



WOODLEIGHschool

ACADEMIC HONESTY POLICY

POLICY CATEGORY: TEACHING AND LEARNING

STATUS: APPROVED

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I. POLICY STATEMENT

1.1. Purpose

This policy provides a clear set Woodleigh School affirms that a culture of positive behaviour and high levels of student engagement are essential prerequisites for student learning.

The purpose of this policy and related guidelines is to provide students, staff and parents/carers with clarity as to the behaviour expected of students at Woodleigh School regarding Academic Honesty. It also outlines the way in which we work with students and families in order to maintain a high level of ethical behaviour when submitting work for assessment.

This academic honesty policy sets out the principles and related behaviour management guidelines for senior and junior campuses and should be read and understood by all stakeholders of the school.

1.2. Statement

Woodleigh School is founded on the motto Respect for Self, Respect for Others and Respect for the Environment. Therefore, it follows that an Academic Honesty and Integrity Policy is an essential aspect of Learning and Teaching at Woodleigh School, from the very youngest learners to teaching and general staff. In addition, Academic Integrity is at the heart of both the Victorian Curriculum and Assessment Authority (VCAA) and the International Baccalaureate programmes, and is embedded in the IB Learner Profile, Approaches to Learning, and the Programme Standards and Practices. The IB Learner Profile consists of the attribute 'principled'. A principled learner will have respect for the intellectual property of others.

1.3. Guiding Principles

Students

Students are responsible for producing authentic work, ie. work that is substantially their own, and which appropriately acknowledges the authentic work of others. They are responsible for ensuring that they record information sources used to create authentic work, referring to and applying the guidelines appropriate for their age/year level and VCAA/IB programme expectations. They understand and can apply the guidelines for producing citations, reference lists, and bibliographies, and consistently apply the guidelines to their own work.

Staff

Teachers and General Staff are responsible for producing authentic work, ie. work that is substantially their own and which appropriately acknowledges the authentic work of others. They are responsible for ensuring that they record information sources used to create authentic work, referring to and applying the guidelines appropriate for adult learners. They understand and can apply the guidelines for producing citations, reference lists, and bibliographies, and apply the guidelines to their own work. Teachers are responsible for expecting that students will adhere to the guidelines. Teachers, in collaboration with Library staff and utilising the library curriculum, are responsible for ensuring that their students receive explicit, age-appropriate instruction about Academic Honesty and Integrity as a part of every Unit of Work or Course of Study as appropriate/ necessary.

School

Woodleigh School is responsible for maintaining and supporting the Academic Honesty Policy and Guidelines, and applying them, where appropriate, to school documents. In providing this policy, Woodleigh School is committed to providing a safe environment for students to learn about Academic Honesty, for teachers to implement the policy in their teaching, and for general staff to apply the policy to their work for the School. It is the School's responsibility to ensure that all staff receive appropriate professional development to support the implementation of the policy and guidelines, and to provide ongoing, regular and explicit learning opportunities for all stakeholders.

Parents

Parents are responsible for speaking to their children about the importance of academic honesty. They should be made aware of and familiarise themselves with this policy and related policies, and understand the internal procedures undertaken by the School to confirm authenticity of student work. (see 4. Related policies)

2. RESPONSIBILITIES

The following people have particular responsibilities under this Policy and its Procedures.

Role	Responsibilities
Head of Campus	The Head of Campus is responsible for: <ul style="list-style-type: none">making sure the Policy is reviewed triennially
Head of Teaching and Learning Middle Years	The Head of Teaching and Learning Middle Years is responsible for: <ul style="list-style-type: none">Making sure that the policy is implemented through the Learning Area Leaders
Committee	<ul style="list-style-type: none">Woodleigh Learning TeamSenior Campus Learning and Teaching Team

3. DEFINITIONS

Authentic: work that is substantially their own, and which appropriately acknowledges the authentic work of others

Academic Misconduct: The IB organisation defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or other candidate gaining an unfair advantage in one or more components of assessment.

