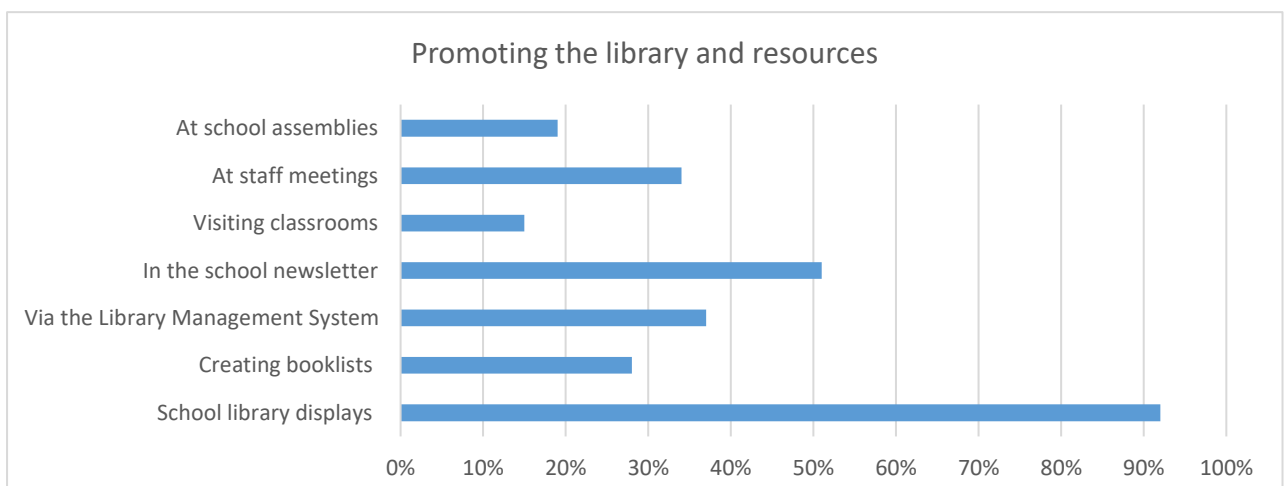
10.5 Promoting the library and resources in Government Schools

Participants were asked how they promote their school library and resources.

The top 3 avenues for promotion were:

- School library displays (92%)
- In the school newsletter (51%)
- Via the Library Management System (37%)

Additional findings have been provided in the graph below.



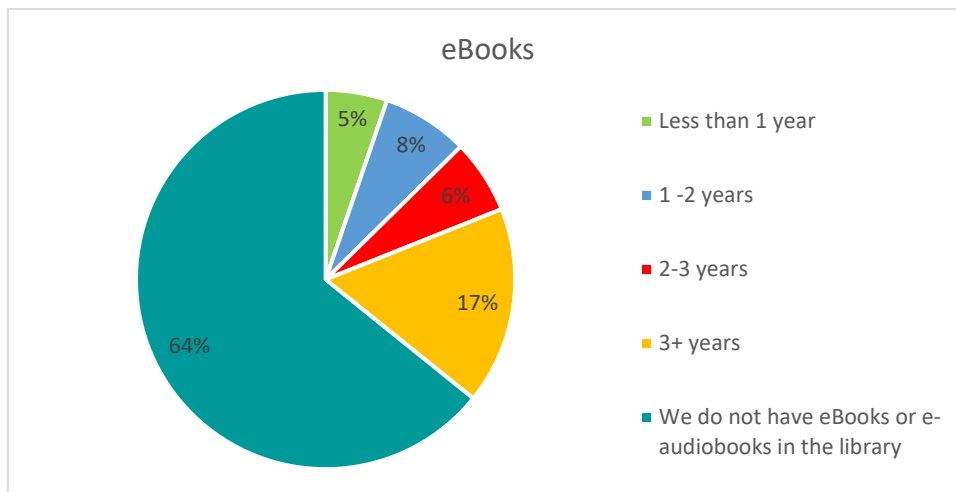
10.6 Online resources in Government schools

10.6.1 eBooks

Participants were asked how long they have offered eBooks or e-audiobooks in the library.

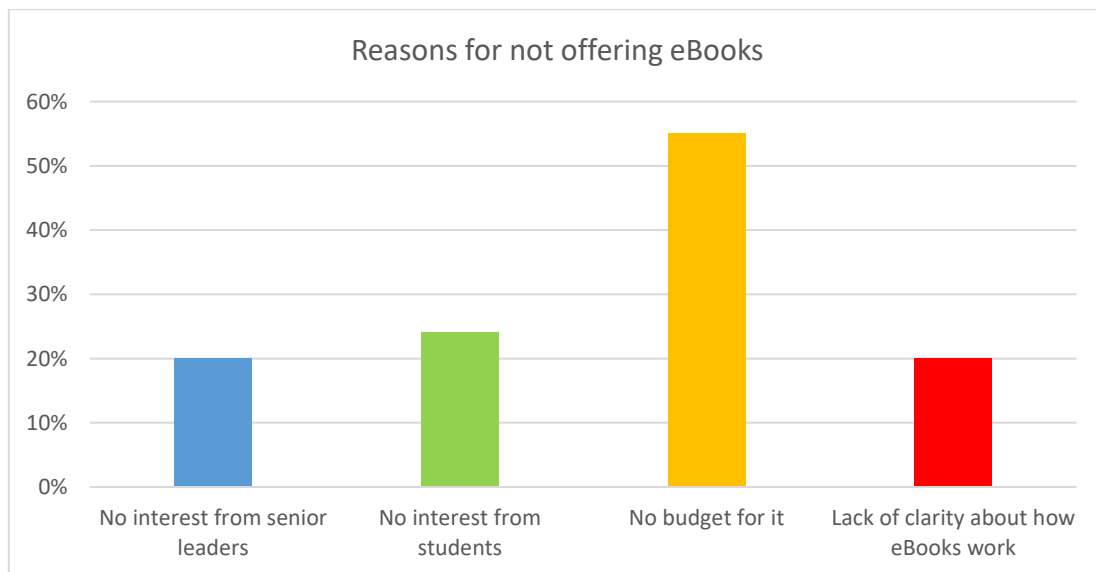
In 2022, Government schools reported the following:

	Percentage
Less than 1 year	5%
1 – 2 years	8%
2 – 3 years	6%
3+ years	17%
We do not have eBooks or e-audiobooks in the library	64%



When asked why eBooks and e-audiobooks are not offered, participants reported the following:

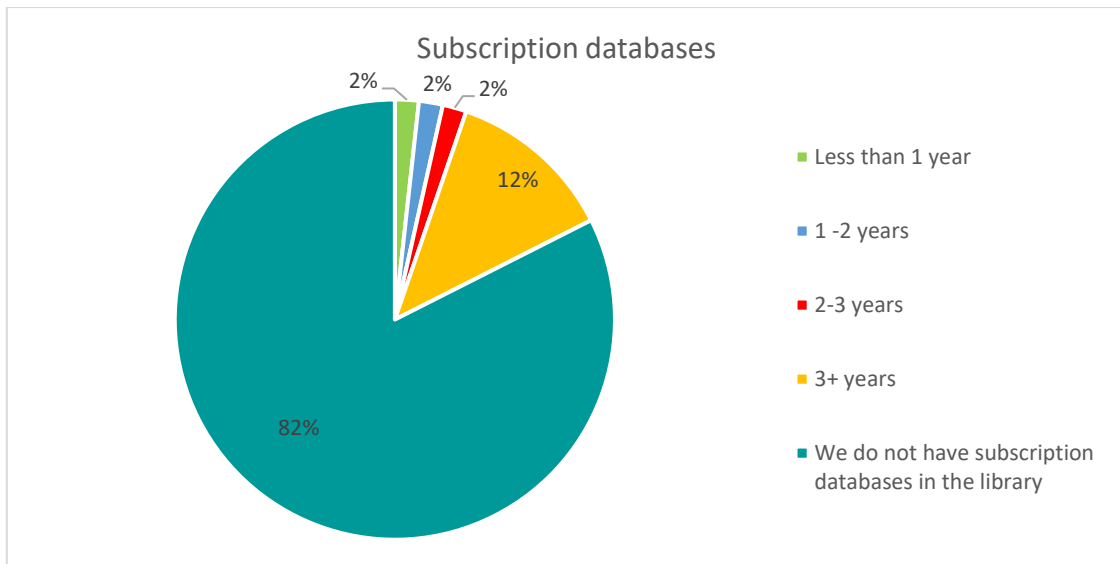
- No interest from senior leaders: 20%
- No interest from students: 24%
- No budget for it: 55%
- Lack of clarity about how eBooks work: 20%



10.6.2 Subscription databases

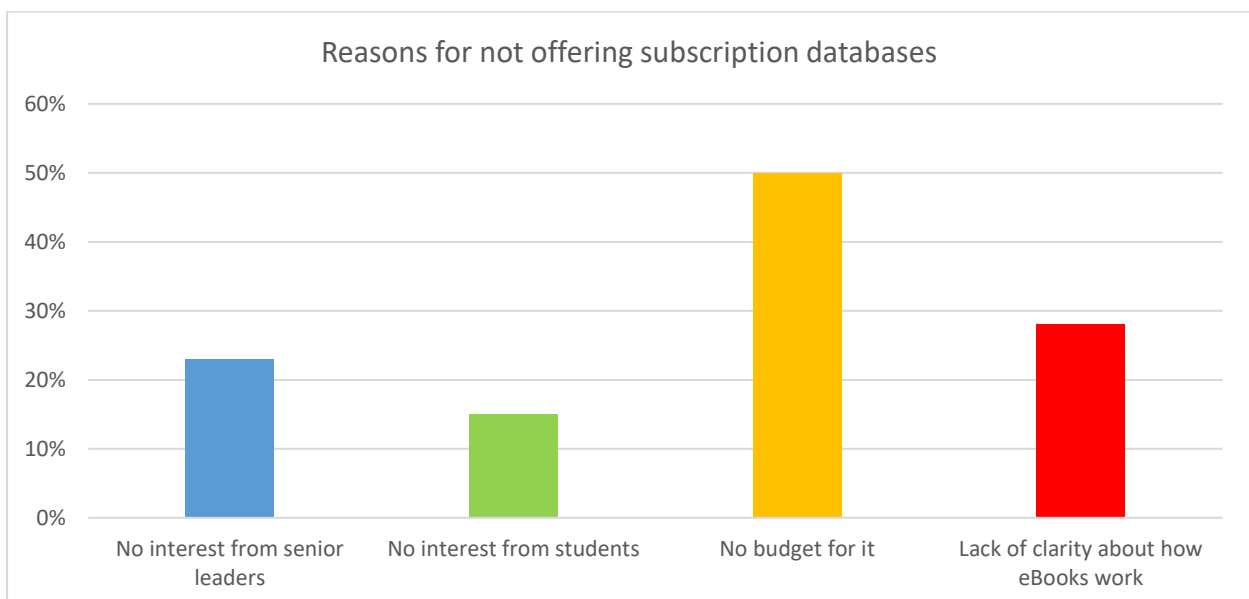
Participants were asked how long they have offered subscription databases in the library. In 2022, Government schools reported the following:

	Percentage
Less than 1 year	2%
1 – 2 years	2%
2 – 3 years	2%
3+ years	12%
We do not have subscription databases in the library	82%



When asked why subscription databases are not offered, participants reported the following:

- No interest from senior leaders: 23%
- No interest from students: 15%
- No budget for it: 50%
- Lack of clarity about how eBooks work: 28%

