



POLICY FOR

# NIHS Academic Integrity Policy

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## Version Control

Version Date	Version Number	Reference sections	Description of the change
5/10/2024	004	Whole Document Review	Updated to current template. Whole document review – changes to Vision and Mission Statements, Core Values and Strategic Planning.

“Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment” (International Baccalaureate Organization 2008, p 101) (MYP: From principles into practice, p 101.)

This policy is supported by the Vision, Mission and Core Values of Norwood International High School (NIHS). It should be read in conjunction with the NIHS Assessment and Reporting Policy.

## School Context

Norwood International High School (NIHS) is a progressive learning community offering world class learning experiences with a current enrollment of over 1700 students from local and international communities.

The school, comprised of distinct Middle School (Years 7-9) and Senior School (Years 10-12) is internationally accredited by the Council of International Schools (CIS) and the International Baccalaureate Organisation (IBO) Middle Years Programme, and has a long-standing reputation for academic excellence. This school is approximately 7 km east from the CBD of Adelaide, Australia, in a diverse area of upper-median economic and educational outcomes.

Our vision is for every student to graduate as an engaged global citizen to meet the challenges of a changing world. This commitment is underpinned by our core values Curiosity, Community, Integrity and Diversity, and shaped by our focus on high standards, student wellbeing and internationalism. Student graduate qualities reflect the IB and SACE Learner Profiles and promote the qualities to support the school’s motto, *Audendo et Agendo: By Daring and By Doing*.



One of the unique features of the school is the way it values diversity. Students from a very wide range of cultural and linguistic backgrounds respect and learn from each other. This is supported by a curriculum which actively promotes international mindedness and an internationalised education. The school also caters for a large international student program and welcomes international students each year, along with short-term study programs.

## Vision

We empower curious and compassionate global citizens, shaping a better world for themselves and their community.

## Mission

We inspire a love for learning through authentic experiences that foster creativity, global perspectives, and empower individuals to take action.

## Core Values

Curiosity, Community, Integrity, Diversity.

## 1.0 Purpose

Norwood International High School maintains high expectations of academic rigour and excellence, honesty and accountability. It aims to inspire students to be responsible, compassionate citizens of the world, of which personal integrity, honesty and ethical behaviour are an essential part of our teaching and learning expectations.

This policy and procedures aim to:

- Define academic integrity and misconduct
- Clarify processes for ensuring academic integrity in relation to the production and submission of learning assessment tasks.

It is designed to support:

- teachers and the school to provide opportunities for students to learn how to conduct ethical research and to develop and improve their research skills.
- students to conduct research that is honest, ethical, and has integrity.
- students to appropriately acknowledge all sources of information.
- students, teachers and leaders to understand and apply the consequences in the case of academic misconduct and/or malpractice.

With the core values of the school in mind, students and teachers at NIHS use information from a **diverse** range of sources, in an effective and ethical manner that allows them to achieve distinction in their field/area of study and furthermore treat this information with respect by acknowledging, through appropriate citation, others' ideas.

As an IB World School, NIHS promotes the interconnectedness of academic honesty within the Approaches to Learning context and also to many attributes of the IB learner profile, more specifically and directly to the *Principled* and *Thinker* learner profile attributes.

This policy has been developed to ensure our students are supported to develop as honest and just members of the community who take responsibility for their own actions. (International Baccalaureate Organization 2008, p 8; MYP: From principles into practice, p 8) and reflects and fulfils the philosophy and requirements of the Australian Curriculum, International Baccalaureate Organisation and the South Australian Certificate of Education.



## 2.0 Understanding Academic Integrity and Misconduct

NMHS is committed to developing students intellectually, socially and morally. NIHS is also committed to ethical learning. These are both stated as principles in the Vision and Mission Statement. Therefore, NMHS is committed to providing the tools and skills which support and allow students and teachers to be academically honest.

### ***Academic Integrity***

Academic integrity is a set of values and skills. It refers to:

- Undertaking research honestly and producing authentic work
- Always respecting different forms of intellectual and creative expression by acknowledging all ideas and work of others (that may be protected by national and international law)
- Demonstrating proper conduct when undertaking assessment.

Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use the student's own language, creative ideas and expression. Where sources are used or referred to, they must be fully and appropriately acknowledged.

### ***Academic misconduct***

Academic misconduct is behaviour that results in a student gaining an unfair advantage in an assessment component, which includes but is not limited to:

- Plagiarism, which includes:
  - Accessing and presenting the work of someone else as their own
  - Unethical or unauthorised use of artificial intelligence or generative technologies
  - Including material from sources without acknowledgement
  - Paraphrasing or quoting directly without citing appropriately
  - Using another person to extensively edit or modify work
- Collusion, which includes:
  - Allowing another student to copy work as their own
  - Sharing information with others during a test and/or examination
  - Sharing information about the content of a test and/or examination
- Duplication – submitting the same piece of work for assessment in different subjects.
- Fabrication of data – manufacturing data for an assessment item.

Academic honesty, ethical conduct of research and personal integrity are important and apply to both school and external assessment.

## 3.0 Roles and Responsibilities

All members of the NIHS community will promote academic honesty.

Staff and students have specific responsibilities to uphold academic integrity at Norwood Morialta High School, as outlined below. The school expects that all teachers will model academic integrity and lead by example. We also seek to work in partnerships with parents and promote an ethical and principled community. Any breaches of the policy will be brought to the attention of the school's pedagogical leadership team and managed within the guidelines outlined below.



## Principal

- provides oversight of programs that review the school's mission, vision and values, and how these are instilled in the work and life of the school community
- ensures that school leaders support teachers to operate within the requirements of this policy and the relevant curriculum frameworks, requirements and/or standards and practices
- ensures that the human and physical resources necessary to support the policy and procedure are provided, including the security of exams
- promotes student, teacher and parent awareness and adherence to the policy
- delegates responsibilities to leaders and teachers, as necessary.

## Staff

Teachers and leaders will ensure that all students:

- Understand the policy, in terms of what constitutes academic honesty (including intellectual property, authentic work, referencing), as well as misconduct and the related consequences
- Receive assistance on study skills, academic writing, research skills and how to appropriately acknowledge sources.

More specifically, the **pedagogical leadership team** comprising:

- Learning Area Leaders
- IB MYP Coordinator
- IB DP Coordinator
- Assistant Principal: Middle School
- Assistant Principal: Senior School

is responsible for ensuring teachers are informed and skilled to implement this policy and related procedures fairly and consistently. They:

- ensure that academic integrity is developed and implemented in the school from years 7 – 12
- ensure that teachers receive appropriate professional learning in the requirements of the academic honesty policy and procedures
- investigates breaches of this policy and ensure the consequences and support provided to the student is in line with the policy and procedures
- ensures that the examination invigilators are appropriately trained
- provides oversight, in conjunction with the Principal, of the security and safe storage of examinations, as well as distribution and collection of papers in collaboration with invigilators
- monitor any changes that may occur to the curriculum frameworks, requirements and/or standards and practices and make any necessary adjustments to the policy and procedures

**Teachers** have a responsibility to deliver teaching and learning programs, including assessment, that promotes integrity and academic honesty by:

- explicitly providing opportunities for students to practice, to use and identify other sources, and teaching awareness of misconduct and procedures, with specific attention paid to the acceptable and ethical use of AI and generative technologies
- providing students with scaffolding to assist with the completion of work
- utilising the checkpoint date draft submission process
- teaching appropriate research, paraphrasing and note-taking skills to avoid plagiarism
- ensuring citation and research practices are explicitly taught in their subject, according to the scope and sequence
- consistent use of online plagiarism checkers including *Turnitin* on Daymap, at each checkpoint date and final due date
- designing assessment tasks that require critical thinking
- checking for student understanding in a staged manner during the teaching and learning cycle
- ensuring students understand how to paraphrase and to use in-text citation
- modelling the ethics required to operate within the requirements of the Academic Honesty Policy



- storing school-based assessment tasks such as examinations and tests in a safe and secure location
- apply the policy fairly and consistently with students
- report breaches of this policy to the pedagogical leadership team and contact parents to inform them of the breach, consequences and support provided to the student.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work submitted is the student's authentic work. This includes all internal assessment and external assessment. When teachers have implemented all of the above prevention measures (including using *Turnitin*), they are expected to detect and report any breaches to the appropriate member(s) of the pedagogical leadership team. Teachers are expected to support the school's policy and procedures on good academic practice and provide students with advice, when necessary.

