

Good Shepherd Lutheran College Academic Integrity Policy

With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.

Aim

To clearly articulate the philosophical foundations of academic integrity at Good Shepherd Lutheran College, its connection with the College Mission, informed by the attributes of the IB Learner Profile and the SACE Capabilities, and provide the principles that underpin all learning expectations and practices at the College.

Rationale

At Good Shepherd we nurture flourishing, globally minded thinkers who apply the attributes of the International Baccalaureate Learner Profile in living out the values of the College Mission.

To create and maintain a positive school culture includes the effective and ethical utilisation of physical and human resources in a principled way, that promotes individual and group wellbeing, and acknowledges respect for the rights of others. As stipulated in the 'IB Academic Integrity' document (2019) and the SACE Assessment Responsibilities Code of Practice (2021) it is an expectation at Good Shepherd Lutheran College that academic integrity is explicitly taught and modelled, and that our academic integrity expectations are clearly defined at an age-appropriate level so that all members of the Good Shepherd community understand:

- their role and responsibility for the production of authentic and genuine individual and group work
- how to correctly attribute sources that acknowledges the work and ideas of others
- the responsible use of information communication technology and social media
- how to observe and adhere to ethical and honest practices during examinations.

All educators, parents and legal guardians supporting our students in their learning must understand their own central role in developing the approaches to learning skills and reinforce the principles of academic integrity through all teaching, learning and assessment practices. The importance placed on academic integrity ensures fairness, honesty, trust, credibility and respect between and beyond all members of our community.

Common Elements

Expectations and Responsibilities of the school community

Maintaining academic integrity is a shared responsibility. All members of the Good Shepherd community, including students, teachers, librarians, learning support staff, leadership, governance, administration, parents and legal guardians, must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. Students must understand, learn and practise the principles of academic integrity to avoid any form of academic misconduct. Academic integrity is part of the teaching and learning process and its significance reflected in the principled actions of the entire school community.

Details and advice on school leadership responsibilities

The school leadership team is responsible for establishing the ethos and culture of academic integrity at Good Shepherd Lutheran College. Maintaining an environment where academic integrity is consistently understood by all stakeholders, and inspiring all members of the community to uphold the principles of honesty, trust, fairness, respect and equal responsibility. Process and procedures must be in place that support teacher, student and parent understanding of what constitutes good academic practice and ethical behaviour, the potential types of academic malpractice, investigation protocols, and the sanctions or actions that will be taken should an infringement be identified. It is the responsibility of school leadership to ensure that all stakeholders understand and accept these expectations. Academic integrity allows for consistency and quality assurance that meet the expectations of the SACE Board and tertiary institutions.

Details and advice on pedagogical leadership responsibilities

It is the responsibility of the Pedagogical Leadership Team that all rules and regulations related to academic integrity are adhered to, and consistently and fairly applied, and respond to any situations or questions that may arise from all stakeholders. The Pedagogical Leadership Team is responsible for ensuring that class assessment schedules are appropriate, allowing students to realistically meet the demands of their learning. The Pedagogical Leadership Team in collaboration with teachers are expected to design and develop classroom activities and educational strategies to support the inclusion of all students, who must receive the time and opportunity to learn the skills necessary for overcoming challenges and avoiding academic malpractice. They must ensure that the teachers receive the training needed to foster a culture of academic integrity, and ensure clear and open communication with the students and their parents or legal guardians on the regulations and support mechanisms in place to maintain this.

The Teacher Librarian is responsible for supporting teachers and students in acquiring the knowledge about what constitutes academic integrity and can actively apply it in the classroom.

Details and advice on teacher responsibilities

Teachers and non-teaching staff are responsible for ensuring that the principles of academic integrity are effectively modelled and taught to students and that all rules and regulations related to academic integrity are adhered to. By creating and maintaining a supportive environment that

allows students to learn while developing the required skills and understanding of good academic practice.

Ensuring preventative measures are in place that allow students to actively avoid academic malpractice. This may include, but is not limited to:

- explicitly teaching academic integrity practices such as the use and application of referencing protocols, sourcing and using a wide range of sources appropriately
- explaining and implementing drafting procedures including the use of plagiarism software
- teaching of paraphrasing and the appropriate use of quotations, images and other visuals in their work
- providing guidance on the distinction between legitimate collaboration and unacceptable collusion
- provide assessment conditions that meet the requirements of the inclusion policy.

Teachers should consider classroom strategies that focus on prevention and mitigation of academic misconduct incidents while also ensuring a shared understanding of expectations across all subject areas.

When an incident arises of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to the relevant member of staff or school leadership using SEQTA.