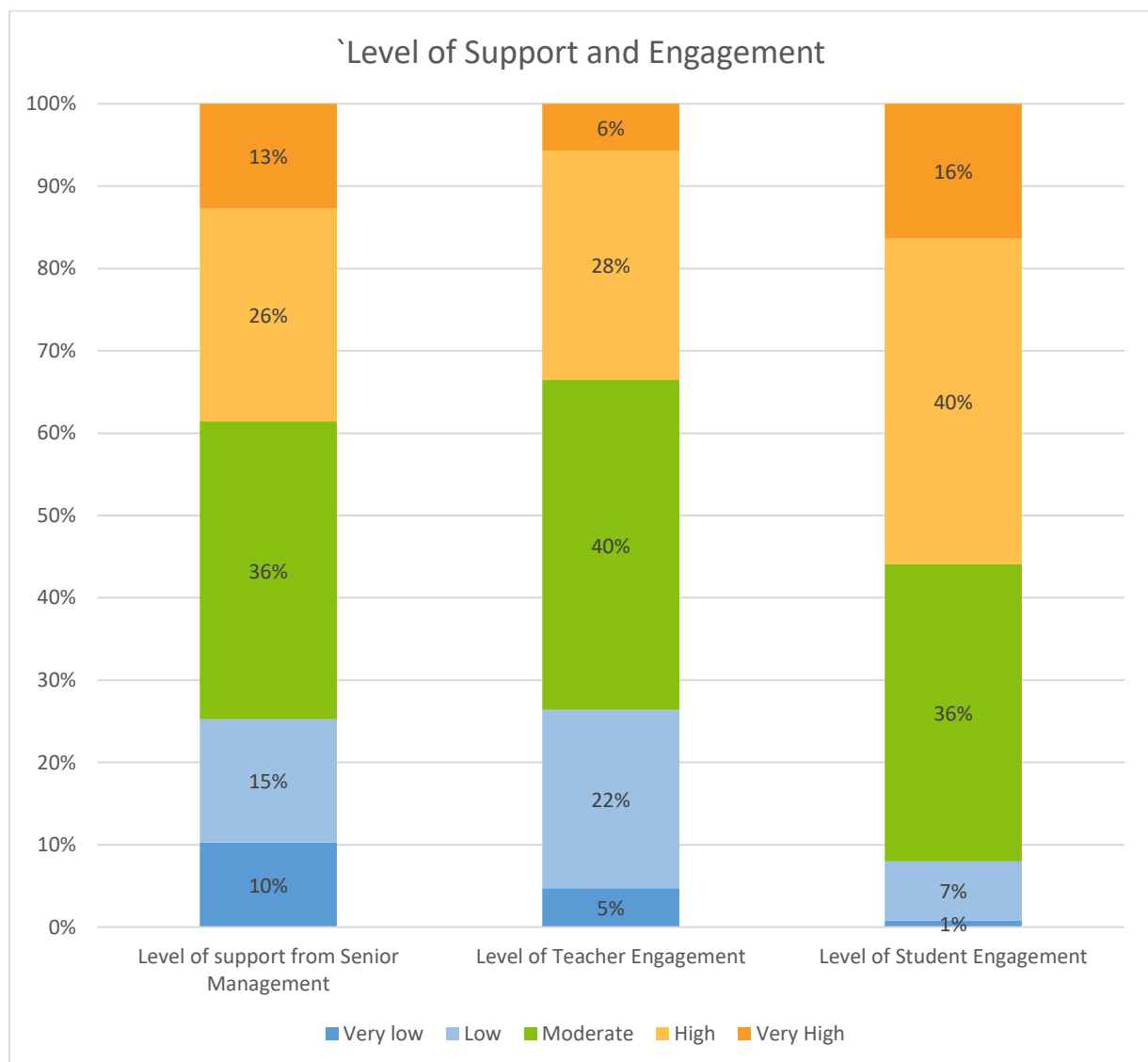


10.7 Level of support and engagement in Government schools

Participants were asked about the level of support they receive from the Senior Management Team and the level of teacher and student engagement with the library.

The percentages of Government school respondents, for categories ranging from “very low” to “very high”, are as follows:

	Level of Support from the Senior Management Team	Level of Teacher Engagement with the Library	Level of Student Engagement with the Library
Very high	13%	6%	16%
High	26%	28%	40%
Moderate	36%	40%	36%
Low	15%	22%	7%
Very low	10%	5%	1%

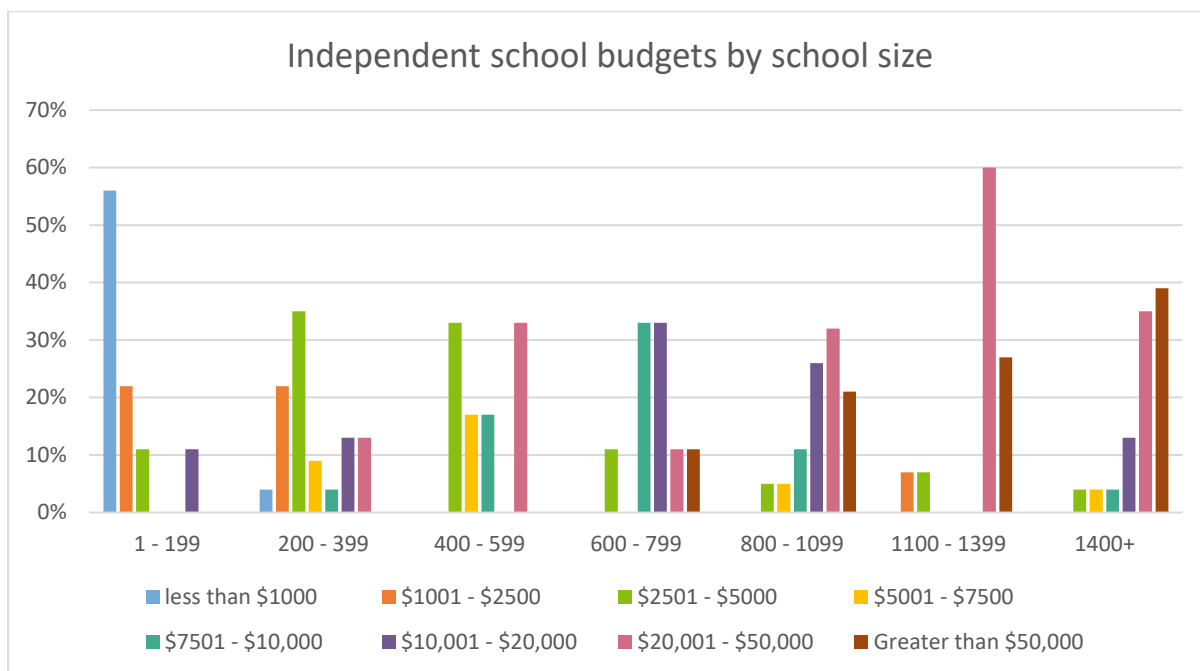


11.0 Independent schools in Australia

11.1 Independent school budgets

11.1.1 Independent school budgets by school size

When asked about library budgets and school size, Independent school respondents reported the following ranges of budget in 2022:

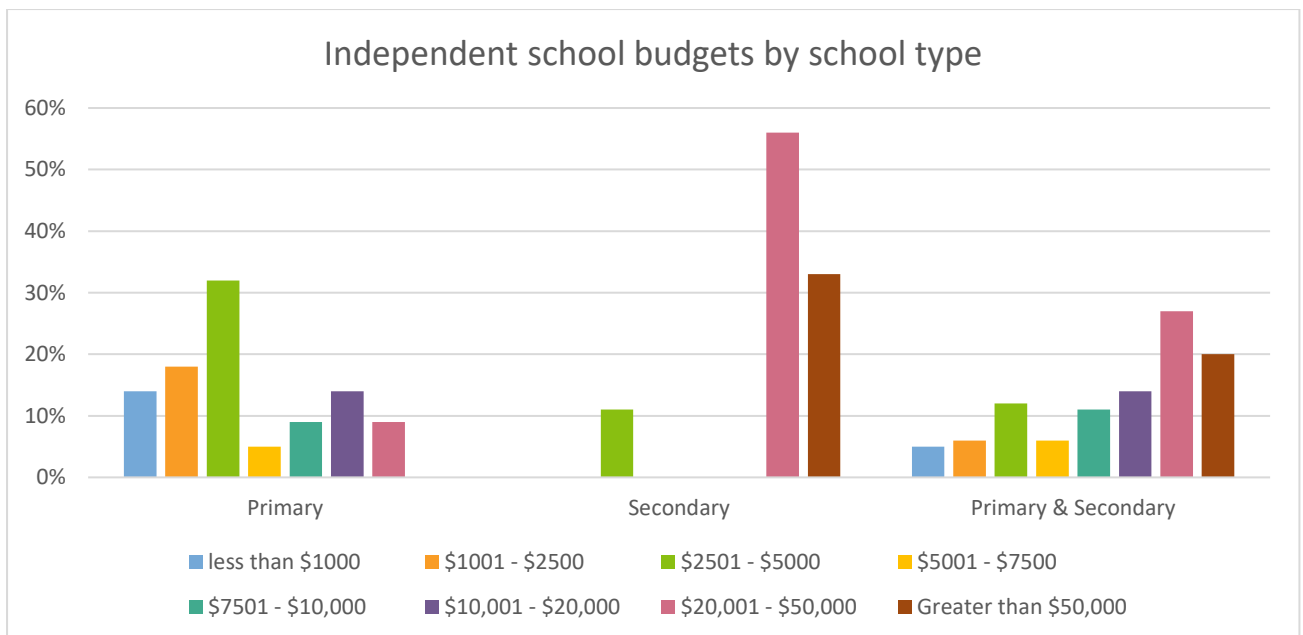


	1 - 199	200 - 399	400 - 599	600 - 799	800 - 1099	1100 - 1399	1400+
less than \$1000	56%	4%	0%	0%	0%	0%	0%
\$1001 - \$2500	22%	22%	0%	0%	0%	7%	0%
\$2501 - \$5000	11%	35%	33%	11%	5%	7%	4%
\$5001 - \$7500	0%	9%	17%	0%	5%	0%	4%
\$7501 - \$10,000	0%	4%	17%	33%	11%	0%	4%
\$10,001 - \$20,000	11%	13%	0%	33%	26%	0%	13%
\$20,001 - \$50,000	0%	13%	33%	11%	32%	60%	35%
Greater than \$50,000	0%	0%	0%	11%	21%	27%	39%

11.1.2 Independent school budgets by school type

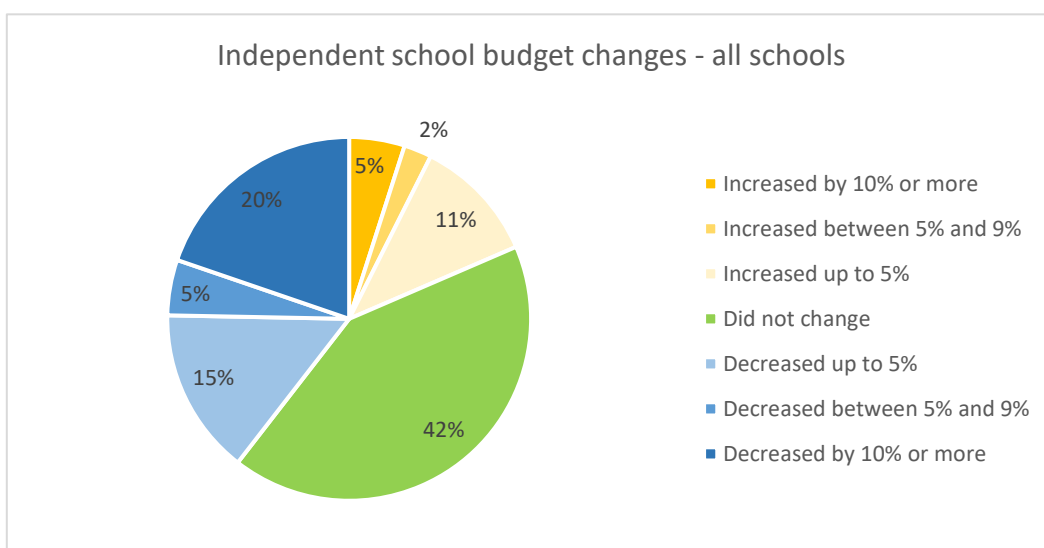
When looking at library budgets by school type, Independent school respondents reported the following budget ranges:

	Primary	Secondary	Primary & Secondary
less than \$1000	14%	0%	5%
\$1001 - \$2500	18%	0%	6%
\$2501 - \$5000	32%	11%	12%
\$5001 - \$7500	5%	0%	6%
\$7501 - \$10,000	9%	0%	11%
\$10,001 - \$20,000	14%	0%	14%
\$20,001 - \$50,000	9%	56%	27%
Greater than \$50,000	0%	33%	20%



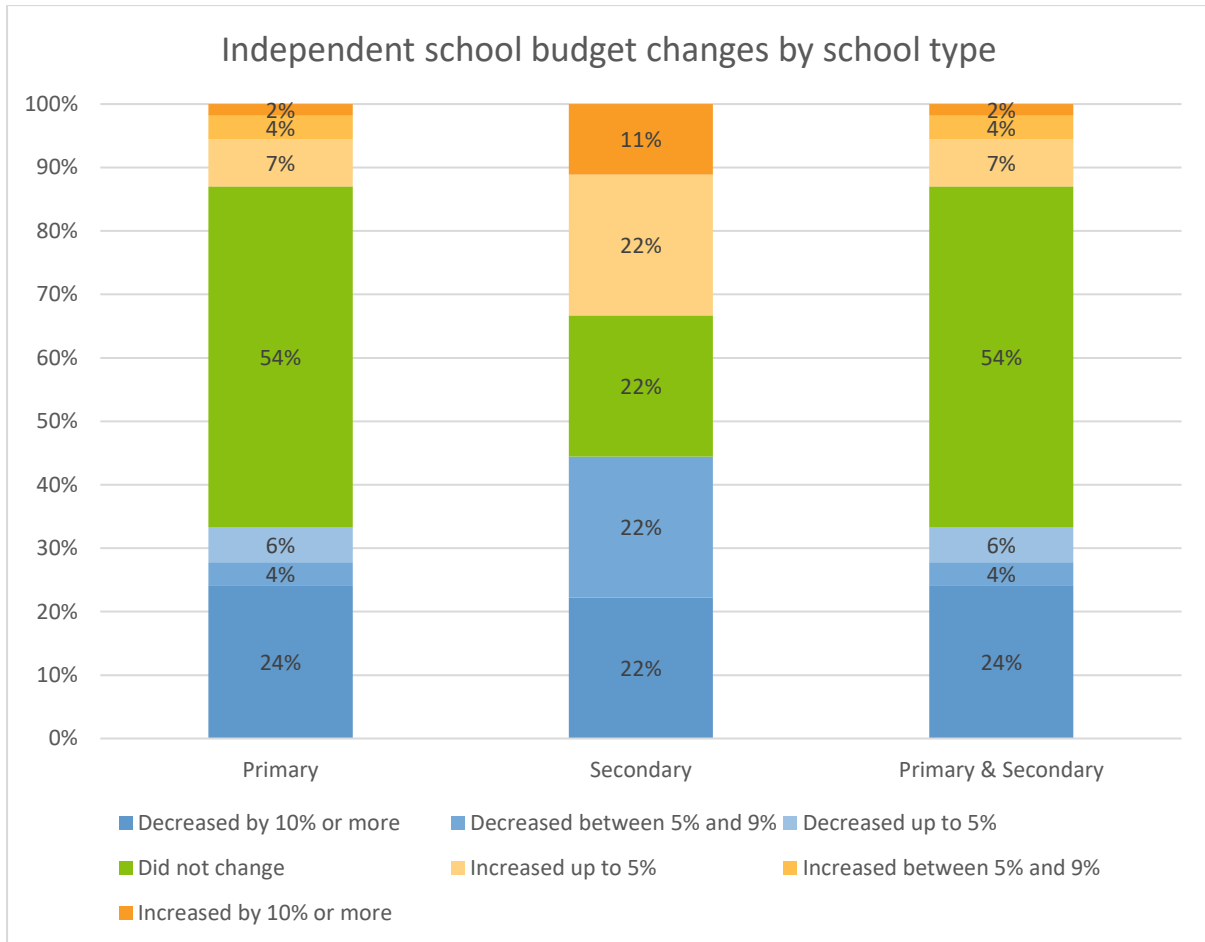
11.1.3 Independent school budget changes: 2021 – 2022

In 2022, 42% of Independent school respondents reported that their budget had not changed from 2021. 40% of respondents reported a budget decrease; 18% reported a budget increase.



Independent school library respondents reported the following variances in budgets in 2022:

School Type	Increased	Did not change	Decreased
Primary	13%	54%	34%
Secondary	33%	22%	44%
Primary & Secondary	13%	54%	34%

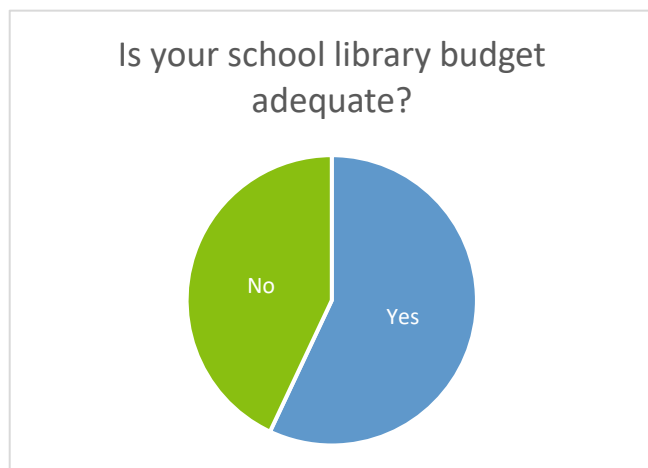


Note: Percentages are rounded and may not add to 100.

11.1.4 Independent schools on adequate budgets

Participants were asked if they thought their school library budget was adequate.

57% of Independent school respondents said “yes”; 43% said “no”.



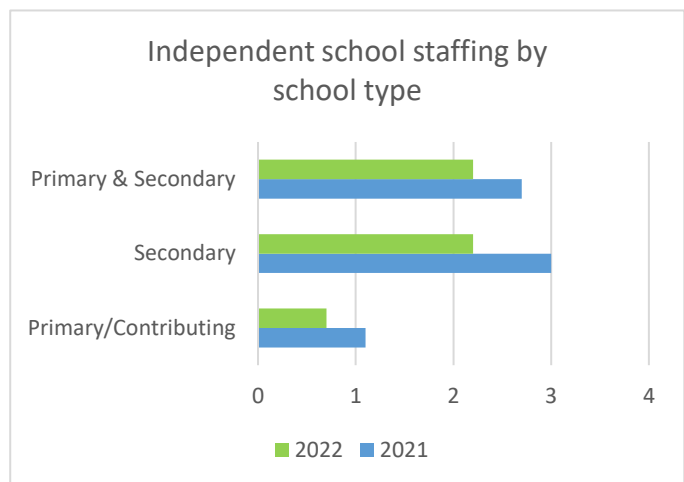
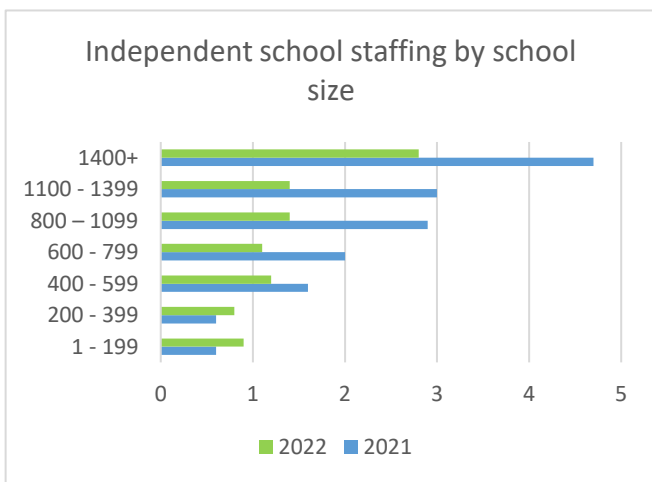
11.2 Independent school staffing

11.2.1 Independent school staffing by school size and type

When looking at Independent school library staffing comparisons by school size and type, respondents reported the following average full-time equivalents (FTE). We also included a comparison with reported figures in 2021.

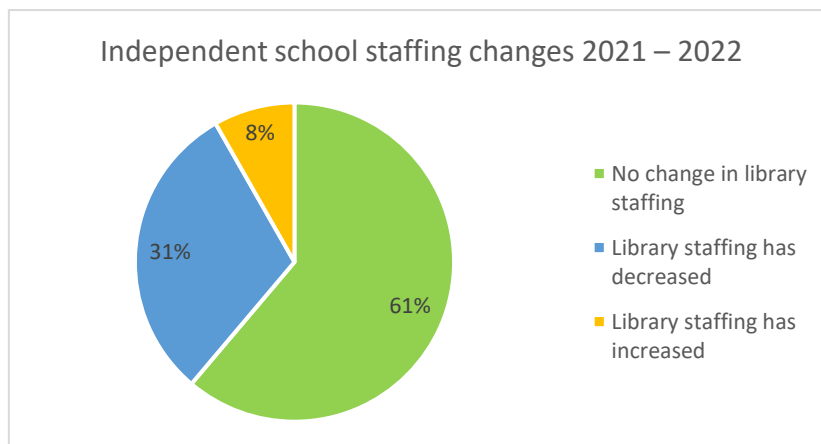
School Size	2021	2022
1 - 199	0.6 FTE	0.9 FTE
200 - 399	0.6 FTE	0.8 FTE
400 - 599	1.6 FTE	1.2 FTE
600 - 799	2.0 FTE	1.1 FTE
800 - 1099	2.9 FTE	1.4 FTE
1100 -1299	3.0 FTE	1.4 FTE
1400+	4.7 FTE	2.8 FTE

School Type	2021	2022
Primary	1.1 FTE	0.7 FTE
Secondary	3.0 FTE	2.2 FTE
Primary & Secondary	2.7 FTE	2.2 FTE



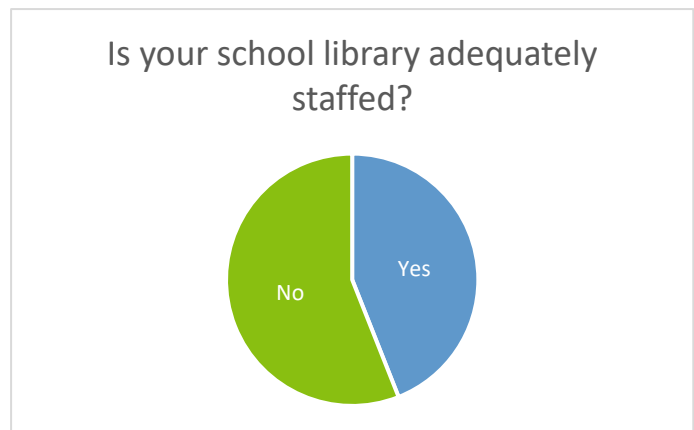
11.2.2 Independent school staffing changes: 2021– 2022

In 2022, most (61%) Independent school respondents reported that staffing had not changed from 2021. Meanwhile, 31% of respondents reported a staffing decrease; 8% reported a staffing increase.



