



Academic Integrity Procedures

Rationale

These *Academic Integrity Procedures* were trialed in Semester 2 2021 by all staff and then reviewed ready for full implementation in January 2022. These procedures will be reviewed again following the 2025 IB review.

This purpose of this document is to provide further information for teachers at Gold Creek School, particularly in the Middle Years Program about the responsibilities all stakeholders have in terms of academic integrity. This information must be read in conjunction with Gold Creek School's Academic Integrity Policy.

Gold Creek School aims to establish clear procedures to educate students about their rights and responsibilities in regard to academic integrity and to ensure all student work is authentic. The procedural process supports the implementation of the policy and provides an overview of the International Baccalaureate's Learner Profile to highlight the importance that this profile places on academic integrity. Information will also be provided about how the school educates students, teachers and parents about academic integrity along with the procedures which will be followed if it is believed a student has breached the policy.

The Importance of Academic Integrity

Academic integrity is a set of values and behaviours which describes the attributes that all IB students should strive to possess. The purpose is to promote personal integrity, engender respect for the integrity of other people's work or that of their own work, and to ensure all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. The teaching approaches to academic integrity in the MYP context aim to develop positive behaviours so that students are able to demonstrate clearly that they complete their work carefully, honestly and authentically ([MYP From Principles into Practice](#) - updated April 2021).

At Gold Creek School, we share this viewpoint and have established procedures to educate students, teachers and parents about academic integrity and their responsibilities. This package acknowledges that to develop an awareness of academic integrity, emphasis should be placed on education rather than the consequences of academic dishonesty. The procedures that will be followed if academic dishonesty is suspected and included in this package, however, it is hoped that through promotion of this topic throughout Years 7-10, academic dishonesty can be avoided.

Forms of Unacceptable Academic Practices

The below outlines the different forms of unacceptable academic practices at Gold Creek School:

Plagiarism	Representing the ideas or work of another person as the student's own without proper acknowledgment. This includes the use of translated materials, as well as audio and visual materials such as songs and images, unless indicated and acknowledged.
Collusion	Allowing the student to copy the work of another student and submit it for assessment.
Duplication of work	Submitting the same assignment for assessment for different subjects.
Misconduct	Behaviour that either deliberately or inadvertently results in, or may result in, the student gaining an unfair advantage in one or more assessment components. This could also include taking unauthorized material into the room or behaving in a manner that disrupts the test conditions.
Paraphrasing or summarising the work of others with no acknowledgment	Rewriting or re-wording another person's work or ideas without proper acknowledgment of the original source.

Developing effective research skills and academic integrity skills at Gold Creek School - MYP

Gold Creek Senior School acknowledges that educating students about academic integrity is essential to prepare them for College, TAFE or university studies, as well as into the workforce in the 21st century. There are a number of procedures in place to educate students, teachers and parents about their responsibilities in terms of academic integrity. For example, students in Years 7 take part in weekly skills lessons where they are introduced to basic reference list guidelines, plagiarism and an introduction to in-text referencing skills. In Years 8, 9 and 10 these skills develop further, with the incorporation of footnoting skills for students prepared to be extended and supporting student's learning across all curriculum areas to develop their fluency in information and media literacy. Explicit lessons or 'workshops' are offered for all year levels to emphasise and support the learning of academic integrity and to teach students how to avoid plagiarism. Some of the workshops offered include:

- Effective Note-taking Workshop
- Curator's Workshop - navigating *LearnPath* Guides and Oliver
- Exploring databases such as Britannica and searching other sources for research purposes
- Oral Presentations Workshop
- Managing Assessment deadlines and Study Skills Workshops

These short and sharp lessons are spread throughout the year and are usually delivered to support units of inquiry across all disciplinary areas, or at the request of individual teachers. The intention of these workshops also encourages co-teaching and collaboration to support teachers in developing quality pedagogical teaching practices using the inquiry learning cycle to improve student agency and learning outcomes.

At Gold Creek School, we teach students how to use the Harvard style. This way, we can ensure consistency across the school, particularly in the administering of all assessment tasks. This requirement will be clearly stated

in the assessment task instructions for each subject. Students are assessed on their research skills throughout Years 7-10 in most subject areas. Students are expected to acknowledge the 'Declaration of Original Work' statement when submitting their Assessments (See Appendix 1).

Access to the Library Management System – Oliver

All staff and students have access to *Oliver*, the school's Library Management System and this can be accessed via the Digital Backpack. Parents can also access this through their child's protected username and password account. Information from library workshops or notices, such as Referencing Guidelines and research guides ("LearnPath Guides") can be accessed here. The library is open Monday to Friday, including breaks for teachers and students to access support. Homework Help takes place every Wednesday where teachers volunteer their time to help students with their assignments and units of inquiry. More information about the MYP Library can be accessed on the [Gold Creek School Website](#).