## Students

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned. They:

- participate in an annual induction program including an overview of the academic honesty principles and procedures relevant for the year level, which requires students to sign a declaration of academic integrity
- ensure that all work submitted for assessment is authentically their own, with the work of others fully acknowledged
- understand and adhere to the ethical behaviour, personal integrity and principles of academic honesty in completing all tasks, including acceptable and ethical use of AI and generative technologies
- provide correct and appropriate citations according to the Harvard method, as necessary, which is the school's accepted set of conventions for acknowledging sources
- submit work online using *Turnitin*, as appropriate, which electronically checks for plagiarism and authenticity of work

## Parents/ Caregivers

Parents/caregivers are requested to support their child in:

- managing time and tasks
- demonstrating academic integrity at all times
- encouraging their child to seek support when necessary and advising a relevant staff member of any concerns immediately.
- Signing the NIHS Academic Integrity Code of Conduct (Attachment Two) at the commencement of the school year

## 4.0 Policy Principles

### 4.1 *How does the school support students to be academically honest?*

Through our behaviour and in planned lessons, NIHS supports students to understand that academic honesty is a combination of social skills, personal skills and technical skills. (International Baccalaureate Organisation 2008, p 8) (MYP: From principles into practice, p 102)

An academically honest student:

- seeks out relevant ideas from others and acknowledges the proper/correct ownership of these ideas.
- presents their work using their original language/voice to demonstrate their knowledge and understanding
- understands that to come to a deeper understanding of topics/issues research must be conducted in a methodical/systematic way while managing their time effectively
- understands how to reference correctly
- does not allow their own work to be copied/used by others.





Throughout their education at NIHS, students are continually made aware that correct citation is expected, and plagiarism is not tolerated. Students are supported to incrementally develop the necessary skills to effectively implement an authorised citation system (APA preferred) from years 7 to 12 in all subjects studied.

Students at NIHS have opportunities to learn how to conduct research and to develop and improve their research skills. In their subjects, students are taught research skills and processes for conducting ethical research, including:

- choosing a research topic
- refining a research question or topic
- gathering and analysing research data
- paraphrasing, and synthesising sources, including direct and indirect citation
- appropriately acknowledging their information sources
- communicating their findings
- evaluating the research process and outcomes
- developing and applying their understanding of why they must not fabricate, falsify, or misrepresent authorship, evidence, data, findings, or conclusions.

**4.2 Students in years 7 and 8**, through the Learning Hub and with support from their subject teachers are:

- made aware of the NIHS Academic Integrity Policy.
- supported to participate in an induction program, including the signing of an Academic Integrity Code of Conduct (Attachment Two)
- explicitly taught what academic misconduct and malpractice is in all subjects.
- introduced to citing their sources using an authorised citation system (APA preferred)
- provided instruction and experience in effectively using a range of resources for inquiry.
- Expected to include a list of at least 1-2 resources per inquiry task

**4.3 Students in year 9**, across all learning areas and with the support of their teachers as well as the Learning Hub staff are:

- Supported in their understanding of the school's Academic Integrity Policy, including the signing of an Academic Integrity Code of Conduct (Attachment Two)
- Explicitly taught what academic misconduct and malpractice is in all subjects.
- introduced to citing their sources using an authorised citation system (APA preferred)
- instructed in strategies to paraphrase and synthesise sources
- instructed in effectively using scholarly online databases
- Include a full citation list including at least 2 resources per inquiry task
- able to use some in-text citation in inquiry tasks
- able to increase the range and number of resources used as depth of inquiry increases.

