

## ACADEMIC INTEGRITY POLICY

### PRESHIL VALUES FRAMEWORK

We treat each other with respect and kindness.

We have the courage to grow and improve, and

We are a community that collaborates.

### PRESHIL VISION STATEMENT

At our core remains an unshakeable commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. As global citizens, we encourage an awareness of world issues and encourage efforts to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.

### DIVERSITY AND INCLUSION AT PRESHIL

Particular attention is given to the child safety needs of First Nation students and their families, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

### INTERNATIONAL BACCALAUREATE PROGRAMME (IB)

Preshil offers a truly contemporary, global-minded approach to education. As an International Baccalaureate (IB) Continuum School, our accredited IB Primary Years, Middle Years and Diploma Programmes (PYP, MYP, & DP) align with the school's focus on intellectual challenge, inquiry and research based learning. These programmes accommodate individual choice and independent learning and encourage students to develop the courage to question, to find their own voice and to become responsible and active global citizens beyond the classroom.

### VCE VOCATIONAL MAJOR PROGRAM

The VCE Vocational Major (VM) curriculum Literacy, Numeracy, Personal Development and Work Related Skills has been developed to give students real life experiences and in-demand skills needed for the future world of work. Students apply the knowledge and skills they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences. This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to

solve problems, implement projects or participate in work experience (structured workplace learning).

### THE PRESIL APPROACH TO LEARNING

From the earliest years children are encouraged to develop higher order thinking through play, problem solving, collaboration, philosophising and exercising choice. Kindness, respect and courage are key learnings underpinning a creative rich program which nurtures and inspires young minds. The rapport between students and their teachers is respectful, reciprocal and focussed on achieving a lifelong love for learning, the best possible learning outcomes, trust and a genuine regard for each individual.

### RATIONALE

Taking the above into consideration, we begin from the point of view of trust, integrity and respect. We encourage all students to take pride in creating and sharing their ideas. There is great satisfaction to be found in authentic ownership. Just as we expect others to acknowledge ideas that we have developed, we must also respect the intellectual property of others (intellectual property refers to creations of the mind such as inventions, literary and artistic works, designs and symbols, and names and images used in commerce) and give credit and recognise the people with whom we share ideas. In this regard, we have an expectation that any work fully acknowledges the work of others and is not copied from friends, the Internet or books.

Students are expected to submit their own work and cite sources where appropriate. We believe that a lack of academic integrity undermines the philosophy of Preshil's educational programme. In life and academic fields of endeavour, it is important to be able to rely on the integrity of the work of others. When students engage in academic misconduct they miss the "learning opportunity" and ultimately let themselves and others down.

To behave with academic honesty means that students be principled and honest learners. They are expected to make their learning visible and explicit, to show how they have constructed their ideas and to demonstrate the views that they have followed or rejected. They also need to show their understanding of how knowledge is constructed and their own role in furthering knowledge construction or building. An essential part of this is an understanding of the technical aspects of academic citing and references.

### THE PRESIL LEARNER PROFILE

The Preshil Learner Profile attributes underpins teaching and learning at Preshil. In particular, the attribute '*Principled*' supports teaching and learning that demonstrates academic integrity. The attribute *Principled* is defined by the IB as follows:

*'We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences'.*

### RESPONSIBILITIES OF THE SCHOOL

The school adheres to IB Standards and Practices and the Victorian Curriculum and Assessment Authority (VCAA) policies and processes which hold that development and promotion of an

Academic Integrity Policy is an expectation and requirement.

The school will ensure that all students, for the appropriate age and level:

- understand what constitutes academic honesty and an authentic piece of work
- understand what constitutes malpractice, particularly plagiarism and collusion
- receive guidance on the practice of academic integrity across all subject areas, including the skills of academic writing and acknowledging sources
- know the consequences of being found guilty of malpractice.

The school will also review and update the Academic Integrity Policy as needed and ensure that it is implemented appropriately.

### RESPONSIBILITIES OF THE STUDENT

Students are ultimately responsible for ensuring that their work is authentic. All of the school's students are expected to be truthful and fair in both their academic and non-academic school life. This is part of the expectation of students becoming independent and self-reliant learners.