Details and advice on student responsibilities

Academic integrity is one of the most important attributes to being 'principled' and all students are expected to act honestly, responsibly, and ethically. It is important that all students understand the principles of academic integrity, and understand the importance of submitting their own authentic and genuine work. Students are responsible for responding to instruction to develop the skills that allow them to distinguish between right and wrong, and then act appropriately. Students should know how to respond appropriately in order to promote academic integrity; for example, they should know who to refer to if they have doubts concerning academic integrity. Students must learn and apply collaborative skills that ensure all group members are balanced in their approach and participation (Academic Integrity, 2019). Students who act in ways that are against the principles of academic integrity not only miss the opportunity to identify their own strengths and weaknesses, but also disadvantage others from a fair and honest assessment of their achievements.

Students are therefore responsible for:

- the completion of all assessment tasks in an honest manner and to the best of their abilities
- give credit to sources in all work submitted for assessment
- reject assistance in the completion or editing of work (such as from friends, relatives, other students, tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites)
- refrain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms
- report to teachers or the Pedagogical Leadership Team any suspected issues of malpractice.

As students embark on more extensive research in the Middle and Senior years, ethical research is an important focus (Ethical Conduct of Research Policy and Procedure, 2015). Ethical research encompasses issues of honesty, physical, emotional and psychological safety, consent, confidentiality, verification of authorship, acknowledgement of sources, and accuracy and reliability of data and sources. In addition students who consider conducting research activities involving animals must satisfy Animal Ethics guidelines; and research which includes human participants (observations, surveys, interviews, focus groups or requires access to personal documents) must be approved by the teacher in charge and school leaders, where appropriate.

Details and advice on parent responsibilities

Parents and legal guardians are crucial in developing a strong culture of academic integrity. Through open and honest conversation with teachers and students, parents and legal guardians must be committed to understanding, respecting and upholding the principles of academic integrity outlined in this policy document. If parents or legal guardians have questions or doubts as to what is expected, they should approach the school for clarification.

Parents and legal guardians must:

- support their student in upholding the values of academic integrity
- support the schools internal procedures that safeguard the authenticity of student work
- submit only genuine requests for inclusive access arrangements or special considerations
- refrain from giving or obtaining undue assistance of a tutor or parent in the completion of their child's work
- report any potential cases of malpractice directly to the teacher or relevant curriculum coordinator.

Measures taken to provide education and support

Effective citing and referencing

For students to exhibit academic integrity, they must have a strong command of effective citing and referencing across multiple types of sources. This includes understanding why to cite, what to cite, when to cite and how to cite, plus skills in paraphrasing and appropriate use of quotation marks. The ability to do so effectively requires teachers and students to have access to resources that model correct citing and referencing, and for the skill of referencing to be explicitly taught across all areas of learning and year levels. For referencing to be effective, it must be consistent; this is achieved through the use of age-appropriate and relevant style guides. Refer to Appendix 2 for a list of support materials and style guides.

Avoiding plagiarism

Plagiarism is the most common form of student misconduct in relation to academic integrity. Plagiarism is defined as the representation of the ideas or work of another person as the student's own.

Students may plagiarise for a wide variety of reasons and with different levels of intent and severity. Students may intentionally plagiarise work in response to poor time management, workload pressures, the likelihood of not being detected, consequences of failure or lenient punitive measures. Students may unintentionally plagiarise work when they have misconceptions or limited understanding of plagiarism, are unable to cope with the task that has been set, may recognize content that is relevant but may not be able to paraphrase or summarize, or have limited understanding and application of referencing protocols (SACE Board, 2021). Identifying the intent and extent of plagiarism can point to appropriate strategies to detect and avoid it.

Explicit teaching of these practices along with appropriate implementation of drafting and feedback strategies, and use of plagiarism software supports students in avoiding this form of academic integrity malpractice.

Guidance towards academic integrity in tests and examinations

At Good Shepherd Lutheran College there is an expectation that all tests and examinations uphold the rules and regulations outlined in the 'Examination rules and code of conduct' document. This is formally provided and explained as part of the examination timetable to all students and parents of students who are required to sit formal examinations as part of their course of study. Standardised testing requires that national protocols be followed that aligns with SACE and IB regulations. All teachers who implement classroom tests or examinations are expected to formally review the SACE Assessment Responsibilities Code of Practice with the students in their classes and adhere to the provided regulations when under test conditions.