11.2.3 Independent schools on adequate staffing

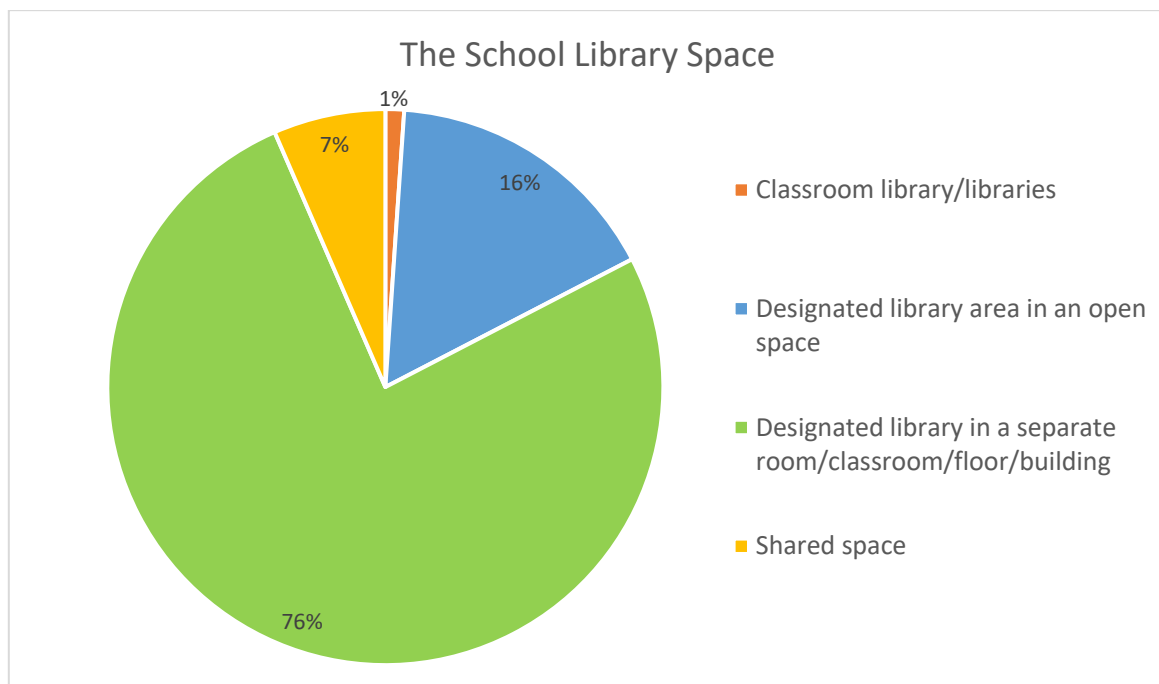
When asked if they think their school library is adequately staffed, 44% of Independent school respondents said “yes”; 56% said “no”.



11.3 The school library space in Independent Schools

Independent school representatives were asked about their school library space.

- 16% reported they have a designated library area in an open plan space
- 76% reported that they have a designated library in a separate room/classroom/floor/building
- 7% reported their library operates in a shared space
- 1% reported their classroom is a library



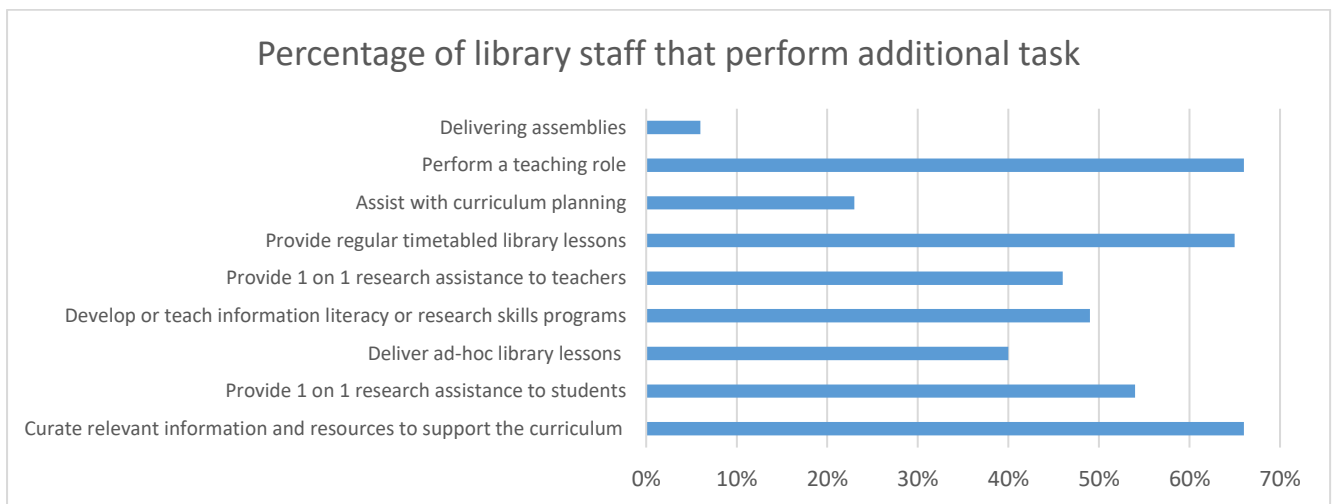
11.4 Tasks performed by school library staff in Independent Schools

We asked Independent school library staff to select from a list of tasks, beyond managing the collection, that the main library staff member performs.

The top 4 reported tasks were:

- Curating relevant information and resources to support the curriculum (66%)
- Provide regular timetabled library lessons (65%)
- Provide 1 on 1 research assistance to students (54%)
- Performing a teaching role (66%).

Additional findings have been provided in the graph below.

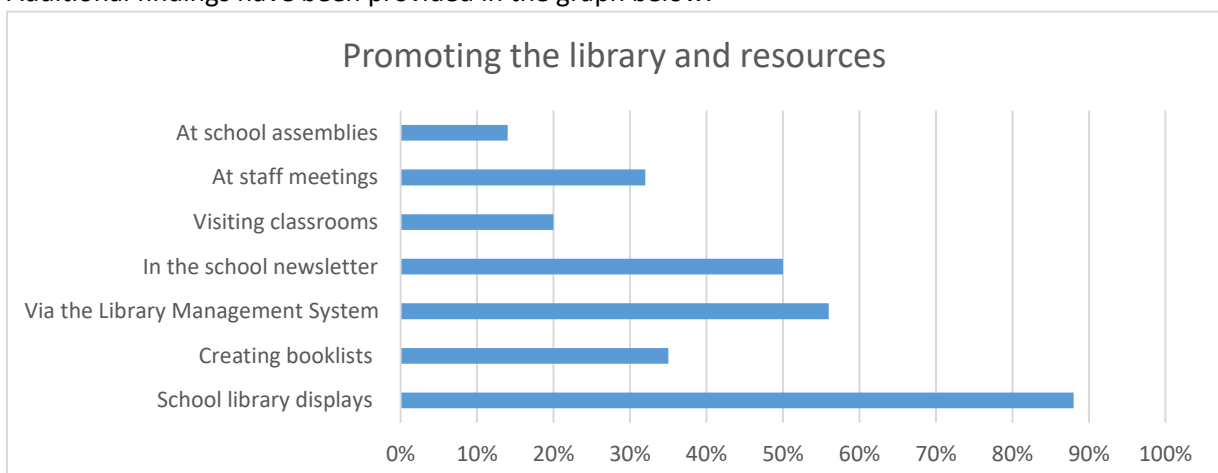


11.5 Promoting the library and resources in Independent Schools

Participants were asked how they promote their school library and resources. The top 3 avenues for promotion were:

- School library displays (88%)
- In the school newsletter (50%)
- Via the Library Management System (56%)

Additional findings have been provided in the graph below.



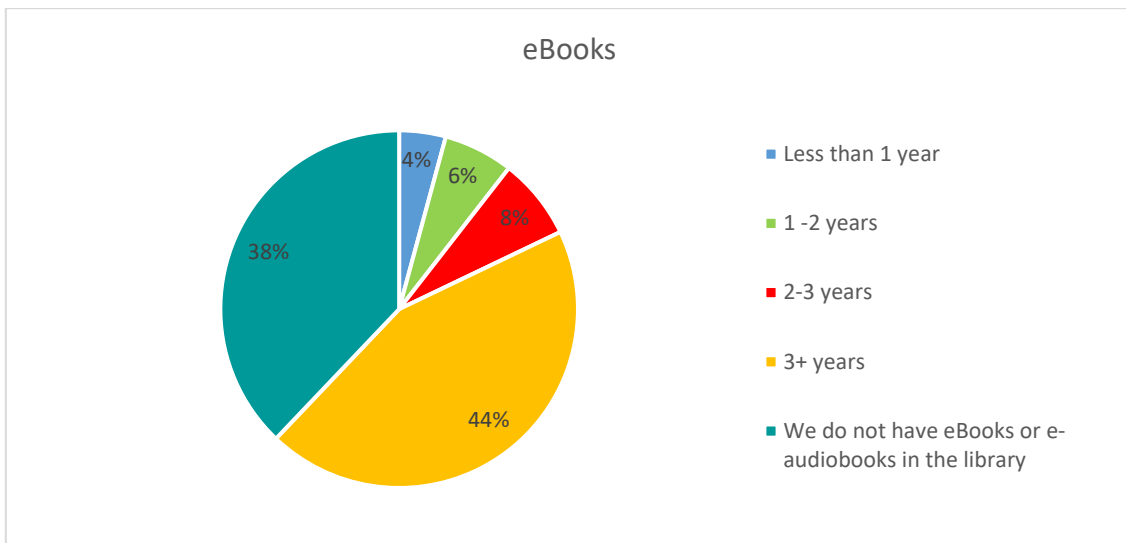
11.6 Online Resources in Independent schools

11.6.1 eBooks

Participants were asked how long they have offered eBooks or e-audiobooks in the library.

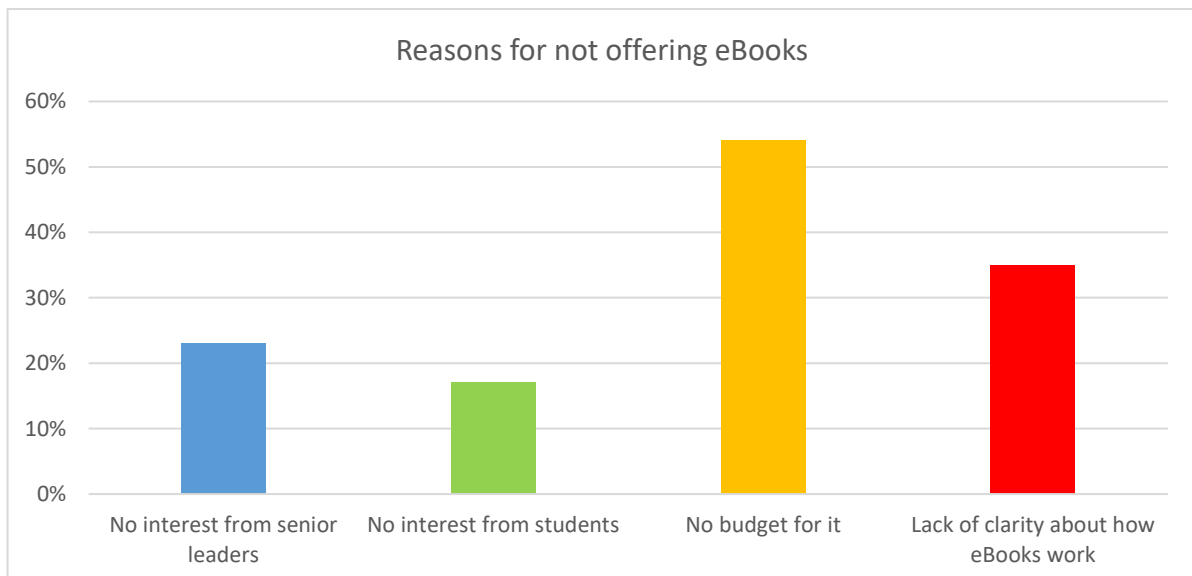
In 2022, Independent schools reported the following:

	Percentage
Less than 1 year	4%
1 – 2 years	6%
2 – 3 years	7%
3+ years	44%
We do not have eBooks or e-audiobooks in the library	38%



When asked why eBooks and e-audiobooks are not offered, participants reported the following:

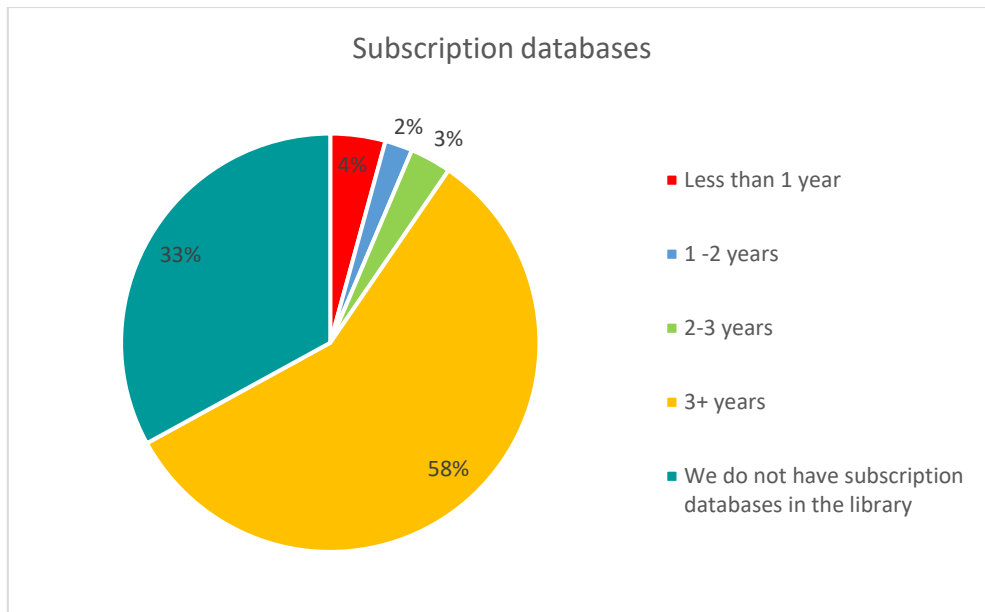
- No interest from senior leaders: 23%
- No interest from students: 17%
- No budget for it: 54%
- Lack of clarity about how eBooks work: 35%



11.6.2 Subscription databases

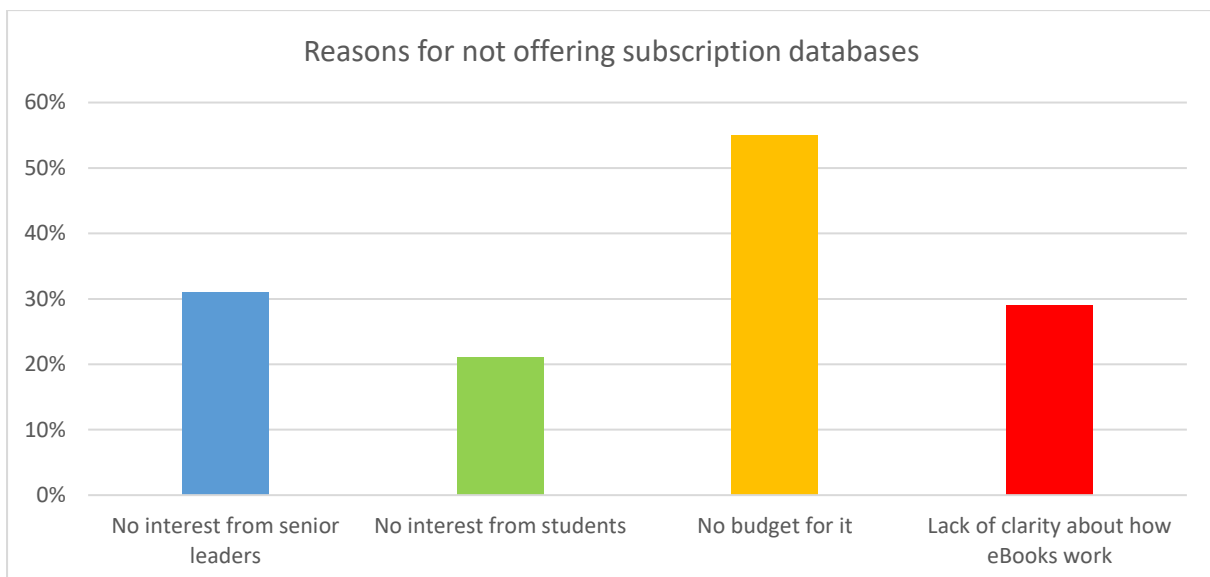
Participants were asked how long they have offered subscription databases in the library. In 2022, Independent schools reported the following:

	Percentage
Less than 1 year	4%
1 – 2 years	2%
2 – 3 years	3%
3+ years	58%
We do not have subscription databases in the library	33%



When asked why subscription databases are not offered, participants reported the following:

- No interest from senior leaders: 31%
- No interest from students: 21%
- No budget for it: 55%
- Lack of clarity about how eBooks work: 29%

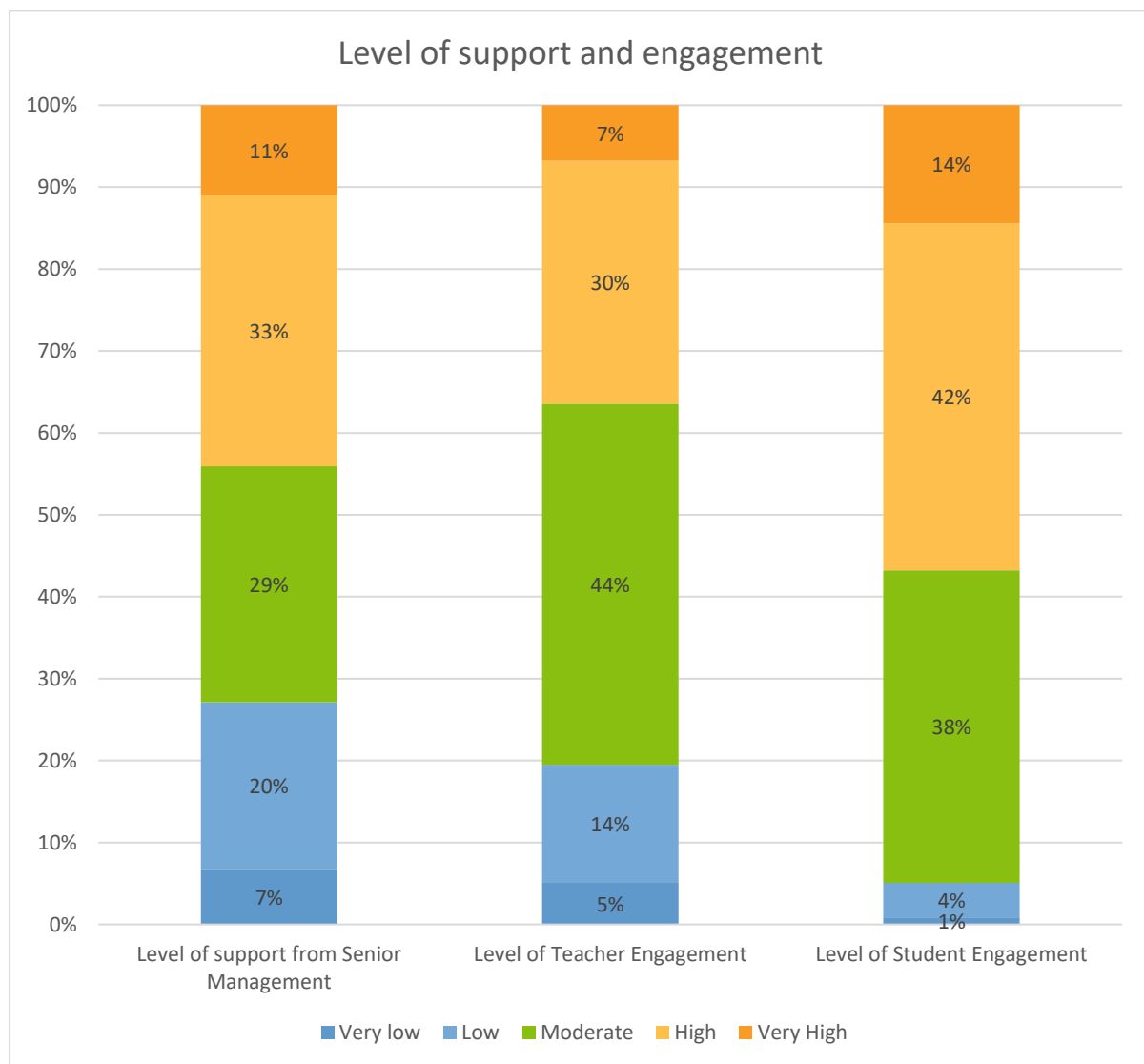


11.7 Level of support and engagement in Independent Schools

Participants were asked about the level of support they receive from the Senior Management Team and the level of teacher and student engagement with the library.

The percentages of Independent school respondents, for categories ranging from “very low” to “very high”, are as follows:

	Level of Support from the Senior Management Team	Level of Teacher Engagement with the Library	Level of Student Engagement with the Library
Very high	11%	7%	14%
High	33%	30%	42%
Moderate	29%	44%	38%
Low	20%	14%	4%
Very low	7%	5%	1%



12.0 New Zealand Schools

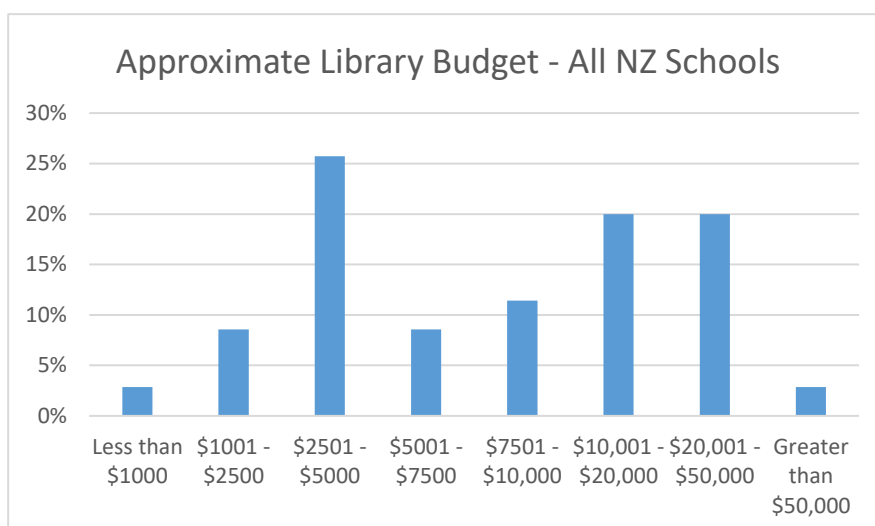
Despite the limited number of responses from New Zealand, we are pleased to incorporate some valuable insights from school librarians in our overall survey findings. Although these findings may not be representative of the entire school library landscape in the country, we remain optimistic about the potential for greater participation in future surveys to deepen our understanding of the status of school libraries in New Zealand. We encourage all schools to participate in our upcoming surveys to help us gain a more comprehensive understanding of the opportunities and obstacles encountered by school librarians.

The survey results have been summarised below for easy reference.