The school's student understands:

- That they are ultimately responsible for their own work
- That they should aim in all their academic work to act with integrity and honesty, and take responsibility for their actions and the consequences.
- The importance of academic honesty in the development of lifelong learning
- Examples of malpractice including plagiarism, collusion and cheating in tests and examinations
- The difference between academic dishonesty, intellectual property, plagiarism and authentic authorship

### RESPONSIBILITIES OF STAFF

Teachers are expected to support the school's Academic Integrity Policy and provide students with advice and guidance whenever necessary. They are expected to explicitly plan and teach academic honesty within their classes, as developmentally appropriate.

In particular, teachers should:

- model good academic practice
- provide students with examples of how to cite a variety of different sources
- for consistency purposes, use the most up-to-date APA format for citations and referencing
- provide guidance in how to correctly paraphrase
- develop authentic assessments and provide specific instructions, so that students are able to generate their own ideas, hypotheses and analyses.
- provide formative assessment and feedback that includes evaluating sources and the authenticity of ideas
- pass summative assessment through appropriate plagiarism checkers (such as Turnitin and Google Classroom's Originality or Plagiarism Checker Report Tool) , whenever appropriate.

## RESPONSIBILITIES OF PARENTS AND GUARDIANS

It is important that parents read the Academic Integrity Policy and understand the consequences of malpractice. Parents should discuss the Academic Integrity Policy with their child and reinforce the regulations and rationale behind it. The Academic Integrity Policy is available on the school's website. When a new student enrolls at the school, they will be introduced to the Academic Integrity Policy in order that both student and parents understand its importance. Parental and legal guardian understanding and cooperation is a key factor in encouraging academic honesty in students.

## ACADEMIC INTEGRITY DEVELOPMENT THROUGH SCHOOL PROGRAMMES

### PYP

- The Learner Profile underpins the PYP Programme of Inquiry.
- The development of the Approaches to Learning (ATLs) has a focus on research skills in which academic integrity is explicitly taught.
- Planning for teaching academic integrity is a shared responsibility between classroom teachers, specialist teachers, librarian and PYP Coordinator.
- All teachers are responsible for modelling best practice, particularly the attribution of intellectual property, through exemplars used for teaching and learning, and the development of research skills combined with critical appraisal of researched content.
- Essential Agreements establish developmentally appropriate academic honesty principles, to encourage and promote responsibility in learning, and principled approaches to resources.

### MYP

- Academic integrity in the MYP builds on skills and attributes developed in the PYP.
- The Learner Profile underpins MYP units and supports the development of academic integrity.
- Planning for the teaching and learning of academic integrity in the MYP is a shared responsibility between the teaching staff, Leaders of Learning, the MYP Coordinator, the PP Coordinator and the Librarian.
- Through MYP units of inquiry, students work with their teachers to develop ATL skills in media and information literacy to build knowledge and skills in academic integrity.
- Throughout the four years of MYP offered at Preshil, students build skills and familiarity with the APA Style Guide. In addition, they develop knowledge and skills in subject specific referencing.
- The minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.
- Through the Personal Project, students are provided with the opportunity to transfer their understanding of academic integrity through the ATLs and the Learner Profile.
- In their Personal Project report, students are expected to acknowledge all sources as outlined in the Personal Project guide and adhere to the APA Style Guide.

### DP

- In the DP, students are supported by teachers, the DP coordinator and the Librarian to understand their responsibilities and expectations regarding academic integrity
- This includes:
  - Monitoring of planning and progress of internal and external assessments

- Drafting requirements for internal and external assessments
- Understanding what constitutes as collusion with peers, tutors or guardians
- Referencing requirements for DP assessments, including in-text citation, using the APA Style Guide
- Responsible collection of data for DP assessments
- Understanding of the use of others ideas and intellectual property
- Understanding what constitutes examination misconduct

#### **VCE VM PROGRAM**

- In the VCE VM, students are supported by the teachers, VM Leader of learning and the Librarian to understand their responsibilities and expectations regarding academic integrity.
- This includes:
  - Understanding what constitutes as collusion with peers, tutors or guardians
  - Referencing requirements for VCE VM internal assessments, including in-text citation, using the APA Style Guide
  - Responsible collection of data for VCE VM internal assessments
  - Understanding of the use of others ideas and intellectual property
  - Plagiarism and its ramifications.
  - Safe and respectful practices in the digital world.

