



Academic Integrity Policy

Preamble

St Bede's College upholds the United Nations Convention on the Rights of the Child (1989) and is committed to unified actions designed to provide every child with access to quality education as a fundamental human right and as a prerequisite for human development. St Bede's College strives to be a place of safety, and we believe safeguarding is a shared responsibility of all, for all. We are resolutely committed to our moral, legal, and mission-driven responsibility to ensure that all College staff, including employees, Board members, committee members, contractors, volunteers, and clergy (College Staff), act in a manner that promotes the inherent dignity of each of our students and their fundamental right to be respected, heard, and nurtured in a safe school environment. All College staff must uphold and demonstrate through their actions and interactions the duty of care we have towards all children, young people, and adults at risk. Accordingly, a zero-tolerance approach to child abuse or safety violations is expected and enforced.

This policy forms part of our Governance framework providing for oversight of all St Bede's College campuses including our boarding premises operated at Cypress Lodge, 73 Beachcomber Av, Smiths Beach Victoria.

If any person believes a child is at immediate risk of abuse, telephone 000

Purpose

As a Catholic school founded in the Lasallian tradition, the teaching and learning program at St Bede's College reflects the Founder's devotion to a "Christian and human education". Students are expected to act in accordance with the College's Guiding Principles;

- a. God is our focus
- b. We are Brothers and Sisters to one another
- c. Always be honest- no lying or cheating
- d. Respect for self, others and property and
- e. Achievement is valued.

This Academic Integrity Policy outlines the responsibilities of both teachers and students and outlines the consequences for breaches, including plagiarism, collusion, cheating and the unauthorised use of AI tools.

Scope

The Academic Integrity policy applies to all students and teaching staff at St Bede's College.

Responsible Party

The Principal, the Deputy Principal Teaching and Learning, Deputy Principal Students

Statement of Policy

Definitions:

Academic Integrity refers to the expectation that students behave honestly and ethically in the completion and assessment of student work.

Academic Misconduct is any action which gains, attempts to gain, or assists others in gaining or attempting to gain unfair academic advantage. It can include, however is not limited to, collusion, cheating and plagiarism. It constitutes a breach of the Academic Integrity Policy

Collusion means unauthorised collaboration on an assessment including to allow your own work to be copied or submitted for assessment by someone else.

Cheating means any dishonest behaviour by a student that gains them an unfair advantage.

Plagiarism means to take another person's work or the use of AI as though they are one's own by failing to properly acknowledge that person/ those persons/ AI.

Intentional Plagiarism is plagiarism associated with intent to deceive.

Unintentional Plagiarism is plagiarism associated with a lack of understanding of plagiarism or a lack of skill in referencing / acknowledging others' work (which still constitutes a breach of the Academic Integrity Policy).

To avoid **Collusion** students must:

- take reasonable steps to make sure other students cannot copy or misuse their work (e.g. not post work to online forums)
- keep a record of work product, drafts and research materials that were used to prepare their final task
- prepare and compose responses independently on individual assessments
- not provide copies of their assessable work to other students prior to the assessment taking place for either student

To guard against **Cheating** the student must:

- not bring unauthorised equipment into an assessment room such as notes or devices
- not copy answers from another student during an assessment task
- Gain access to, or attempt to gain access to an assessment task prior to the assessment date

To avoid **Plagiarism** students must:

- not submit others' work as their own (intentional plagiarism)
- not submit the same piece of work for more than one assessment (plagiarism)
- correctly reference legitimate sources, including AI (failure to do so is unintentional plagiarism)

Roles and Responsibilities

Student Responsibilities:

- Students are responsible for submitting their own original work, ensuring that all assignments, exams, and other assessment tasks are free from plagiarism and collusion. They should not present the work of others as their own and should acknowledge and cite all sources used in their work following the appropriate citation style guidelines.
- Students should acknowledge all sources of information including print and non-print texts in a bibliography at the end of their assessment task. For further information students are encouraged to access the St Bede's College Resource Centre website or speak directly with Library Staff.
- While AI tools can be valuable resources, students must use them responsibly and ethically. Any use of AI tools should be within the boundaries set by the teacher and should not compromise the originality and integrity of their work. It is the student's responsibility to ensure that the use of AI tools aligns with the specific guidelines provided by the teacher and as outlined in the ICT Policy. For further information on the use of ICT for special provisions, please see appendix i.
- Collaboration is encouraged when explicitly permitted by the teacher. However, students should follow the guidelines and limitations set by the teacher regarding group work or collaboration. Unauthorised collaboration, such as collusion or copying from or providing answers to others (cheating), is strictly prohibited.
- Students must not cheat on exams, tests or common assessment tasks or assist others to do so.