Guidance towards the responsible use of information technology and social media

Information and Communication Technology (ICT) includes any electronic device or application used to communicate, create, disseminate, obtain, store or manage information such as text, images, audio or video. Social media refers to online tools which provide individual users and/or organisations with the ability to create and share content in online communities. Students have the right to learn in a safe and fair environment, including when they have access to ICTs to enhance their learning. Good Shepherd Lutheran College is committed to the responsible and educational use of ICTs and social media as part of their learning experience therefore recognise the responsibility of all staff in providing appropriate guidance around its use. As such, it is the responsibility of all staff to ensure that students are informed about how they can avoid acts of malpractice related to ICT and Social Media use. This may include, but is not limited to:

- the use of applications (apps) that may facilitate finding solutions
- the posting of photos to social media of their own work or the work of others
- the provision of their work online for viewing or use by others
- the use of translator software
- the use of shared documents for collaborative purposes

Students are also required to sign and abide by Good Shepherd Lutheran College's Information and Communication Technology Use Agreements which specify details of inappropriate usage.

Guidance on the distinction between legitimate collaboration and unacceptable collusion.

Collusion is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. Teachers and the Pedagogical Leadership Team have a responsibility to ensure that students are fully aware of the principles associated with the sharing of work for use by others. Clear expectations should be provided by teachers to students in relation to effective collaboration under assessment conditions.

PYP

Good practice in the Primary Years

The PYP ensures a culture of academic integrity through a principled approach to learning and assessment. Students are encouraged to demonstrate academic honesty throughout their research assignments and tasks in appropriate ways. The research skills of summarising, note-taking and finding key words are explicitly taught to students. The teacher librarian maintains an important role in teaching library skills to help students find appropriate information. Support and guidance are offered to students to ensure authentic sources of information are being used and the basic principles of academic integrity are continually maintained. Primary sources are promoted to students as a best practice for finding information. Students are regularly reminded and exposed to the fundamental foundations of academic integrity which include honesty, trust, fairness, respect and responsibility. When presenting research tasks, students begin to implement the correct use of references and citations to demonstrate best ethical practice. This is particularly evident in the upper years where students are introduced to academic misconduct and plagiarism and ways to avoid it. Students are taught to submit work that is original with all sources and citations documented.

Teachers should continually aim to support students to develop the attributes of the Learner Profile. Creativity and originality of work should be valued and celebrated as an inquirer, thinker and risk-taker. Students as knowledgeable learners must give credit for work which belongs to others. By doing so, students exhibit their understanding of being principled in their actions, demonstrating their honesty, integrity and fairness. Teachers ensure students regularly reflect on their work which promotes understanding and authenticity. They provide guidance in referencing correctly, ensuring bibliographies include all sources used. Students are guided by the facilitator in the responsible use of technology and upon the submission of work that is not their own, will be asked to resubmit and acknowledge all references and sources used.

Poor practice in the Primary Years Programme involves the assumption that because primary students are young they are not ready to learn the principles of academic integrity. It is our goal as educators to instil in students that being honest and showing integrity is part of their educational responsibility. To that end, limiting explicit instruction on academic integrity disempowers students to take responsibility for their own learning. Furthermore, not addressing acts of academic misconduct in a consistent and appropriate way in the primary years promotes the practices and approaches that support the acts of malpractice. In response to infringements students are offered the opportunity to actively learn academic integrity through the experience by reviewing what it means to be a principled and knowledgeable learner, and offered the opportunity of re-submission. Most commonly this would also involve further instruction to ensure these students have the

necessary skills that allow them to avoid acts such as copying and pasting of electronic material or regurgitating information verbatim.

MYP & NTCET

Good practice in the Middle and Senior Years

The teaching of a variety of practices related to academic integrity

In the MYP and NTCET, the approaches to learning (ATL) skills and the capabilities are particularly relevant to academic integrity given the clear links to students' developing competencies in self-management, research, communication, ethical understanding and personal and social capabilities. All Middle and Senior Years teachers are responsible for guiding and supporting students in the development of academic integrity in ways that prepare them for further study. As students gain experience through the Middle and Senior Years, they can develop the understanding and research skills necessary to demonstrate responsibility and ethical decision-making towards all assessments and projects. In the Middle and Senior Years, the required collaborative planning for teachers ensures common understandings and common approaches to teaching and learning. In order to promote academic integrity, teachers need to agree on their expectations and teaching strategies within and across subject groups supported by other school staff, including the Teacher Librarian and Pedagogical Leadership team.

Effective monitoring to ensure the submission of authentic and genuine student work

Students undertaking the MYP and NTCET have a role and responsibility to produce work that is authentically and genuinely their own. They are required to sign an academic honesty declaration for externally assessed work affirming this to be so. Ensuring regular and consistent monitoring of student work by teachers through the assessment process ensures teachers are able to validate the authenticity of the work produced.