#### **EXAMPLES OF ACADEMIC HONESTY IN ASSESSMENTS IN THE PYP, MYP, DP and VCE VM PROGRAM**

| <b>PYP ASSESSMENTS AND ACADEMIC HONESTY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Units of Inquiry</b>                     | <ul style="list-style-type: none"><li>● Through the Units of Inquiry, where developmentally appropriate, children are provided with the opportunity to demonstrate their understanding of academic integrity through the ATLs and the Learner Profile.</li><li>● Children create personal projects within the Units of Inquiry, and conduct independent research to support these.</li><li>● Children are encouraged to make attributions to authors and artists when sourcing and using images.</li><li>● Children track their sources and research creating references to these in their personal projects.</li><li>● Children are encouraged to put into practice all of their learning about academic integrity by evaluating their sources in line with Approaches to Learning scope and sequence.</li></ul> |

| <b>MYP ASSESSMENTS AND ACADEMIC HONESTY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Personal Project</b>                     | <ul style="list-style-type: none"> <li>Through the Personal Project, students are provided with the opportunity to transfer their understanding of academic integrity through the ATLs and the Learner Profile.</li> <li>Students track their sources and research using their Personal Project process journal. They meet with their supervisor on a regular basis to record discussions regarding progress.</li> <li>Students are encouraged to put into practice all of their learning about academic integrity by evaluating their sources, using appropriate in-text citations, and including a reference list at the end of their project using the APA Style Guide.</li> <li>Students also sign an academic honesty form before turning in their final work to verify understanding of the originality of their work and they have credited sources appropriately.</li> </ul>                             |
| <b>Presentation / Oral work</b>             | <ul style="list-style-type: none"> <li>At lower year levels, students track their work using research sheets, plans or process journals. When giving a presentation, they are to put a reference list together at the end of the task, which includes references for images or videos used.</li> <li>The minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.</li> <li>Throughout the 4 years of MYP offered at Preshil, students build skills and familiarity with the APA Style Guide, and by the end of Year 10, they should be confident in this format.</li> <li>Students also learn about copyright laws of images, artworks and videos, etc. in the younger year levels, and then follow these in terms of researching and using them appropriately in their presentations.</li> </ul> |
| <b>Group work</b>                           | <ul style="list-style-type: none"> <li>While collaboration is an emphasis of the MYP, it is suggested that students keep track of their contributions throughout group work tasks, and on any summative projects, they must show their own work to allow the teacher to record certain levels of skill and knowledge. This usually means dividing the task into several parts or appropriate roles, so that each student can take responsibility for their own contributions.</li> <li>Students often brainstorm and develop ideas in groups, and the sources they use for this are to be kept track of in some way (process journal, action plan, notes, etc.).</li> </ul>                                                                                                                                                                                                                                      |

| <b>MYP ASSESSMENTS AND ACADEMIC HONESTY</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                 | <ul style="list-style-type: none"> <li>• Credit should be given, for ideas developed when working collaboratively, to the individual student. For example, during a presentation the student's name could be quoted as the source or credits provided at the end.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Independent Work/subject specific skills</b> | <ul style="list-style-type: none"> <li>• Students must use process journals in Design and the Arts specifically to track their research process. They also keep track of processes in other classes using planning documents such as research sheets or notebooks, where they show evidence of the research undertaken and the source of that information.</li> <li>• When completing written work, the final product at the younger year levels will begin by including a reference list in appropriate APA format. As they progress through the MYP, the skill of in-text citation should also be developed so that by the time they reach the DP, they are competent in its use.</li> </ul> |

| <b>DP ASSESSMENTS AND ACADEMIC HONESTY</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>IBDP Internal or External assessment</b> | <ul style="list-style-type: none"> <li>• A draft must be submitted for each official IBDP assessment. Students then review the Turn-it-in reports if there are errors or concerns. Deadlines are provided to ensure this is done in advance of final submission to examiners.</li> <li>• Assessments with accompanying forms declaring academic honesty must be submitted (eg. for the Extended Essay, Visual Art, TOK Essay etc.)</li> </ul> |
| <b>Presentation / oral work</b>             | <ul style="list-style-type: none"> <li>• Students are reminded that a presentation requires a list of works cited. For example, a slide at the end of a PowerPoint or an uploaded document of sources.</li> <li>• Students are encouraged in particular to acknowledge the use of others' ideas (students/teachers), either orally or in the works cited section.</li> </ul>                                                                  |