Teacher responsibilities

- Teachers are responsible for clearly articulating the expectations regarding academic honesty to their students, including the rules and guidelines for assignments, exams, and other assessment tasks.
- Teachers should ensure that the assessments they provide are original, and they regularly update and modify their exams, assignments, and other assessment tasks.
- Teachers should encourage a culture of honesty by modelling ethical behaviour and promoting academic honesty through classroom discussions, activities, and assignments. They should educate students about the importance of original work, proper citation practices, and the consequences of cheating, plagiarism and collusion.
- Teachers should vigilantly monitor students to detect any signs of academic misconduct, including plagiarism, collusion, cheating and the misuse of AI tools. They should adopt appropriate measures to ensure the integrity of assessments and follow up if there are concerns.
- Teachers must reinforce the St Bede's College Mobile Phone Policy and ensure that smart watches are switched off and placed on the teacher's desk during the assessment task.

Procedures for Cases of Academic Misconduct Yr 7 – 10 (non-VCE)

If a case of Academic Misconduct is suspected, it is the responsibility of the teacher to thoroughly investigate the matter and gather as much information as they can. The teacher should document the specific details of the incident on SIMON, including any relevant supporting materials or witness statements.

Teacher's Role:

Upon identifying that academic misconduct has occurred, the teacher should communicate with the Year Level or House co-ordinator. Both the teacher and Co-ordinator should then meet with the student or students involved to discuss the allegations and provide them with an opportunity to present their side of the story. The teacher and Co-ordinator should carefully consider the evidence presented and evaluate whether a case of academic misconduct has occurred, taking into account the school policy. If the teacher and Co-ordinator determine that academic misconduct has occurred, the teacher will inform the relevant Learning Area Leader. The Teacher should enter the details of the event on SIMON as an incident and issue a 'Breach of Academic Integrity Policy' letter.

Year Level/House Co-ordinators Role:

The Year Level or House Co-ordinators role is at the initial stages of the misconduct allegation. They meet with the student and teacher to gain an understanding of what has taken place and whether or not it constitutes academic misconduct. Initial liaison with the family, informing them that we are investigating a case of alleged academic misconduct involving their child, the subject and teacher, as well as the timeline, is to be done by the Co-ordinator. They then liaise with the student throughout the investigation, checking on wellbeing and ensuring that the student understands and meets their obligations.

Learning Area Leader:

Once informed by a teacher of a case of academic misconduct, the Learning Area Leader will review the case, evaluate the evidence, and may conduct further investigations if necessary. The Learning Area Leader will consult with the teacher involved to gather additional insights and perspectives on the situation. Based on the findings, the Learning Area Leader will make a determination regarding the case and propose appropriate consequences. This is to be shared with the Teaching and Learning Leader - Curriculum for ratification. Once deemed appropriate, the findings and outcome will be communicated to the family and the student by the Learning Area Leader (in co-ordination with the teacher if deemed appropriate) verbally and in writing. A note of the incident is to be created with the written communication attached to the original incident.

Teaching and Learning Leader- Curriculum (TLL- Curriculum) or other Teaching and Learning Team Member:

The Teaching and Learning Leader- Curriculum (or representative from TLL Team) will review the case independently, ensuring fairness and consistency in decision-making. The Teaching and Learning Leader- Curriculum may consult with both the Teacher and the Learning Area Leader to gather relevant information and insights and may overrule the decision or determined outcome if their findings are different to those of the LAL and the teacher or in the name of consistency.

Consequences for Breaches of the Academic Integrity Policy for Years 7 to 10

- Any breaches of the Academic Integrity Policy, including plagiarism and collusion, will be taken seriously and may result in disciplinary action. The consequences may vary depending on the severity of the breach as well as any extenuating circumstances, as determined by the Teacher in conjunction with the Learning Area Leader. All breaches will be recorded on SIMON, with parents and guardians also informed verbally and in writing.