12.1 Approximate library budget in New Zealand Schools

Respondents were asked to provide an indication of the budget from a selection of annual budget ranges (excluding staff salaries).

When looking at reported budgets for all New Zealand schools, the highest percentage of respondents (26%) reported a budget in the \$2501-\$5000 range.

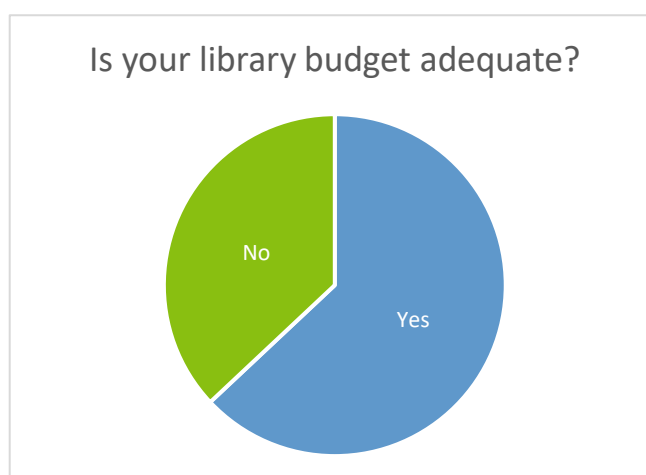


Note: Reported "Unknown" budgets have not been included

12.1.1 Is your school library budget adequate?

Opinions on school libraries budgets are relatively similar across Australia and New Zealand.

63% of New Zealand respondents indicated that they think their school library budget is adequate, while 37% said no.



12.2 Budget Changes in New Zealand Schools

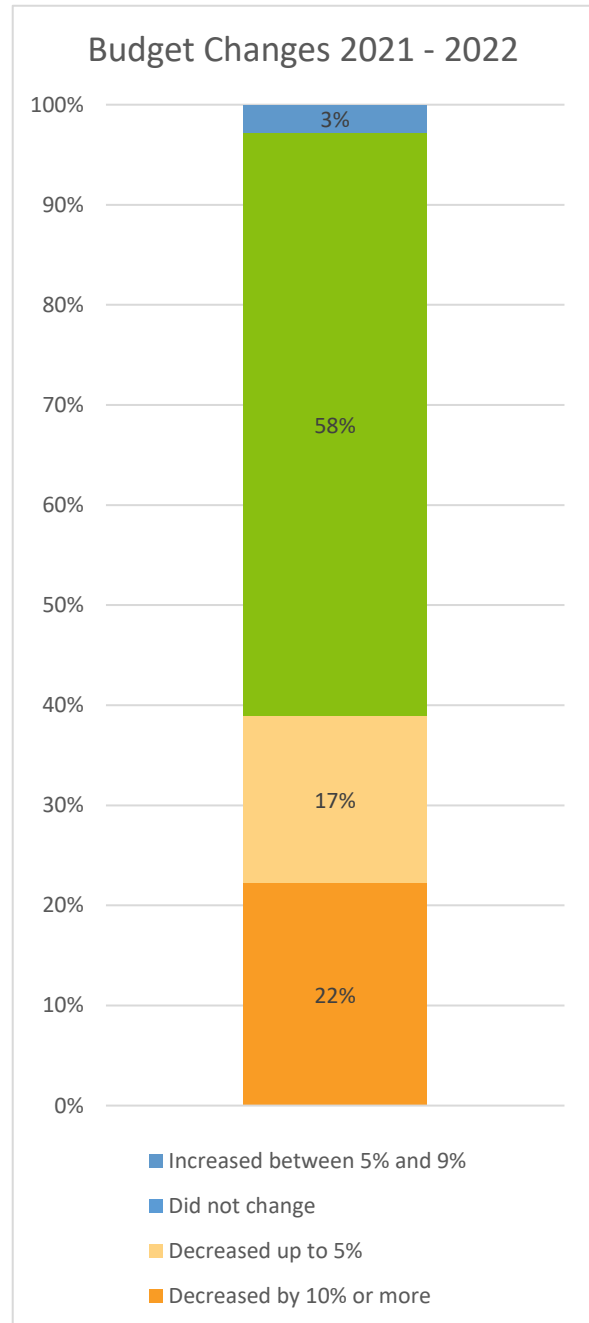
In 2022, 58% of respondents reported that their budget had not changed from the previous year. For those that did experience a change in funding, decreases, at 39%, were more common than any boost to budgets. Only 3% of respondents reported a budget increase for the school library in 2022.

Reasons provided for budget **decreases** include:

- Budget cutbacks
- New leadership at the school
- Reduced the purchase of books for the library.
- A decrease in enrolments at the school
- Less support in processing resources at the school

Reasons provided for **increases** include:

- No comments were provided for schools that had an increase.

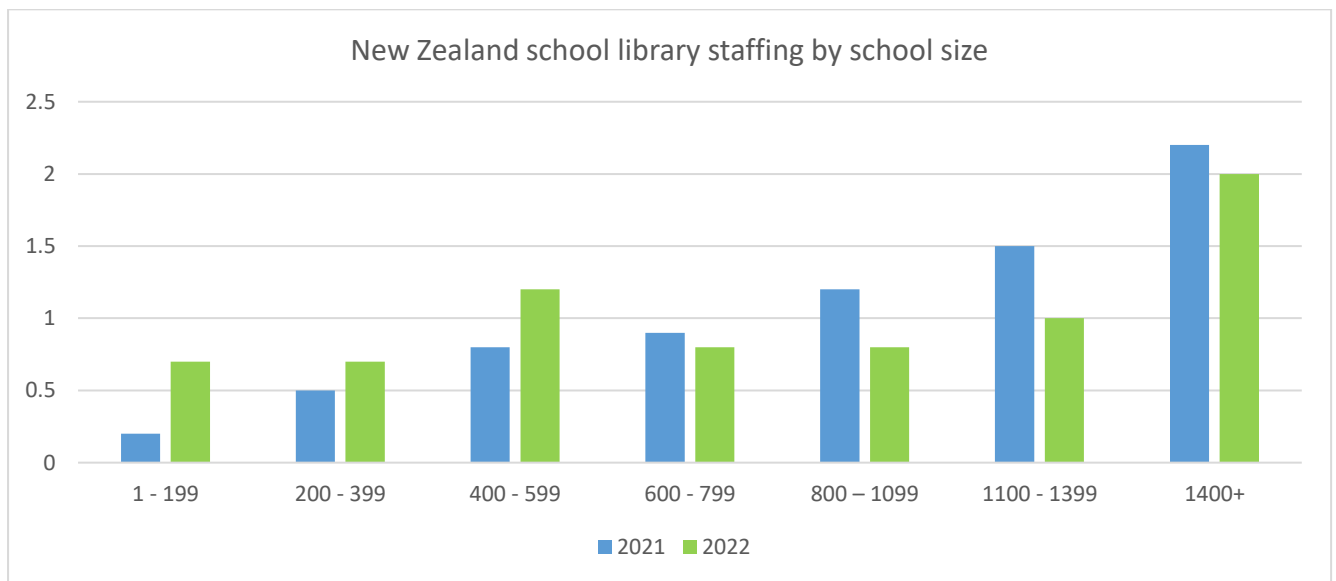


12.3 Staffing by school size in New Zealand Schools

Here is a chart of responses regarding library staffing by school size in 2022.

We've also included a comparison to 2021 figures which demonstrates most schools with 600+ students experienced a decrease in staffing. Smaller schools were more likely to experience growth in the library team.

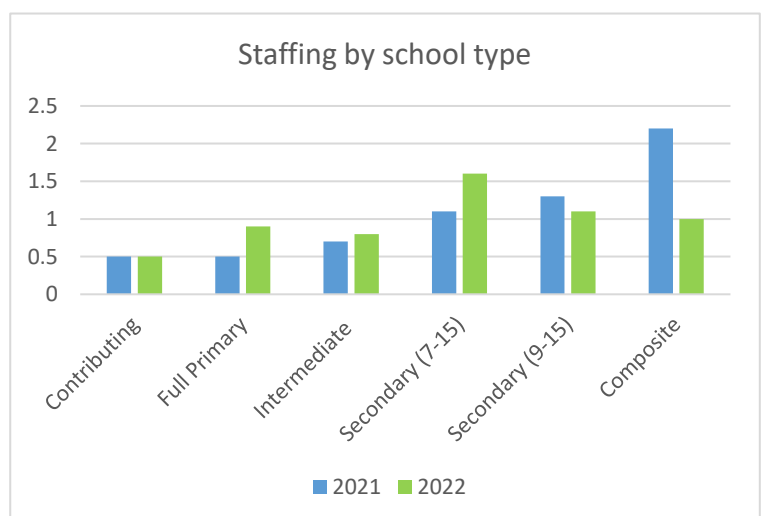
School Size	2021	2022
1 - 199	0.2 FTE	0.7 FTE
200 - 399	0.5 FTE	0.7 FTE
400 - 599	0.8 FTE	1.2 FTE
600 - 799	0.9 FTE	0.8 FTE
800 - 1099	1.2 FTE	0.8 FTE
1100 - 1399	1.5 FTE	1.0 FTE
1400+	2.2 FTE	2.0 FTE



12.4 Staffing by school type in New Zealand Schools

When looking at school library staffing by school type, the reported full-time equivalent (FTE) staffing average and comparison with 2021 are as follows:

School Type	2021	2022
Contributing	0.5 FTE	0.5 FTE
Full Primary	0.5 FTE	0.9 FTE
Intermediate	0.7 FTE	0.8 FTE
Secondary (7-15)	1.1 FTE	1.6 FTE
Secondary (9-15)	1.3 FTE	1.1 FTE
Composite	2.2 FTE	1.0 FTE



12.5 Staffing Changes in New Zealand Schools

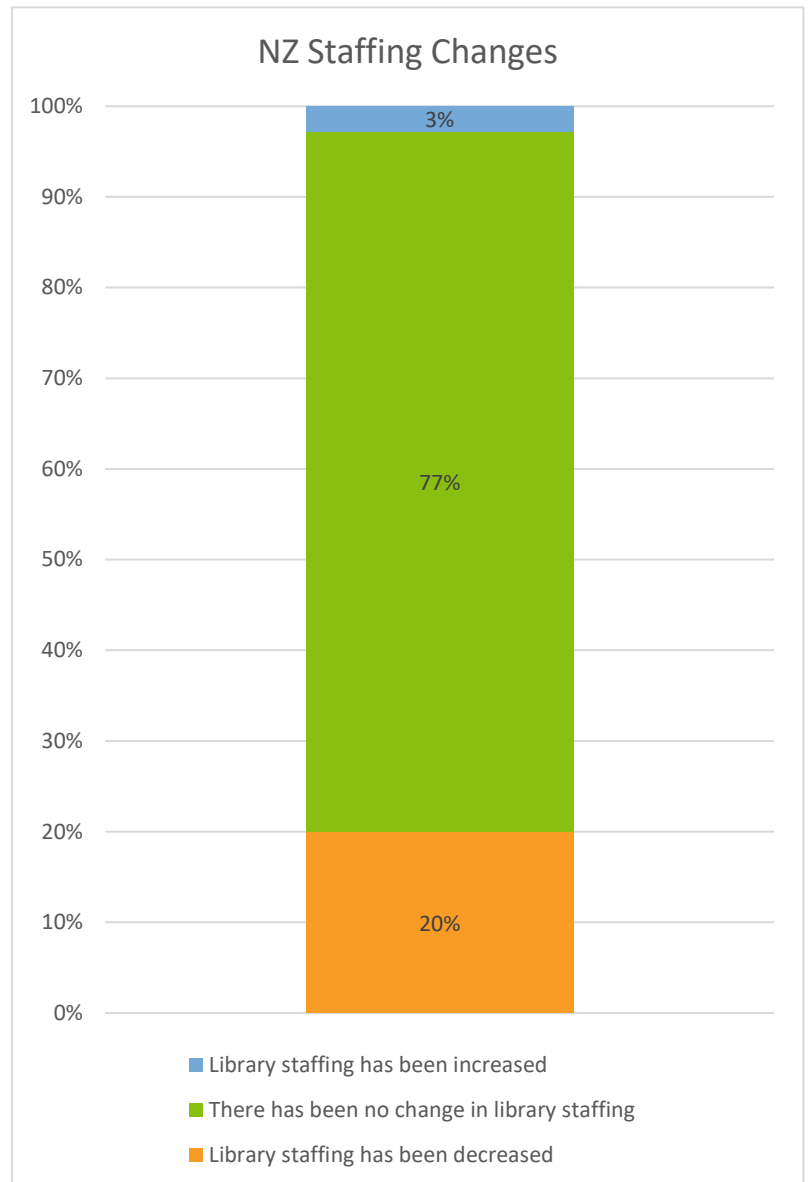
In 2022, 77% of respondents reported that there had been no change in staffing from 2021. 20% of respondents reported staffing decreases; 3% reported staffing increases.

