ACADEMIC INTEGRITY POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

PURPOSE

The purpose of this policy is to ensure that all students and members of the school community understand:

- the IB academic integrity principle
- the expectations and responsibilities of the school community
- definitions of terms
- academic misconduct
- good practice for creating and maintaining a culture of academic integrity

SCOPE

This policy is applicable to all individuals involved in maintaining the IB's commitment to academic integrity. The IB values academic integrity as a framework of principles and skills that foster personal integrity and promote best practices in teaching, learning, and assessment. This policy is relevant to the School Council sub-committees, school leaders, both teaching and non-teaching staff, students, as well as parents and legal guardians.

POLICY

Auburn South Primary School, an International Baccalaureate World School specialising in the Primary Years Programme (PYP), is dedicated to cultivating internationally minded individuals. The IB aims to develop learners who, acknowledging their shared humanity and stewardship of the planet, contribute to a more equitable and peaceful world.

Central to the IB Learner Profile is the attribute of being 'principled.' IB learners are expected to act with integrity and honesty, demonstrate fairness and justice, and show respect for the dignity and rights of all people. They are responsible for their actions and their consequences (IBO, Learner Profile).

The entire school community shares the responsibility of upholding the IB principle of academic integrity. Academic integrity is fundamental to education, involving the choice to act responsibly so that others can trust us as individuals. It underpins ethical decision-making and honest scholarly work (IBO, Academic Integrity publication, 2019, p. 3).

Fostering a culture of academic integrity requires effective academic practices, policies, and understanding. The principle should be embraced positively by the entire school community. At Auburn South Primary School, we are committed to guiding students in developing the skills necessary to uphold academic integrity.

We are devoted to providing a learning environment that reflects the values of academic integrity—honesty, trust, fairness, respect, and responsibility. These values are integral to maintaining integrity and best practices in teaching, learning, and assessment.

The IB expects students to be supported, at an age-appropriate level, in understanding their responsibilities related to academic integrity. This includes producing authentic work, properly attributing sources, using information technology responsibly, and maintaining ethical and honest practices during assessments.

Promoting academic integrity within the PYP framework helps students develop the attributes outlined in the IB Learner Profile. It creates learning opportunities through skill development, respects both their own and others' work and ideas, and fosters good work habits that will benefit them throughout their academic journey.

RESPONSIBILITIES FOR ACADEMIC INTEGRITY

All community members of IB World Schools have a shared responsibility in upholding academic integrity and must openly discuss this topic and share good practice.

School Council and School Leadership

- Establish an Academic Integrity policy, with scheduled review dates.
- Support teachers and students adhere to the Academic Integrity policy, ensuring a common understanding of the policy.
- Provide teaching staff with professional learning opportunities
- Ensure teaching staff, support staff, students and parents and guardians understand the IB's expectations with regards to academic integrity, definition of key terms and the potential consequences of misconduct, ensuring appropriate accountability is taken.

The PYP Coordinator

- Ensure that all school and IB policies are aligned with IB expectations and are applied fairly and consistently.
- Provide teachers, students, and parents/legal guardians with access to and understanding of Auburn South Primary School's Academic Integrity Policy and relevant IB PYP regulations.
- Exemplify responsible, honest, and ethical behavior.
- Ensure that teaching staff receive training as required by the IB.
- Integrate academic integrity principles into the curriculum.
- Report any incidents of academic misconduct or school maladministration to the school administration team and the IB as required.

- Oversee investigations of academic misconduct and school maladministration, ensuring adherence to school and IB policies.

Teaching and non-teaching staff

- Model exemplary practices in academic integrity.
- Set clear expectations and guidelines for student tasks.
- Allocate time and support for students to develop skills in:
    - Referencing others' work,
    - Conducting ethical research,
    - Producing genuine and authentic work.
- Teach approaches to learning that foster academic integrity.
- Support students in developing IB learner profile attributes that promote academic integrity, focusing on principled, knowledgeable, inquirers, thinkers, reflective, and caring attributes.
- Demonstrate a positive attitude toward academic integrity.
- Provide guidance and opportunities for students to transparently showcase their knowledge and understanding.
- Introduce and explain concepts of citing and referencing, as detailed in the IB publication *Effective Citing and Referencing*.
- Offer feedback related to academic integrity.
- Introduce age-appropriate concepts of plagiarism.
- Provide varied opportunities to practice good academic practices through projects, presentations, written work, and assessments.
- Address student academic misconduct appropriately and in accordance with IB guidelines.

Students

- Understand academic integrity at an age-appropriate level.
- Produce authentic and genuine work.
- Develop and apply IB Learner Profile qualities.
- Cultivate approaches to learning skills for academic integrity.
- Acknowledge and credit others' work and ideas responsibly.
- Practice referencing, citing, quoting, and paraphrasing.
- Respect and give credit to sources used.
- Use information technology responsibly.
- Recognise that teachers value their learning and ideas.
- Seek support when needed.

Parents and guardians

- Access and understand IB policies.
- Comprehend academic integrity and its definitions.
- Encourage children to practice academic integrity.
- Support children in valuing and producing authentic work.
- Understand and support IB expectations.

- Model a positive attitude toward academic integrity.
- Foster a responsible attitude to learning in children.

RESPONDING TO CONCERNS REGARDING ACADEMIC INTEGRITY

At Auburn South Primary School, the IB learner profile attributes serve as the foundation for fostering respect and good practices in researching and communicating ideas related to academic integrity.

Teachers will address academic misconduct on an individual basis, tailored to each student's developmental level. They will help students understand that academic integrity is a learning journey and will maintain a supportive environment for developing the necessary skills and knowledge of academic practices. Teachers will collaborate with students to enhance their awareness of proper practices, including referencing, citing, quoting, and paraphrasing.

The PYP Coordinator will provide support to both teachers and students regarding academic misconduct concerns, ensuring a consistent and fair approach is upheld.

CITING AND REFERENCING

At Auburn South Primary School, we encourage students to inquire, think critically, and be creative. We value all student learning and ideas across the school community. As students develop and present their work through discussions, presentations, projects, and writing, it is essential for them to make their knowledge, understanding, and thought processes transparent. Proper citation and referencing are crucial for acknowledging others' work and ideas, demonstrating respect, and upholding ethical standards. By referencing, students not only honor the contributions of others but also enhance the credibility and authority of their own work. The development of good academic practices is supported through approaches to learning, including self-management, social, communication, thinking, and research skills.

The following definitions are from the IB publication, *Effective Citing and*

Referencing, pages 12-13:

Citation: A citation is an indication (signal) in the text that this (material) is not ours; we have 'borrowed' it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

Every citation should be given a full reference that enables the reader to locate the exact source used.

Reference: A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will

help ensure consistency, and will also ensure that all required elements are included. Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited: Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another. Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase: In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas. When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Quotation: When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference. Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

REFERENCES

IBO (2019). *Academic Integrity.* Geneva, Switzerland: International Baccalaureate Organization.

IBO (2014). *Effective Citing and Referencing.* Geneva, Switzerland: International Baccalaureate Organization.

FURTHER INFORMATION AND RESOURCES

- IB Academic Integrity
- IB Effective Citing and Referencing

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2024
Approved by	Principal
Next scheduled review date	August 2028