Academic Misconduct includes:

- Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

- **Collusion:** supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** the presentation of the same work for different assessment components
- Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

4. ACADEMIC MISCONDUCT

Examples of Academic Misconduct include:

1. Reusing work from a previous Unit of work.
2. Reusing work from another student or older sibling
3. Having a parent or tutor do the work;
4. Failing to correctly cite the work of others;
5. Attempting to submit the work of others as the student's own;
6. Colluding with other students to share answers during an exam or test;
7. Purchasing work from the internet or other source;
8. Allowing another student to copy your work.
9. Using AI to produce the work

5. COMPLIANCE

5.1 Educational Guidance

MYP – Years 7 - 9

- Introduction to the processes of APA citation for students
- Continued expectation that formal citations for all tasks involving guided and/or individual research are required.
- Collaboration between Teacher Librarian and Classroom teachers to embed explicit and consistent instruction and assessment of citation into Units of Work.

Senior Years - Years 10-12

- Introduction to the processes of formal citation for students not from Woodleigh Junior Campuses.
- Continued expectation that formal citations for all tasks involving guided and/or individual research are required.
- Collaboration between Teacher Librarian and Classroom teachers to embed explicit instruction and assessment of citation into Units of Work.
- Focus on ethics and further consolidation of complex citation skills at a high level.

5.2 Expected behaviours in support of compliance

MYP – Years 7 - 9

- Students are encouraged to make use of citation makers such as MyBib, but also to check their references for accuracy.
- Identify practices of an ethical, academic learner
- Distinguish between reliable and unreliable sources.
- How to use research to inspire ideas
- When it is necessary to reference
- Identifying collusion
- Stepping through the restorative process when plagiarism or collusion are suspected.
- Understanding when the use of AI is appropriate and when it is not.

Senior Years - Years 10-12

- Apply complex citation rules with a high degree of accuracy, according to the most recent version of APA.
- Students are encouraged to make use of citation makers such as MyBib, but also to check their references for accuracy
- Identify practices of an ethical, academic learner
- Distinguish between reliable and unreliable sources
- How to use research to inspire ideas
- When it is necessary to reference
- Identifying collusion
- Using Turn it In to verify their own work
- Stepping through the restorative process when plagiarism or collusion are suspected

5.3 Breaches of Academic Honesty

MYP: Years 7 – 9

In the event of a suspected breach, the following steps may be taken, with escalation of response relative to the findings of the investigation by the teacher and the response of the student.

1. Investigation of suspected plagiarism or collusion
2. Restorative discussion between subject teacher and student
3. Parents contacted by teacher and SEQTA noted, with alert to tutor
4. Resubmission of work

In the event of a recurrence

1. Restorative discussion between teacher, student and MYP Coordinator
2. Student notified that a mark cannot be given, as the work was not satisfactorily completed and assessment grade for this task is not provided.

Senior Years - Years 10-12

Suspected plagiarism or collusion

1. Restorative discussion between subject teacher, student, VCE Coordinator or Head of Senior Homestead
2. Resubmission

In the event of a recurrence

1. Restorative discussion between VCE Coordinator, student and parents
2. Resubmission or VCE Coordinator / Head of Campus to determine further action and correspond with parents.

6. COMMUNICATION OF THIS POLICY

The Academic Honesty Policy is made available to all Staff via the School's Policy Hub.

The Academic Honesty Policy and Procedures is also communicated to Staff, Volunteers, Contractors, parents/carers, students and the wider School community in summary on our public website, as well as student handbook.

It is also available in hard copy by request.

7. RELATED POLICIES, PROCEDURES AND LEGISLATION

7.1 Woodleigh policy and procedure linkage

The Academic Honesty Policy is to be read and understood in conjunction with:

- Student Behaviour Management Guidelines – Junior Campuses
- Student Behaviour Management Guidelines – Senior Campus
- Student Behaviour Management Policy
- *Pages - Section 4 – Administrative Information: Schools and providers.* (2019). Vic.edu.au.
<https://www.vcaa.vic.edu.au/administration/vce-vcsl-handbook/sections/Pages/04AdminInformationSchools.aspx>
- International Baccalaureate Organisation (2016) *Academic Honesty in the IB Context*
- International Baccalaureate Organisation (nd) *Academic Honesty in the MYP* [three-fold brochure]

Further information on this policy can be obtained from: Director of the Woodleigh Institute

8. POLICY REVIEW

This policy is to be reviewed, approved and endorsed on a 3-year cycle.