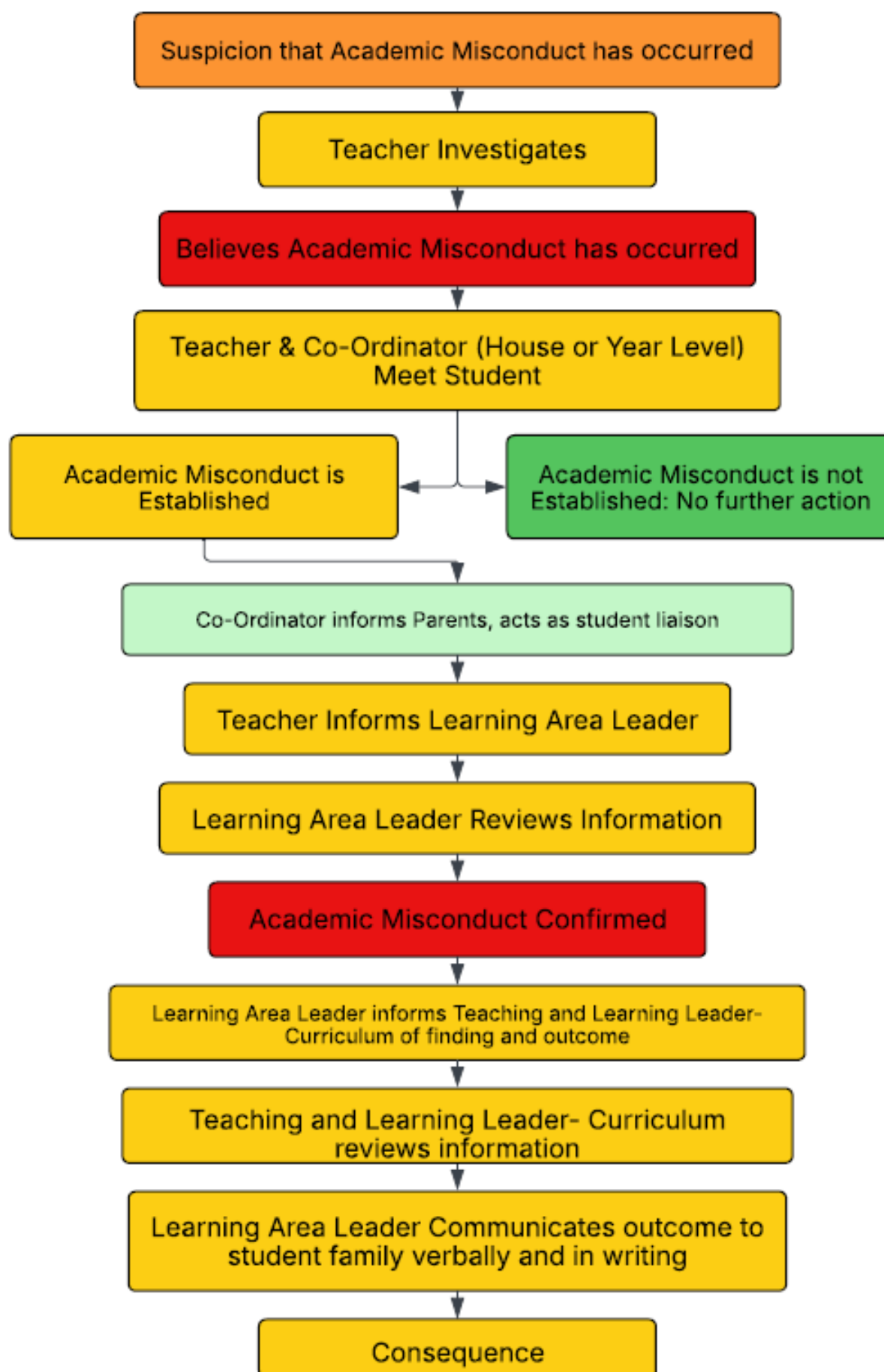
Possible consequences may include, but are not limited to:

- A **written warning** may be issued to the student, outlining the nature of the breach, and reminding them of their responsibilities.
- **Resubmission request:** In cases of minor breaches, the student may be given an opportunity to resubmit the assignment or redo another version of the assessment, possibly with an adjustment applied to their final grade, or an 'unsatisfactory' result for a unit of work.
- **Grade penalties:** Depending on the severity of the breach, the student's grade for the assignment, exam, or assessment task may be reduced or invalidated. Repeat offences may result in more severe grade penalties.