| DP ASSESSMENTS AND ACADEMIC HONESTY      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Group Work</b>                        | <ul style="list-style-type: none"> <li>In the Film Collaborative Project, students work in groups with assigned roles. All students are equally responsible in the group for ensuring that they acknowledge any sources used appropriately: this includes acknowledging the input of others' ideas, either students or teachers.</li> <li>Students will meet with their teacher at various stages throughout the project to ensure their teacher is able to complete the subject-specific assessment authentication form, confirming the authenticity of their work and contribution to the project.</li> </ul> |
| <b>Exams<br/>(internal and external)</b> | <ul style="list-style-type: none"> <li>For all examinations requiring calculators, memory is cleared and calculators are checked to ensure compliance with IB Regulations.</li> <li>The conduct of examinations and the consequences of not complying is held during a Year 12 forum.</li> <li>Exam conduct posters and other literature is distributed to the students via email, and are placed around the school during the examination period.</li> </ul>                                                                                                                                                   |

| VCE VM ASSESSMENTS AND ACADEMIC HONESTY |                                                                                                                                                                                                                                                                                                                             |
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| <b>VCE VM assessment</b>                | <p>All VCE VM Assessments are completed in class. This ensures authenticity.</p> <p>For work completed outside of the classroom, tasks are authenticated through regular progress meetings, drafts or other related work, including homework, seen by the teacher.</p>                                                      |
| <b>Referencing</b>                      | <p>Students are reminded that a presentation requires a list of works cited. For example, a slide at the end of a PowerPoint or an uploaded document of sources.</p> <p>Students are encouraged in particular to acknowledge the use of others' ideas (students/teachers), either orally or in the works cited section.</p> |
| <b>Group Work</b>                       | <p>Students will meet with their teacher at various stages throughout the project to ensure their teacher can attest to the authenticity of their work and contribution to the project.</p>                                                                                                                                 |

## REFERENCING AND CITATION GUIDELINES

Students and staff are expected to adhere to the APA 7th Edition Style Guide across all subjects at Preshil. A style guide which provides guidance for referencing a variety of sources in APA 7 style can be found at: <https://library.unimelb.edu.au/recite/referencing-styles/apa7>

## CATEGORIES OF MISCONDUCT

**Plagiarism:** Taking work, words, ideas, pictures, information or anything that has been produced by someone else without explicitly acknowledging the source of the materials in citations and a bibliography and presenting it for assessment as your own work.

**Collusion:** Helping another student to be academically dishonest.

**Copying:** Taking work of another student, with or without his or her knowledge and submitting it as one's own work.

**Cheating:** Communicating, verbally or using body language with another student in an exam, bringing and using unauthorised material into an examination room.

**Falsifying data:** Creating or altering data, which has not been collected in a fair scientific investigation.

**Duplication of work:** Submitting the same work for different assessments.

### What is the difference between Collusion and Collaboration?

*From Principles to Practice* defines Collaboration as working together on a common aim, with shared information; this is open and cooperative behaviour that does not result in allowing one's work to be copied or submitted by another (IBO, 2014, p.74). Where students use each other's ideas and work as unattributed sources, this is collusion, not collaboration.

### Procedures for addressing academic dishonesty

*We understand that most acts of academic dishonesty are not intentional. We believe that such incidents are teachable moments. The following steps will be taken if the Academic Honesty Policy has been breached.*

## EXAMPLES OF ACADEMIC MALPRACTICE IN THE PYP, MYP, DP AND VCE VM PROGRAM

| EXAMPLES OF MALPRACTICE IN THE PYP                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scenario                                                                                                                                                                                                                               | Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>A child copies a paragraph word for word from the source.</p> <p>A child uses ideas and content from a source and fails to acknowledge it.</p> <p>A student uses images and visual content and fails to acknowledge the source.</p> | <ul style="list-style-type: none"> <li>• These scenarios are understood to be teachable moments.</li> <li>• Should any of these scenarios occur, the teacher and the child will have a conversation about the nature of academic honesty, and the importance of honouring the work, and ideas, of others.</li> <li>• The child will be asked to consider how they might amend their work to: <ul style="list-style-type: none"> <li>○ “say it in their own words”,</li> <li>○ include an appropriate acknowledgement, or</li> <li>○ Create an alternate image.</li> </ul> </li> </ul> |