Access to ClickView Resources

ClickView is available to all staff and students on the Digital Backpack. This platform hosts a wide range of classroom-friendly video content, from popular films to documentaries and Australian-made educational videos. This ClickView-produced educational content is curriculum-aligned and designed to give Australian students a deeper understanding of topics and concepts.

Powerful Impact of Teachers

It is an expectation that all teachers take responsibility for teaching effective research skills, adhere to the formatting guidelines and referencing style agreed upon as a whole-school practice (Harvard), and regularly assess and provide feedback to students on their research and referencing skills. Downloadable resources that are student-friendly can be accessed in Appendix 2.

All teachers at Gold Creek Senior School are provided with a copy of the school's Academic Integrity Policy and this additional *Academic Integrity Procedure Document*. They also have access to *Oliver*, the school's Library Management System and can seek specialist support from the Teacher Librarian. Information about teacher's responsibilities and the students' responsibilities in relation to academic integrity is also disseminated to staff in collaborative planning, staff meetings and Library service promotions.

Fostering a Partnership with Parents & Carers

Parents and carers will be informed about their child's responsibilities and provided with information about the procedures put in place at Gold Creek School regarding Academic Integrity, including expectations regarding Assessment and Reporting. Access to all school policies are made available on the school's website. This document is also be made available through *Oliver*> *LearnPath Guides*>*Academic Integrity*, to ensure transparency and clarity for our whole school community.

Parents and carers are encouraged to model integrity in the family through home discussions and by connecting with teachers. Examples of some discussions in the home could be around the importance of acknowledging other people's work and how their child can evaluate the quality and reliability of information they access daily whether for academic, personal or social reasons.

Other places that students can go to seek more information on notetaking, essay writing, when presenting and avoiding plagiarism will also be communicated to parents and carers via newsletters, videos, through parent-student-teacher conferences and through Google Classrooms.

MYP Procedures - If a Breach of Academic Integrity is suspected

The *International Baccalaureate Organisation* takes breaches of Academic Integrity very seriously.

If a breach of 'academic malpractice' has been recognised (such as failing to appropriately reference and/or cite sources, plagiarism, collusion, misconduct, or duplication of work), key processes will be followed in a timely, consistent, and reasonable manner:

- The school's approach in the first instance is to educate students and work with families to improve their skills in academic practices, rather than take on a punitive approach.
- Every subject-specific teacher is responsible for initiating the most appropriate actions, as outlined in the table below.
- Multiple instances of 'academic malpractice' will result in an increased level and severity of consequence. Increased support will be provided to the classroom teacher, as outlined in the table below.
- Multiple incidents across Year 7-10 of 'academic malpractice' are calculated over *one* academic school year and will *include all subject areas*. This means that the student has the chance to 're-set' their best approaches to academic learning in the following academic year.
- Through SAS, teachers and school leaders will monitor the longitudinal and holistic progress of the student's ability to demonstrate their progress in demonstrating appropriate levels of academic integrity. View the [Video Link – Staff Guide: Tracking & Entering plagiarism incidents on SAS](#).
- Where required, differentiation and reasonable adjustments can be made in consultation with Executive Leaders, Pastoral Care Teachers, the Teacher Librarian and/or other specialist staff.

Note

The procedural table below outlines the specific descriptions and actions that will be followed for each student each year across all subjects. This information should be read in conjunction with the School's Academic Integrity Policy.

Table of Procedures for breaches of academic integrity is below:

Procedures for breaches of academic integrity

Incident Description	Consequence	Actions
First incident of academic malpractice	<p>The student will:</p> <ul style="list-style-type: none"> • Be conferenced by the subject teacher on academic malpractice. • Re-attempt the work under the teacher’s supervision (eg. in class or during break) and be marked accordingly. <p>Parent is notified.</p>	<p>Subject teacher will:</p> <ul style="list-style-type: none"> • Conference with the student • Email or phone parent • Record this on the School Administration System (SAS). • If possible, highly encouraged to attach a scanned copy of the student’s work indicating the form and nature/severity of the malpractice. • Finalise SAS report once the student makes an attempt to re-submit the work.
Second incident of academic malpractice	<p>The student will:</p> <ul style="list-style-type: none"> • Be conferenced by the subject teacher <i>and</i> SLC (of that subject group). Reference to the “Rights & Responsibilities” outlined in the policy will be reinforced. <ul style="list-style-type: none"> - Warning about consequences for third offence is given. - The student may wish to nominate a support person present. • Student work is marked by the class teacher, without consideration of the plagiarised part/s. This will be marked accordingly. <p>Parent is notified.</p>	<p>Subject teacher will:</p> <ul style="list-style-type: none"> • Notify the SLC (of that subject group) • Email or phone parent, and copy SLC. • Record this on SAS. • Where appropriate, attach a scanned copy of the student’s work indicating the form and nature/severity of the malpractice or any other evidence to suggest a 2nd breach. • Finalise the incident on SAS once completed. <p>SLC and Teacher (together) will:</p> <ul style="list-style-type: none"> • Conference with the student, with reference to the Academic Integrity Policy. (The student may wish to nominate a support person as well)
Third incident of malpractice and/or subsequent incidents in one academic school year.	<p>The student will:</p> <ul style="list-style-type: none"> • Be counselled by the MYP Coordinator or Assistant Principal (P-10 Academic) • Student work is marked by the class teacher, without consideration of the plagiarised part/s. This will be marked accordingly. <p>Parent is notified in writing by an Executive/Lead Teacher.</p>	<p>Subject Teacher will:</p> <ul style="list-style-type: none"> • Notify the SLC (of that subject group) and MYP Coordinator, • Record this on SAS for further action. • Where appropriate, attach a scanned copy of the student’s work indicating the form and nature/severity of the malpractice or any other evidence to suggest a 3rd breach. <p>SLC will:</p> <ul style="list-style-type: none"> • Communicate this with the MYP Coordinator and/or AP (Academic) <p>MYP Coordinator and/or AP (Curriculum) will:</p> <ul style="list-style-type: none"> • Arrange a conference with the student and parent/carer. Reference is made to the Academic Integrity Policy, IB philosophy and the longer-term concerns post MYP stage. (The student may wish to nominate a support person as well) <ul style="list-style-type: none"> • Finalise the SAS report.

Appendix 1 - Declaration of Original Work

Declaration of Original Work

In submitting this task, I certify that this is my own work. I understand that plagiarism is a form of cheating and is a serious offence. It is my responsibility to ensure that I do not commit this breach of discipline whether intentionally or otherwise. Material drawn from other sources has been acknowledged using the Harvard format and according to the requirements specified in this task. I understand that any assessment found to be plagiarised will be dealt with in accordance with the Academic Integrity Policy and Procedures put in place by Gold Creek School. I also understand that all assessment administrative procedures are clearly stated in the Gold Creek School Assessment & Reporting Policy.

(This information will be managed in accordance with the provisions of the Privacy Act and the Freedom of Information Act.)

Appendix 2 – Practical Guides and Resources

These links are useful for students when referencing their work and working on their information fluency skills. These resources can be shared with students as needed. These guides are updated from time-to-time and made available to download through Oliver > LearnPath Guides > Academic Integrity.

[Guide to Referencing - Harvard Style](#) – A detailed list of examples for creating citations, bibliography and reference lists.

[Quick Facts: A Student Guide - Referencing](#) - A shorter version, particularly useful for students.

[Intext Citations - An Overview Guide for Students](#) - A guide for students on intext referencing with examples.

[Verbs Used in Intext Citations](#) – A list of useful verbs to help develop quality sentence structures when using intext referencing citations.

[Annotated Bibliography Guide for Students](#) – a simple ‘how to’ guide to help students understand how to create an annotated bibliography.

[Plagiarism poster](#) – a one-page printable poster, good to pin up in the classroom.

[SIFT Poster 1](#) – A model to help students develop information evaluative habits.

[SIFT Poster 2](#) – A model to help students develop information evaluative habits.

[Google Like a Pro POSTER](#) – Useful for classroom signage.

[Google Like a Pro & Creative Commons: Student Guide](#) – A supplementary guide for students and teachers.

[A Collection of Information & Media Literacy tools/Methods: MYP Library 2021-22](#) – For Teacher use only.

Bibliographic Information - Related Articles and Sources

This is a compiled bibliographical list of sources and articles used to help develop this Academic Integrity Package for Gold Creek School.

1. Hedges, L, King, L & Maclure, G 2012, *Approaches to Learning; A Practical Guide, Teacher Book*, International Baccalaureate Organization, Cardiff.
 - [This book can be borrowed from Gold Creek School MYP Library: Teacher Reference 370.15 APP](#)
2. International Baccalaureate Organization 2019, *Academic Integrity*, IBO Cardiff.
 - [Click HERE to access "Academic Honesty in the IB educational context' document.](#)
3. International Baccalaureate Organization 2014, *Effective Citing and Referencing*, IBO Cardiff.
 - [Click HERE to access the 'Effective Citing & Referencing document'.](#)
4. International Baccalaureate Organization 2021, *MYP: From Principles into Practice*, IBO, Cardiff.
 - [Click HERE to access the "MYP From Principles into Practice" document.](#)