The Director of the Woodleigh Institute is responsible for ensuring that this Policy is reviewed and updated as needed and for approving this policy.

POLICY APPROVAL STATUS

REVIEW CYCLE	POLICY REFERENCE	OWNER	APPROVED BY
Triennial	TLQ-11	Director of Teaching and Learning	SCLTT
VERSION	LOCATION	DATE APPROVED	NEXT REVIEW DATE
Version 2-0	WS Policy and Procedure TEAM > Policies > Teaching, Learning and Academic Quality	APPROVED	Term 2 2027

9. APPENDICES

Appendix 1 – Quick Guide : Referencing at Woodleigh

QUICK GUIDE Referencing at Woodleigh

Information sourced from Senior Library: APA Style Guide

Referencing style

APA 7

APA 7th is a referencing style that uses in-text citations in the body of your work, followed by a reference list on a separate page at the end.

In-text citation

To reference a document in-text using APA, you simply place the author's last name and the year of publication at the end of relevant sentence (Example, 2023).

Reference list

YOUTUBE VIDEO

Author, A. (year, month date#).
Title of video [Video]. Youtube.
<http://www.youtube.com...>

WEBPAGE ON A NEWS SITE

Author, A. (year, month date#).
Title of the article. Publisher.
<https://www...>

WEBPAGE WITHOUT AUTHOR

Organisation name
(year, month date# or n.d).
Title of webpage. <http://www...>

ARTWORK

Artist, A. (Year). *Title of work*
[medium or format]. Name and
location of museum/gallery.

BOOK

Author, A., & Author, B. (Year).
Title of the book (edition): Place of
Publishing: Publisher Name.

When should I reference?

Provide a reference every time you quote, paraphrase or summarise someone else's ideas, theories, information or data, no matter what the source. This includes facts, figures, tables, charts and images.

Lead by example!

You should cite:

- Images and resources used in your class presentations.
- Information copied from other websites or sources used on SEQTA or in class resources.

You do not need to cite:

- Your own experiences, artwork, data or findings compiled from your own research work.
- Facts known to most people and found in most reference resources, widely known historical or geographic facts. Common knowledge can also include information your teacher would expect all students to know.

When in doubt, cite it!

How to reference like a pro



MyBib

Use the reference builder MyBib to help you create references quickly and accurately. Select APA7 and make an account (free) if you want to save your bibliographies/reference lists long term.

Add your references
and download an
APA formatted list

USE FOR FREE IN BROWSER:

mybib.com

FOR SPECIFIC FORMATS CHECK:

apastyle.apa.org

For up-to-date information from Woodleigh Library go to:
woodleigh.softlinkhosting.com.au/oliver/learnpath/guide/APAStyleGuide

Using AI at Woodleigh

Woodleigh School recognizes the growing role of Artificial Intelligence (AI) in education and emphasizes the importance of ethical AI usage by both teachers and students.

Responsible AI Integration

Educators should use AI tools and technologies responsibly, ensuring that AI is employed to enhance learning experiences and not compromise academic integrity. This includes selecting AI applications that align with curriculum goals and promoting student engagement and critical thinking.

Students are encouraged to use AI as a supplementary tool for research, creativity, and problem-solving. They should be educated on the ethical implications of AI, including the importance of attributing AI-generated content when used in their academic work.

Attribution of AI-Generated work

When utilizing AI for content generation or assessment, **teachers** must clearly communicate any AI involvement to students. Assessment criteria should consider the role of AI in the work's creation and give appropriate credit to student contributions.

Students should acknowledge the use of AI-generated content in their assignments or projects, ensuring transparency about AI's involvement. This practice aligns with the broader principles of academic honesty.

Monitoring and Evaluation

The school will periodically review AI usage to ensure it aligns with ethical standards and educational goals. Any emerging issues related to AI ethics will be addressed promptly.

Woodleigh School seeks to foster a learning environment where AI is integrated responsibly and ethically by both teachers and students. This approach ensures that AI enhances educational experiences while upholding the principles of academic honesty and integrity.

This document was created with the assistance of ChatGPT, an AI-powered language model developed by OpenAI. Woodleigh School recognizes the collaborative potential of AI in information creation and remains committed to the responsible and ethical use of AI technologies in education.