Ineffective use of monitoring on the progress of student work throughout the assessment process means that teachers would be unable to authenticate student work as their own.

Effective research and feedback processes

Effective research processes include planning and refining research questions, processes and methods for gathering and analysing research data, the identification of accurate and thorough referencing approaches both in-text and end of text (with the appropriate use and formatting of bibliographies), effective paraphrasing and providing timely feedback. Feedback at the drafting stage includes effective monitoring of student work throughout the research process, viewing evidence of student work during production to satisfy authorship and the use of effective drafting strategies to ensure teachers prioritise feedback over editing of student work.

Ineffective research and feedback processes include such actions as not allowing time in class to check on progress and monitor research skills, over-editing, and providing multiple rounds of

drafting, which would be contrary to instructions described in the relevant subject guidance and Assessment Policy.

Effective monitoring and moderation of student work to identify and eliminate plagiarism

Consistent and regular use of plagiarism software at the drafting stage and at final submission, as well as the effective implementation of moderation processes across classes and learning areas, should support earlier identification of potential plagiarism so that students can be made aware of this with enough time to address the situation.

Ineffective use of monitoring and moderation of student work to identify and eliminate plagiarism, including inappropriate moderation, ineffective use of plagiarism software or lack of monitoring of potential infringements, means that adherence to this policy is not being upheld.

Guidance on avoiding duplication of student work

Duplication of work is defined as the presentation of the same work for different assessment components. Effective teacher collaboration, monitoring and moderation within and across subject groups ensures potential possibilities of work duplication. This can be identified at the assessment design stage and allow for identification of such acts of malpractice at the drafting and submission stages. The role of the Pedagogical Leadership Team is to ensure that students and parents fully understand the implications of duplicating another student's work and can actively avoid this act of malpractice.

Ineffective collaboration between teachers and curriculum coordinators within and across learning areas increases the likelihood of this type of malpractice occurring.

Scenarios

PLAGIARISM

The following are some examples of plagiarism but are not exhaustive.

SCENARIO A

There is clear evidence in the form of source material to support a decision that the student has plagiarized text without any attempt to acknowledge the source(s). This includes the use of unacknowledged text in oral examinations and the use of other media, such as graphs, illustrations and data.

Principle: If there is clear evidence of plagiarism with no acknowledgment of the source(s), the student will be found guilty of malpractice without regard for any alleged lack of intent to plagiarize. A statement from the student, teacher or coordinator stating that the copying was the result of an oversight or mistake by the student will not be considered as a mitigating factor.

Response: If a teacher finds plagiarism in draft work, they will document the plagiarism and return the task for reworking and resubmission which may require the student to seek an extension. Should the final submission contain any plagiarism, this will result in a 0 grade being awarded for the assessment task (MYP) or this section eliminated from the marking process (SACE).

SCENARIO B

A student uses electronic translation software for use towards a Languages assessment without authorisation.

Principle: Using electronic translation software to translate students' own work into another language for the purpose of a language assessment is not authentic and genuine.

Response: If a teacher suspects the use of an electronic translation software at the drafting stage, they will document the plagiarism and return the task for reworking and resubmission which may require the student to seek an extension. A teacher would be alerted to this malpractice using a balance of probabilities approach where the work provided is deemed above a student's classroom proficiency. If this is suspected at final submission, this will result in a 0 grade (MYP) or I grade for insufficient evidence in the criteria (SACE) being awarded for the assessment task.

SCENARIO C

A student's work is very similar to source material, such as text on a website, and the source has been paraphrased by the student. The source has not been cited by the student.

Principle: Paraphrasing may be interpreted as plagiarism if the source material is not cited because this still constitutes representing the ideas or work of another person as the student's own. However, the degree of similarity with the source, whether the source has been cited and the extent of the paraphrasing, will be taken into account when deciding whether the student is guilty of malpractice.

Response: If a teacher finds plagiarism in draft work, they will document the plagiarism and return the assignment with further instruction on effective paraphrasing. The assessment is then returned for reworking and resubmission which may require the student to seek an extension. Should the final submission contain any plagiarism, this will result in a 0 grade being awarded for the assessment task (MYP) or this section eliminated from the marking process (SACE).

SCENARIO D

A student copies a work of art without acknowledging the artist, designer and source.

Principle: Plagiarism as a breach of regulations includes all media and is not confined to text.