| EXAMPLES OF MALPRACTICE IN THE MYP                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scenario                                                                                       | Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>A student copies a paragraph word for word from the source and fails to acknowledge it.</p> | <ul style="list-style-type: none"> <li>• For a first occasion (especially at lower grade levels), the student will have a conversation with the subject teacher and be offered the opportunity to learn from their experience. The student will be asked to re-submit the task. The teacher will add a note to Compass Chronicle for monitoring by the Year Level Coordinator.</li> <li>• For second occasions and beyond (especially at upper levels), a conversation will take place, and the piece of work will not be assessed. The student will be asked to resubmit the task to ensure their learning continues.</li> <li>• The malpractice must be documented on the Compass Chronicle and reported to the MYP Coordinator if the work is of a summative nature. The MYP Coordinator will request a meeting with the teacher, student and parent to explain possible future consequences. All instances of malpractice will be recorded in Compass Chronicle.</li> </ul> |

| EXAMPLES OF MALPRACTICE IN THE MYP                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Two students hand in identical work for assessment.                                                                         | <ul style="list-style-type: none"> <li>The incident is documented on Compass Chronicle and is also reported to the MYP Coordinator. A meeting will be held with the subject teacher and students to discuss the infraction. Parents are contacted and brought into the discussion as well.</li> <li>Repeated occasions of malpractice will be reported to the MYP Coordinator and may result in in-school or out of school suspensions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| A student fails to acknowledge the ideas/plans/work of another in the Personal Project.                                     | <ul style="list-style-type: none"> <li>The incident is documented on Compass Chronicle and is also reported to the PP Coordinator and MYP Coordinator. Depending upon the severity of the malpractice (entire project, or one small part of research), the situation will have varying consequences.</li> <li>For plagiarism of research in one paragraph or section, a conversation will take place between the Supervisor, the PP Coordinator and student, and the student will be asked to resubmit the work. The student will be required to resubmit the work referencing all work of others using APA referencing.</li> <li>For plagiarism of the whole report, the student and their parents will be asked to meet with the PP Coordinator, the Supervisor and the MYP Coordinator. The student will be required to resubmit the work referencing all work of others using APA referencing.</li> </ul> |
| A student copies from another during a test or brings in unauthorised material to the test (notes, phone, flashcards etc.). | <ul style="list-style-type: none"> <li>The students involved will be reported to the MYP Coordinator. A discussion will take place, the incident will be documented on Compass Chronicle and parents will be notified and asked to be part of the next discussion. The students will re-take a similar summative task in order to show their understanding.</li> <li>Repeated offences of malpractice will be reported to the MYP Coordinator and may result in further meetings with the student and their parents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |

| Examples of Malpractice in the DP                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Scenario                                                                                                                        | Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Turn-it-in (plagiarism software) detects that a student has plagiarised substantially for an internally assessed piece of work. | <ul style="list-style-type: none"> <li>• The subject teacher speaks with the student to ensure they understand that plagiarism has occurred, and records this on Compass Chronicle.</li> <li>• The DP Coordinator will be informed and will meet with the teacher, student and parent to explain possible future consequences.</li> <li>• The student will be required to re-submit the work.</li> <li>• Repeat occasions of plagiarism may result in a meeting with the Head of Campus to discuss the student's enrollment in the DP Program.</li> </ul>                                                                                                                                                                                                                                                |
| Two students' hand in identical work for an internally assessed assignment (e.g. lab report, statistics).                       | <ul style="list-style-type: none"> <li>• The subject teacher speaks with the student to ensure they understand that plagiarism has occurred, and records this on Compass Chronicle.</li> <li>• The DP Coordinator will be informed and will meet with the teacher, student and parent to explain possible future consequences.</li> <li>• The student will be required to re-submit the work.</li> <li>• Repeat occasions of plagiarism may result in a meeting with the Head of Campus to discuss the student's enrollment in the DP Program.</li> </ul>                                                                                                                                                                                                                                                |
| A student is found to have engaged in exam misconduct for an IB examination (eg by bringing in notes, phone, flashcards etc.).  | <ul style="list-style-type: none"> <li>• The procedures as specified in the <i>Diploma Programme: Academic Honesty</i> and the <i>Conduct of the IB Examinations</i> will be followed, led by the DP Coordinator.</li> <li>• The invigilator reports immediately any malpractice incident to the DP Coordinator. An Incident Report is written and submitted to the Principal.</li> <li>• The DP Coordinator will arrange a meeting with the student and parents to discuss the report. A transcript of this meeting will be made.</li> <li>• The school is required to report the incident to the International Baccalaureate for review. This may result in a candidate receiving no grade for the exam, or the subject and therefore not have the opportunity to receive their IB Diploma.</li> </ul> |

