

ALIA ACSL and Australia Reads Statement on School Libraries and Reading for Pleasure

Purpose

To provide guidance on the development of effective policy and practice in relation to school libraries supporting reading for pleasure in Australian school communities.

Principle

Reading for pleasure has proven benefits across health, education and employment and is vital to a healthier, happier and more connected society.

Teacher librarians and other [qualified school library staff](#) within a [well-resourced school library](#) play an expert role in leading a school community where reading for pleasure is part of everyday life.

Statement

Students who read for pleasure:

- are more likely to be proficient readers
- have better receptive language and expressive language abilities
- are more likely to achieve strong academic results
- better understand the world around them and the experiences of others
- have better mental health outcomes
- have increased positive long-term economic and employment outcomes
- are more likely to develop a lifelong habit of reading.

Policies and guidelines which nurture reading for pleasure in a school community will:

- be developed in consultation with teacher librarians and other qualified school library staff who have expert knowledge and contribute essential perspectives on reading for pleasure
- ensure school libraries are well funded and resourced to purchase materials, maintain collections, promote reading and advise on appropriate content to support reading for pleasure across the school

- emphasise the importance of effectively cataloguing, classifying and describing collections to enhance discoverability and access to quality reading materials for the school community
- facilitate learning environments that are underpinned by contemporary, diverse and inclusive collections
- support ongoing professional learning for school library staff to remain informed of emerging trends and pedagogical approaches to reading for children and young people.

To effectively embed reading for pleasure in a school's teaching and learning programs, school library staff will:

- develop, curate, manage and evaluate diverse and contemporary collections that enable and inspire reading for pleasure
- promote the library as a hub for reading for pleasure
- identify, integrate and showcase creative curriculum opportunities for reading for pleasure within teaching and learning experiences
- lead collaborative programs that build a whole of school community approach to reading for pleasure
- utilise quality research evidence when adopting new reading for pleasure programs
- refer to a rich repertoire of educational knowledge to strengthen the school library impact in meeting the reading for pleasure needs of students across the full range of abilities
- model a love of reading and support that enjoyment in others
- foster autonomy of choice in students to find texts they will love to read
- support all members of the school community to access texts that enhance learning and wellbeing
- lead discussions on assessment procedures to ensure reading for pleasure develops alongside functional literacy for students
- engage in ongoing professional learning to maintain an informed approach to reading pedagogy
- facilitate professional learning on reading for pleasure for school staff and parents/caregivers as required.

Related documents and websites

[ALIA ACSL Statement on School Library Staffing \(2024\)](#)

[ALIA ACSL Statement on School Library Resource Provision \(2024\)](#)

[Australia Reads Resources](#)

[Australia Reads Key Statistics on Reading](#)

[Bibliotherapy Australia](#)

[Discovering a Good Read: Exploring Book Discovery and Reading for Pleasure Among](#)

[Australian Teens \(2024\)](#)

[Scholastic Kids and Families Reading Report \(2025\)](#)

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