Response: If a teacher finds plagiarism in draft work, they will document the plagiarism and return the assignment for reworking and resubmission which may require the student to seek an extension. Should the final submission contain any plagiarism, this will result in a 0 grade being awarded for the assessment task (MYP) or this section eliminated from the marking process (SACE).

SCENARIO E

A student uses solution software for use towards a Mathematics problem without acknowledging the use of this software.

Principle: Using solution software to solve a Mathematics problem is not reflective of a student's own authentic and genuine work.

Response: If a teacher suspects the use of solution software they will document the plagiarism and require the student to reattempt / complete a similar problem under direct supervision. A teacher would be alerted to this malpractice using a balance of probabilities approach where the work provided, including notation used, is deemed beyond a student's classroom proficiency. If this is suspected at final submission, this will result in a 0 grade (MYP) or I grade for insufficient evidence in the criteria (SACE) being awarded for the problem.

COLLUSION

The following is an example of collusion but are not exhaustive.

SCENARIO A

Student A shares work with Student B. Student B copies all or part of the work and submits that work as their own.

Principle: A student who shares their work can no longer control how it is used and is indirectly supporting another student to gain an unfair advantage. Students who receive shared work are plagiarising the work of others as their own.

Response: Both students will be found guilty of malpractice at the draft stage and the teacher will document the collusion and return the task for reworking and resubmission which may require the student to seek an extension. Should the final contain any collusion, this will result in a 0 grade to both students being awarded for the assessment task (MYP) or this section eliminated from the marking process for both students (SACE).

DUPLICATION OF WORK

SCENARIO A

A student hands in work that is the same or substantially similar for two different assessments.

Principle: Using work that is the same or substantially similar for two different assessments is not acceptable.

Response: If a teacher finds duplication in school work at the draft stage, they will document this and return the task for reworking and resubmission which may require the student to seek an

extension. Should the final submission contain any duplication, this will result in a 0 grade (MYP) or I grade, no result (SACE) being awarded for the subsequent assessment task.

The rights of the student, if suspected of a breach of academic integrity

These provisions are designed to protect students' procedural rights. Parents must be notified by the teacher and/or relevant Curriculum Coordinator if a student is suspected of a breach of academic integrity to ensure support can be provided at home. Students are able to seek and access services and qualified people to support their own wellbeing throughout the process of investigation and post penalty decisions. Students are given notice of the opportunity to be heard with regard to an allegation of misconduct. A student or parent may lodge an appeal with the relevant Curriculum Coordinator, Head of School should they feel that due process has not been applied.

Reporting, recording and monitoring

This policy was last reviewed and revised in November 2021 and will expire in November 2024. Monitoring and evaluating the impact of the academic integrity policy will occur annually based on infringement data extracted from SEQTA. The annual review will provide recommendations to school leadership and the pedagogical leadership team of amendments that should be considered to the procedures associated with academic integrity.

Appendices

Appendix 1: Key terms

(Extracted from current IB advice doc - IB Academic Integrity, 2019)

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the schools usual procedures and/or experience.

Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual’s ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or

otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Breach of Rules

A breach of rules occurs when a student has not abided by the rules for undertaking SACE assessments, or when a teacher is unable to verify that work submitted is the student’s own. The SACE Board is responsible for deciding on the appropriate penalty for breaches of rules that occur.

Pedagogical Leadership Team

This team consists of programme coordinators, learning areas coordinators, teacher librarian, learning support coordinator, and school leadership.

Appendix 2: Support materials

- SACE Board. 2021. Supervision and Verification of Students’ Work Policy and Procedures.
- SACE Board. 2021. Plagiarism - Guidelines for Students and Teachers.
- SACE Board. 2021. Redrafting of assessed work policy.
- SACE Board. 2021. Reuse of assessed work policy.
- SACE Board. 2021. SACE Assessment Responsibilities Code of Practice.
- IBO. 2016. IB Academic Integrity in an IB context.
- IBO. 2019. Academic Integrity.
- GSLC Assessment Policy.
- GSLC Inclusion Policy.
- GLSC Language Policy.
- GSLC Social Media - Student Use policy.
- GSLC ICT policy.
- MyIB - Resources to support the teaching of the IB
<https://internationalbaccalaureate.force.com/ibportal/IBPortalLogin>
- Library website - for helpful academic integrity resources <https://goodshepherd-nt.libguides.com/c.php?g=920318&p=6638898>
- MyBib - free bibliography generator
<https://www.mybib.com/#/projects/XvBLWq/citations>
- Turnitin - Plagiarism detection software accessible through SEQTA
<https://www.turnitin.com/>
- Referencing style guide - Bond University uses Harvard referencing
https://bond.libguides.com/ld.php?content_id=27231864

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