**4.4 Students in year 10**, through the Personal Learning Project and with support from their subject teachers are:

- supported to understand and adhere to the school's Academic Integrity Policy, including the signing of an Academic Integrity Code of Conduct (Attachment Two).
- introduced to citing their sources using an authorised citation system (APA preferred)
- instructed in and gain experience in citing various resources using the Bibliography framework, School Library Association of South Australia's Reference Generator and the Word Citations and Bibliography tool.
- Continuing to increase the range and number of resources in inquiry tasks
- Using a full-citation list and in-text citation used in all inquiry tasks



- 4.5 Students in years 11 and 12**, through their Connect program, subject teachers, are
- reminded of the correct referencing techniques in their individual subject areas as well as in the initial stages of their Connect Program or IBDP Core.
  - supported to understand and adhere to the school's Academic Integrity Policy, including the signing of an Academic Integrity Code of Conduct (Attachment Two).
  - expected to use the JSTOR and InformIT online databases. This online database shows students how to reference the article they are using correctly. The NIHS citation guidelines are available from, and are also displayed in, the Learning Hub. Students are encouraged to refer to these.

#### **4.6 Verification**

A student must have their work verified by the subject teacher. Strategies to do so include, but are not limited to:

- Completing the tasks on cloud-based platforms such as Google Drive
- verifying student work through dedicated checkpoints e.g. developmental drafting or planning documents
- use of *Turnitin*

A teacher may withhold their verification until sufficient evidence is available to show that the submitted material is the students' own work. In such circumstances the onus is on the student to give evidence that the work submitted was completed without undue assistance.

To obtain the necessary evidence of proof of authorship, students may be required to:

- provide evidence of the development of their research
- discuss the content of their research with the teacher and answer questions to demonstrate their knowledge and understanding of the research/topic
- provide samples of other work related to the research/topic
- complete, under supervision, a supplementary exercise related to the original research task
- attend an interview or complete a test to demonstrate understanding of their research/topic
- submit their work (either hand-written or in digital format) to teachers or other assessors for checking for plagiarism.

#### **4.7 In case of misconduct**

Academic misconduct is unacceptable. Breaches of the academic honesty policy must be reported to the pedagogical leadership team.

In years 7 to 9, students who contravene the policy will be required to resubmit the work and receive support regarding academic integrity to ensure that they have a clear understanding of the expectations of the policy. Families will be informed of the breach, the consequences and support provided to the student. This process is clearly defined in the Academic Misconduct Flowchart found on the Staff Platform (Attachment 1).

In years 10 to 12, students who contravene the policy will be subject to the following:

- if the student is an IB DP student, the school will follow the IB requirements and report any breach of rules for action. The student will receive consequences as outlined according to the guidelines contained in the penalty matrices on pp. 32-36 of the IB Academic Integrity Policy (2019).
- if the student is a SACE student, the student will be offered the opportunity to resubmit the piece of work on the first occurrence. For any subsequent occurrence, the student will be awarded a zero grade.

When a student breaches the policy, the subject teacher will:

- complete an academic misconduct record on Daymap providing details and evidence of the breach
- contact the relevant Learning Area Leader and Learning Community Leader.



Depending on the nature of the misconduct, as defined by the Academic Misconduct Flowchart (Attachment 1), either the Learning Area Leader or Learning Community Leader will:

- notify the relevant Assistant Principal of either the Middle or Senior school
- investigate the breach
- ensure the consequences and support provided to the student are in line with the policy and procedures

Sanctions may be imposed on a student found guilty of misconduct to:

- Ensure the student does not gain an unfair advantage
- Ensure the integrity of the examination process and to deter other students from taking similar action.

NIHS works in partnership with the SACE Board and IB and actions directions and/or advice.

Assessment tasks for the SACE and the IBDP are submitted to the relevant institution for quality assurance, verification of student's completion of course requirements and to check for academic misconduct. Both the SACE and the IB investigate student work if academic misconduct is suspected and may conduct random checks at any time. Should academic misconduct be detected, the following consequences may apply:

### **Misconduct in the SACE**

If misconduct is detected, this may result in a student being unable to complete a subject successfully and may impact their SACE completion. The following sanctions may apply:

- Awarding a grade of 'I' (no result) equivalent to a value of zero for that assessment task.
- Awarding a grade proportional to the student's own work for that task.

