



TEXTBOOK / RESOURCE SELECTION & CHANGE PROCESS

PURPOSE

This policy provides guidance to Domain/Subject Leaders regarding the selection, review, and change of prescribed textbooks for the school's booklist. It ensures decisions are made in line with school values, teaching pedagogy, financial responsibility, teacher workload, and consistency across learning areas.

PRINCIPLES

Pedagogical Consistency

- The school's position is that prescribed hard copy textbooks are the primary resource for student learning.
- Each subject must also document how students are expected to record their learning (e.g., one exercise book per subject).
- If families choose to purchase a digital version of a text, they must also provide a hard copy for school use.
- School data shows that incoming Year 7 students typically perform at or above the expected standard. Therefore, selected resources should be pitched to extend the top end of learners, while remaining accessible to all students.

Financial Considerations

- Cost to families and the school must be carefully considered.
- Textbook changes must take into account:
 - Price of the new text(s).
 - Second-hand resale opportunities for families.
 - The effect of moving away from existing titles already in circulation.
 - Whether the Library already holds a stock of the text that can be borrowed to reduce costs for families.
- Where possible, the same provider/publisher should be maintained across year levels and across Domains to reduce costs, improve accessibility, and create a consistent pedagogical approach.

Longevity of Selection

- Once a textbook change is approved, the new text will remain in use for a minimum of four years, unless there are major curriculum changes or exceptional circumstances.
- Exceptions will be made for new editions of existing textbooks
- Inclusive of digital resources and calculators

Context, Consultation & Process

- Proposed textbook changes must be discussed within the subject Domain team and documented in meeting minutes. Generally speaking these text and resource change decisions need to be made by the end of Term 3.
- Consideration should include:
 - Suitability of the text for the curriculum.
 - Student voice - this could include surveying classes or inviting student leaders to Domain meetings.
 - Alignment with pedagogy and the expectation that resources stretch high-achieving learners.
 - Cost and resale implications.
 - Library stock and borrowing capacity.
 - Whether providers offer bundled resources that may benefit students.
 - Teacher workload implications: all teaching teams will need to review, adapt, and possibly redevelop unit plans, assessments, and resources if a new text is adopted. Agreement and support across the teaching team is therefore essential before a change proceeds.
 - Student subject selection timeline/Campion (or supplier) timelines
- **Cross-Domain Collaboration**
 - Domain Leaders must share potential textbook changes with other Domain Leaders.
 - Where possible, common providers should be chosen across Domains to reduce cost, streamline ordering, and ensure a consistent pedagogical approach across subjects.
- **Parties to be consulted before a final decision**
 - Subject Domain Team (including all teachers delivering the subject)
 - Other Domain Leaders
 - Curriculum Committee
 - Library staff (including Library Administration)
 - Booklist provider(s)
 - School Leadership
- Professional Development or meeting time will be provided to review new options collectively before finalising changes.

Approval Process

- Domain Leader submits a written proposal outlining the rationale for change, supported by meeting documentation.
- Proposal is reviewed by the Curriculum Committee, in consultation with the Library and is leadership informed.
- Only after Leadership approval can the change be enacted and included in the official booklist.

Implementation

- Approved changes must be communicated to families well in advance of ordering periods.
- The Library will update the master booklist and liaise with providers.
- Teachers are responsible for adjusting teaching and assessment programs to align with the new text, with appropriate support provided where major updates are required.

REVIEW

Policy reviewed	2026
	This policy will be reviewed every five years or earlier if curriculum, workload, or financial circumstances necessitate.
Next scheduled review date	2030