Reasons provided for staffing **decreases** include:

- Change in leadership
- Reduction in staff hours
- Decrease in student enrolments
- Decrease in library usage

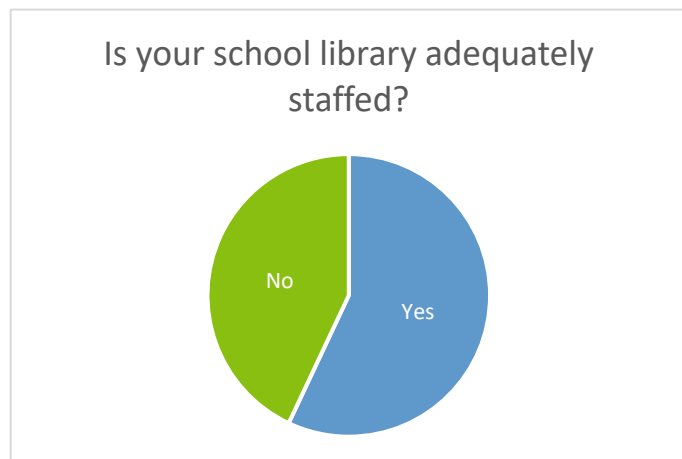
Reasons provided for staffing **increases** include:

- Increase in hours given



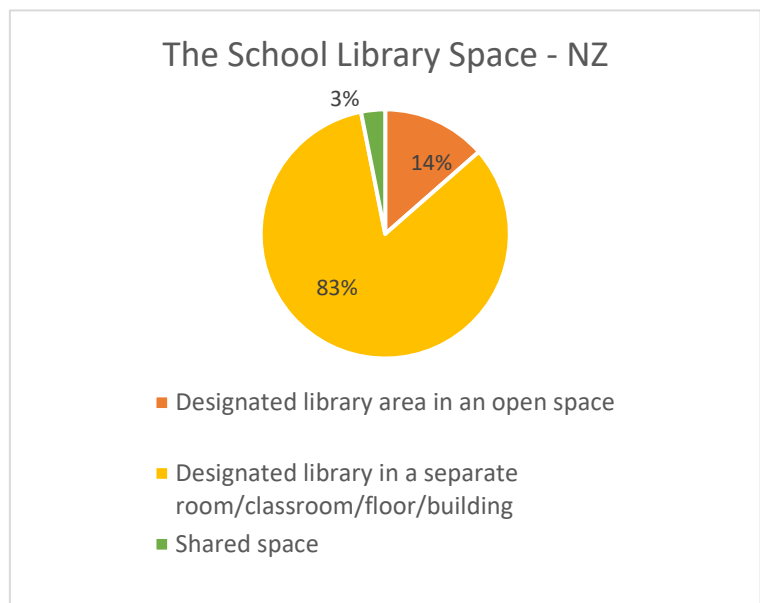
12.5.1 Is your school library adequately staffed?

In New Zealand, most (57%) respondents feel the library is adequately staffed. 43% of respondents indicated that their school library is not adequately staffed.



12.6 The School Library Space in New Zealand Schools

- 14% reported they have a designated library area in an open-plan space
- 83% reported that they have a designated library in a separate room/classroom/floor/building
- 3% reported their library operates in a shared space

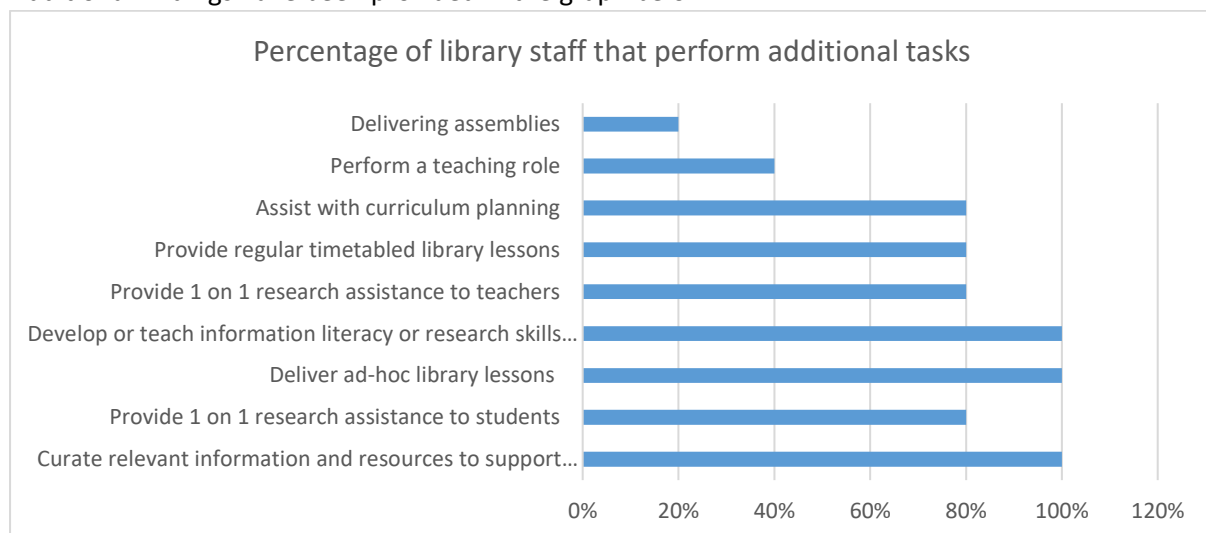


12.7 Tasks performed by school library staff in New Zealand

Library staff do a lot more than manage the collection. To highlight these additional responsibilities, we asked participants to select from a list of tasks that the main library staff member performs beyond managing the collection. The top 3 reported tasks were:

- Curating relevant information and resources to support the curriculum (74%)
- Providing 1 on 1 research assistance to students (72%)
- Delivering ad-hoc library lessons (67%)

Additional findings have been provided in the graph below.



Other responses provided include:

- General administrative tasks
- Developing school curriculums
- Deliver play-based learning lessons in the library

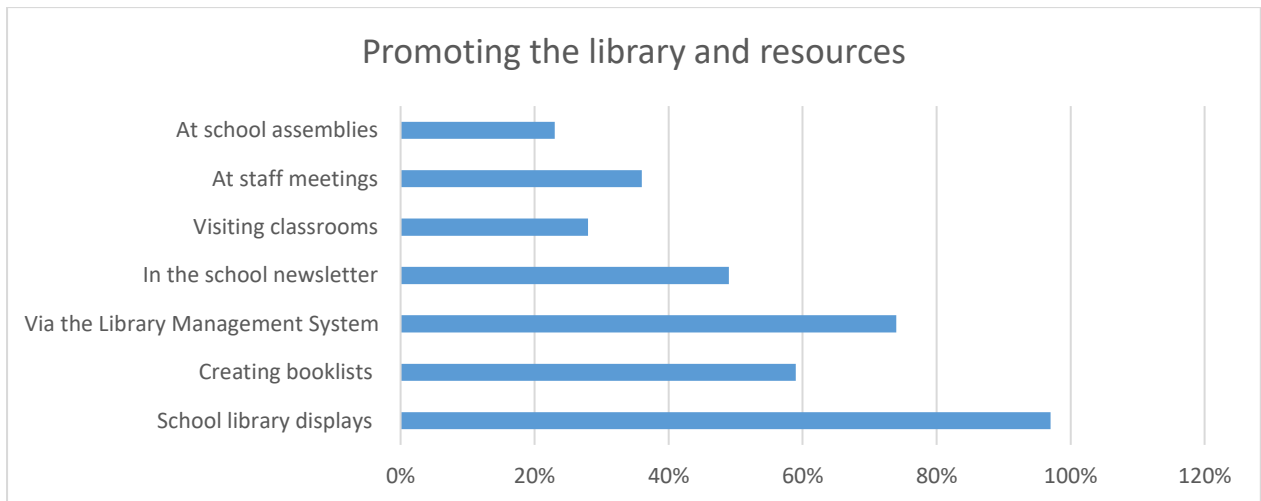
12.8 Promoting the library and resources in New Zealand Schools

Participants were asked how they promote their school library service and resources.

The top 3 avenues for promotion were:

- School library displays (97%)
- Creating booklists (59%)
- Via the Library Management System (74%)

Additional findings have been provided in the graph below.

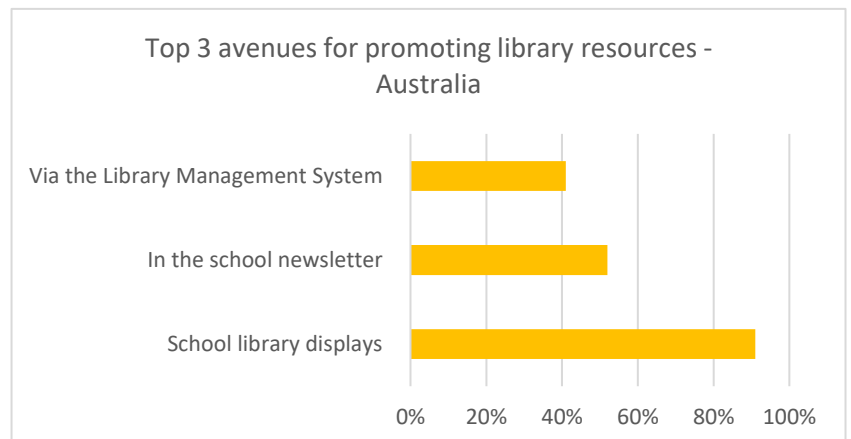


Other responses include:

- Managing social media channels
- Collating monthly email on books available
- Book talks
- Reading sessions
- Promoting online resources to students

12.8.1 Comparison of promoting the library and resources in Australia

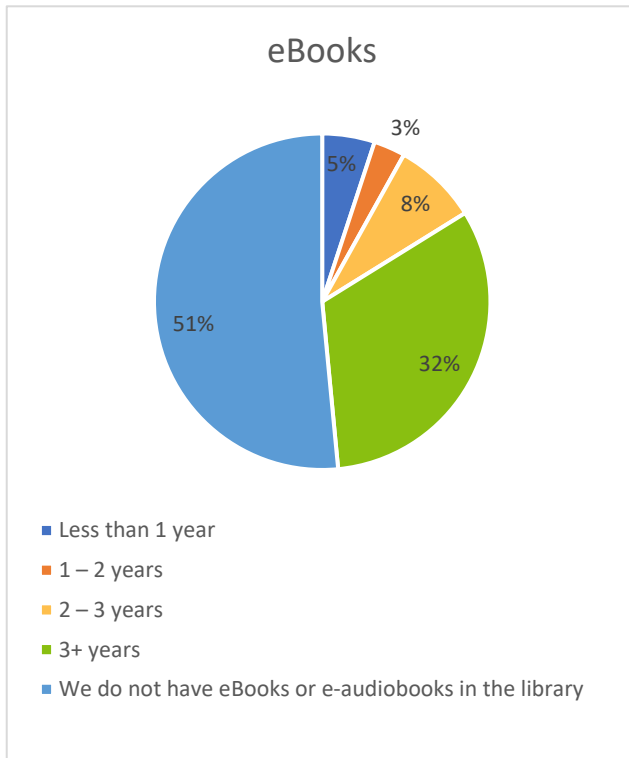
Primary avenues for promoting library resources in Australia were very similar to New Zealand schools. School library displays (91%) dominate both sectors. However, the school newsletter was the second most popular channel in Australia, with the Library Management System ranking third.