### **Misconduct in the IBDP**

For all cases of a suspected breach of academic honesty will be investigated and reported to the IB. NMHS and IB will consider a range of factors when imposing penalties, including but not limited to the student's background, character and the severity and intent of the incident.

Sanctions may include:

- No marks awarded for a component or part of a component
- No grade awarded for the impacted subject, resulting in no diploma awarded. (A certificate will be awarded only for other subjects where no malpractice has occurred. In this situation, the student will be able to register for future exams at least one year after the malpractice was established.) In a severe case of malpractice, the candidate may not be permitted to register for future examinations.)
- The withdrawal from the course or program.

In each case, families will be informed of the breach, the consequences and support provided to the student. Students have the right to have a parent, peer or teacher present in any discussion related to alleged misconduct. Students and families will be advised of the process and outcome in a timely manner.

In the case of recurring academic misconduct, the student's continued participation in the subject and/or programme will be reconsidered.

Further details can be found in the Academic Misconduct Flowchart (Attachment 1).





## 5.0 Definitions and Abbreviations

### 5.1 Definitions

Connect Program	Pastoral care program undertaken at every year level to support student study skills and wellbeing
JSTOR	Academic and primary sources database.
Daymap	The school's learning management system
Turnitin	An integrated system the school uses that produces similarity reports for all student submitted work

### 5.2 Abbreviations

NIHS	Norwood International High School
MYP	Middle Years Programme
DP	Diploma Programme
IB	International Baccalaureate
IBO	International Baccalaureate Organisation
SACE	South Australian Certificate of Education
NSW	New South Wales

## 6.0 Attachments and References

### 6.1 Attachments

1. NIHS Academic Misconduct Behaviour Flowchart (2024)
2. NIHS Academic Integrity Code of Conduct (2024)

### 6.2 References

- Through eNMHS students have access to the School Library Association of South Australia (SLASA) Referencing Generator which generates citations for all types of sources.
- Turnitin, LLC (n.d.). Secondary Education. [online] [www.turnitin.com](http://www.turnitin.com). Available at: <https://www.turnitin.com/regions/apac/secondary-education> [Accessed 5 Aug. 2021].NSW
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- International Baccalaureate Organisation (2019). Academic integrity. [online] International Baccalaureate, pp.32–36. Available at: <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf> [Accessed 5 Aug. 2021].

## 7.0 Review

Review Date	Reviewed By	Accepted Date	Comments
7/05/2024	Kiara Bacon	November 2024	Next review August 2025

Attachment One: NIHS Academic Misconduct Behaviour Flowchart





## Attachment Two: NIHS Academic Integrity Code of Conduct (2024)

### **NIHS Academic Integrity Code of Conduct**

#### **Principles of our Academic Code of Conduct:**

- **Integrity**: Students will access and use information responsibly and ethically.
  - All work submitted for feedback or grading is our own work,
  - We ensure any supporting material (e.g. evidence or quotes) is properly referenced and credited,
  - We are responsible for documenting our learning, and providing evidence of our progress,
  - We endeavour to select trustworthy and reliable sources of information for their research.
  
- **Curiosity**: By acting with intellectual curiosity, students are able to pursue knowledge and develop our understanding in order to grow as learners.
  - We seek to deepen our understanding of our learning by study, collaboration, and research,
  - We approach resources with a critical curiosity, and interrogate the authority and credibility of our sources of information.
  
- **Diversity**: Students should seek out new perspectives, and make sure our understanding of the world is formed through acknowledging multiple viewpoints. Our research and writing practices should be fair and equitable to all students.
  - We use a diverse range of sources when finding out information about a topic,
  - We seek to acknowledge bias or misinformation by growing our awareness of the topic through broad and ethical research,
  - All students are supported and represented by our academic integrity values.
  
- **Community**: As a global learner, students are fair and responsible in our research and writing practices, and we hold each other accountable.
  - We do not take credit for another's work,
  - We do not use tools or resources that would give us unfair advantage over another student who does not have access to those tools (e.g. paid-for writing services),
  - We respect our teachers and peers and strive to act with academic integrity.