| EXAMPLES OF MALPRACTICE IN THE VCE VM                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scenario                                                                                                                                                                                                                                   | Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>A student copies a paragraph word for word from the source.</p> <p>A student uses ideas and content from a source and fails to acknowledge it.</p> <p>A student uses images and visual content and fails to acknowledge the source.</p> | <ul style="list-style-type: none"> <li>These scenarios are understood to be teachable moments.</li> <li>Should any of these scenarios occur, the teacher and the student will have a conversation about the nature of academic honesty, and the importance of honouring the work, and ideas, of others.</li> <li>The student will be asked to consider how they might amend their work to:             <ul style="list-style-type: none"> <li>“say it in their own words”,</li> <li>include an appropriate acknowledgement, or</li> <li>Create an alternate image.</li> </ul> </li> </ul> |
| Turn-it-in (plagiarism software) detects that a student has plagiarised substantially for an internally assessed piece of work.                                                                                                            | <ul style="list-style-type: none"> <li>The VCE VM Leader speaks with the student to ensure they understand that plagiarism has occurred, and may record this on Compass Chronicle for repeat offences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| Two students’ hand in identical work for an internally assessed assignment (e.g. lab report, statistics).                                                                                                                                  | <ul style="list-style-type: none"> <li>The VCE VM Leader speaks with the students to ensure they understand that plagiarism has occurred, and may record this on Compass Chronicle. For repeat or intentional offences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |

### RIGHTS OF THE STUDENT

Any student suspected of academic malpractice will have the right to dispute, explain and/or make amends for their actions. The nature of this will be based on the severity of the situation.

In the case of suspected malpractice in an IB Diploma Programme Examination or externally moderated or assessed work, the student has the following rights and expectations of the process (from *Diploma Programme: Academic Honesty*; p11):

- to be informed that they are under suspicion
- an interview with a relative or friend present as an adviser, witness or observer.
- a transcript of this may be taken and submitted as additional evidence, with the candidate’s approval.
- to be shown all the evidence and allowed to present an explanation or defence.
- to provide their own written statement

An IB Committee will have the final say on the results of such an investigation. Students have the right to appeal this result.

## RESOURCING

For clarification on any aspect of academic honesty, students and guardians can consult with their IB Programme Coordinator, Librarian or classroom teacher.

Preshil widely uses Turnitin to promote academic honesty and deter against plagiarism.

The following Style Guides (from American Psychological Association (APA) and Universities provide an excellent source to help with referencing materials:

<https://library.concordia.ca/help/howto/apa.php>  
<http://guides.lib.monash.edu/citing-referencing/apa>  
<https://www.usq.edu.au/library/referencing/apa-referencing-guide>  
<https://library.unimelb.edu.au/recite/referencing-styles/apa7>

## RELATED POLICIES

- Assessment policy

## POLICY REVIEW PROCESS

Policy working Group - Programme Coordinators, Language Acquisition Leader of Learning, Inclusive Education Leader, Assessment POR Holder

Process of staff consultation on draft policy documents

Working group reconvened to address staff input

Policies are finalised and presented to the Leadership Team for ratification

- Timeframe for review is set for all IB- related policies inclusive of
  - Changes to the Programme Standards and Practices
  - Changes to the school's strategic plan
  - Changes to local legislative requirements including VRQA
  - Changes to reporting through NCCD
  - Changes to any other of the 4 IB-mandated policies

## REFERENCES

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**REVIEW**

This policy was reviewed in September 2023 to incorporate the VCE VM Program.