12.9 Online Resources in New Zealand Schools

12.11.1 eBooks and e-audiobooks

Participants were asked how long they have offered eBooks or e-audiobooks in the library. In 2022, Catholic schools reported the following:

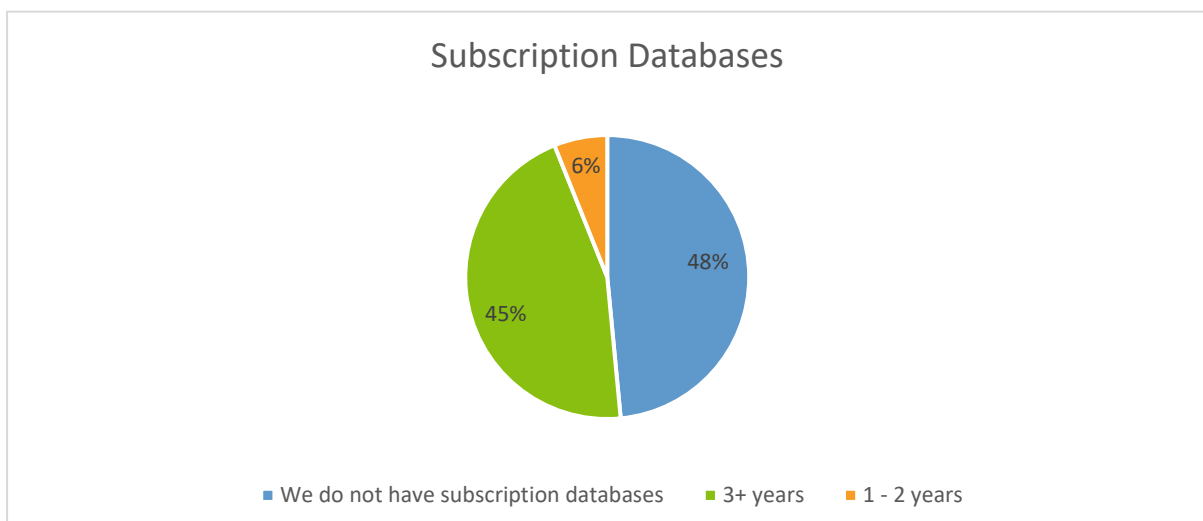


	Percentage
Less than 1 year	5%
1 – 2 years	3%
2 – 3 years	8%
3+ years	32%
We do not have eBooks or e-audiobooks in the library	51%

12.9.2 Subscription Databases

Participants were asked how long they have offered subscription databases in the library. In 2021, Catholic schools reported the following:

	Percentage
Less than 1 year	0%
1 – 2 years	6%
2 – 3 years	0%
3+ years	45%
We do not have eBooks or e-audiobooks in the library	48%



13.0 Feedback themes

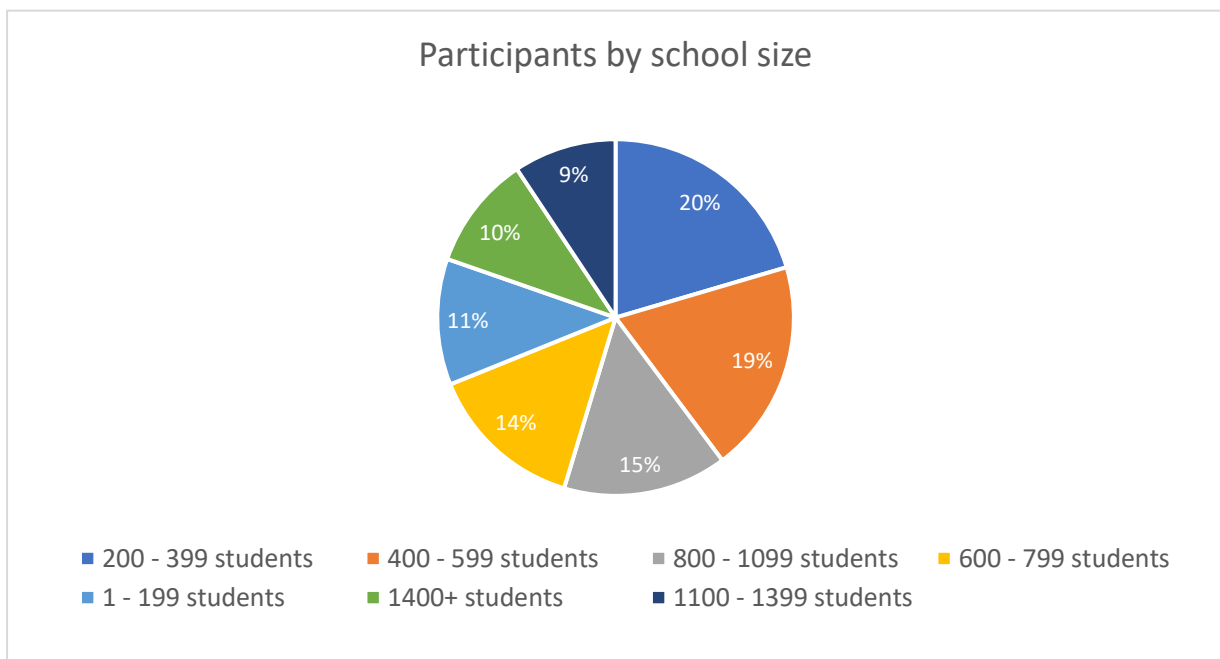
The survey asked open-ended questions giving participants an opportunity to comment and share their ideas and reflections on working in a school library. Responses to these questions will be explored in feature documents that will be published throughout the year.

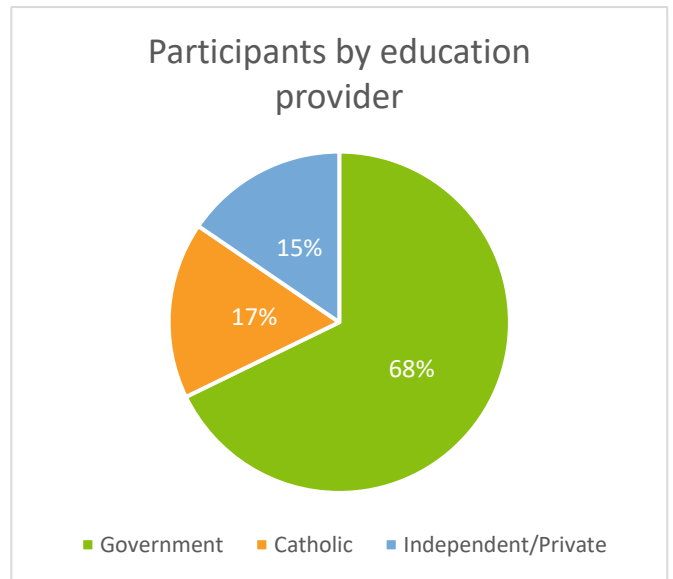
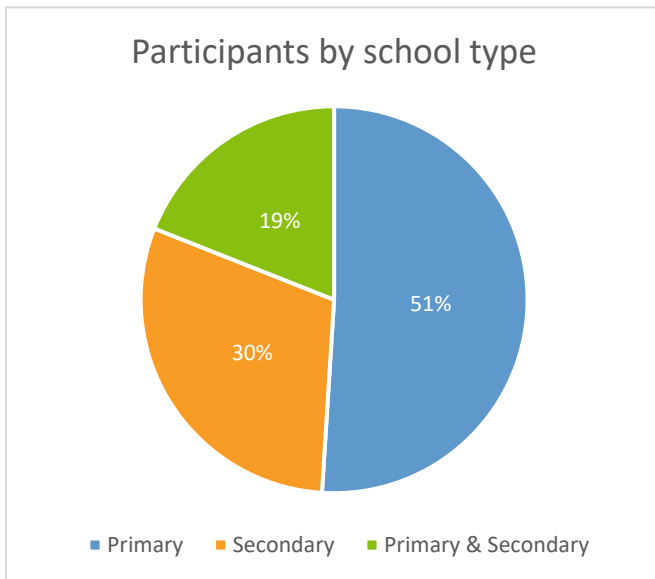
14.0 Participant Breakdown

The 2022 Softlink Australian and New Zealand School Library Survey was released last year. Invitations to participate were extended to all schools (including schools that are not Softlink customers) in Australia via email, Twitter, LinkedIn, OZTL_Net, and promoted by a number of our partners, associates, and school library groups.

We are thrilled to report that we received a total of 900 responses (861 from Australia and 39 from New Zealand). Although the number of respondents from New Zealand was lower than expected, we are optimistic about future surveys and increased participation. The charts below provide a breakdown of schools according to their size, education provider, and type.

The charts presented below offer a breakdown of schools based on their size, education provider, and type.





Thank you!

Thank you for taking the time to respond to the Softlink 2022 Australian School Library Survey.

Your willingness to participate and share information about your school library means that we can continue to provide this valuable annual analysis of school libraries.

The survey results provide a critical reference point for changes, impacts, and trends across school libraries in Australian school libraries. Softlink will continue to work with industry associations to help advocate the role of school libraries and teacher librarians to Education Ministers, departments, and decision makers, as well as through industry networks.

Softlink is proud to continue to sponsor and grow this initiative.

Additional resources

The Softlink School Library Surveys are used to produce a range of reports and feature documents to help inform and support school library staff and the greater school community. A selection of these has been included below. To view more, visit softlinkint.com/resources/reports-and-whitepapers/

[School libraries share: What I would change](#)

This feature shares comments from the 2020 survey, highlighting what respondents would like to change about their library or role.

[School libraries share: library love](#)

This feature shares comments from the 2014 – 2021 surveys demonstrating the love and passion school library staff have and what they love most about coming to work. It also shares comments that demonstrate the love the school has for the library.

[School Libraries Share Ideas for Promoting the Library](#)

Published in 2019, this feature is based on responses to the question *“What practices are in place or*

what ideas do you have to promote the library, the services it provides, or the role and skills of the school library staff in your school?" in the 2018 School Library Surveys.

[From the Principal's desk – reflections on the school library](#)

This feature shares collated comments from the 2014 – 2021 School Library Surveys and represent the voice of school Principals in Australia in Australia as they reflect on the value of their library and library staff, as well as changes they would make to the library.

We are always looking for ways to improve and refine the School Library Survey and associated reports and whitepapers. If you would like to offer feedback, please email communications@softlinkint.com.

About Softlink

Softlink has been leading the charge in providing exciting solutions to school libraries and educators worldwide since 1983! We are proud to have a long-standing relationship with the library and information industry and are passionate advocates for school libraries and librarians.

Our flagship system, [Oliver v5](#), is continuously evolving with the help of our customers, and we are grateful for their valuable input. Additionally, we have developed [LearnPath](#), an innovative information curating tool that helps students develop research skills while promoting the value of school libraries and resources.

With our products' deep digital integration, we are excited to help schools navigate the challenges and opportunities presented by the 21st-century teaching and learning environment.