Appeals

Should any student or their family wish to appeal a finding of academic misconduct, this must be done in writing within a reasonable timeframe of the finding. Appeals are heard by the Deputy Principal- Teaching and Learning and relevant Senior or Middle School Co-ordinator or the Campus Director.

Academic Misconduct Process Yr 7 – 10 Flowchart



Procedures for Cases of VCE Academic Misconduct (Units 1 – 4)

When an allegation is received:

- It will be referred to the Senior Years Co-ordinator (or delegate) as the investigator
- If deemed necessary, the Senior Years Co-ordinator, in conjunction with the Deputy Principal - Teaching and Learning, may appoint an external investigator.
- If required, The Senior Years Co-ordinator may delegate investigative tasks to the VCE Co-ordinator, Learning Area Leaders or House Co-ordinators to gather appropriate and relevant information
- The Senior Years Co-ordinator will gather all information at the conclusion of the investigation
- The Senior Years Co-ordinator will inform the VCE Co-ordinator of the need for a Panel Meeting (see Appendix ii) once it is believed academic misconduct has occurred

Communication during the process of investigation must include:

- Notification to the student that they are under investigation for alleged academic misconduct
- The possibility of a panel meeting to make a decision regarding whether or not academic misconduct has occurred
- The possible consequences should it be deemed that the student has engaged in academic misconduct

Communication during the decision-making process will include:

- The allegations that have been made
- The details of the investigation as found by the Senior Years Co-ordinator
- The possible outcomes
- The avenue of appeal
- The notification of the outcome of the panel meeting in writing within 48 hours.

Opportunities available for the student to respond to allegations are

- During the process of investigation
- During the panel meeting

The Decision-Maker

- The Deputy Principal- Teaching and Learning (or assigned delegate) is the decision-maker on the findings of the investigation and the outcome
- They are to consult the Principal prior to releasing any findings or outcomes
- They also chair the Panel Meeting with the student, investigator and associated parties.

As a guide regarding the timeframe for the process, it can be assumed that

- The investigation will take no longer than five days from the time of its commencement and
- The resolution will occur within two weeks of the closure of the investigation of the alleged academic misconduct.

Consequences for VCE Academic Misconduct

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

The avenue of appeal is directly to VCAA. This will be supported by the school in any manner deemed necessary.

Document Authorisation



Ms Deb Frizza
ST BEDE'S COLLEGE PRINCIPAL

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed	May 2025
Principal	Ms Deborah Frizza
Next Review Date	May 2028

The Use of ICT for Students with Special Provisions

The following guidelines apply when students are using ICT to undertake a school-based assessment task with an adjustment for the use of ICT

Students:

- must not access any other programs, files, or data. Any use of other programs, files or data constitutes a breach of VCAA/College rules and will be subject to appropriate disciplinary procedures
- may access the dictionary function in examinations where a dictionary is allowed
- may access the spellchecker function in the word-processing package only. Use of predictive text or predictive software is not allowed
- must not set language to any language other than English in the word-processing package
- must save their work regularly during the external assessment.

The supervisor must:

- watch the computer or tablet screen at all times to check that the student is not accessing any other programs or documents. Teachers can do this by sitting/supervising at the back of the classroom to see the computer screen or to have the student sit in an area of the classroom where screens can be seen.
- remind the student at the start of the assessment that they must save their work at regular intervals

The school must:

- not allow the student to use predictive software, thesauruses or other similar functions
- not allow the student to access dictionary functions in examinations where a dictionary is not allowed
- not allow the student to access the internet during the examination

A school with students using a computer in the room must also ensure:

- the supervisor can view all screens.

Guidelines for VCE Panel Meetings

General Guidelines

- It is the VCE Co-ordinator who informs the Deputy Principal- Teaching and Learning of the need for a panel meeting in relation to an allegation of academic misconduct
- The student should be informed in writing of the allegation and be invited to attend a panel meeting to respond.
- Adequate notice (24 hours) of the panel meeting should be given to the student in writing (via email), and they are to be given the opportunity to bring a support person to the meeting. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- A student may elect not to attend an interview and may respond in writing to any allegation against them.
- The student's parent(s) or guardian(s) must be advised of the nature of the allegation verbally and also be ccd into the notification email

Written notice of the panel meeting must include:

- the date, time, place and likely duration of the meeting or hearing
- the allegation(s) against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing (see below)
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties.

Decision-making

The decision maker (The Deputy Principal- Teaching and Learning) attends the panel meeting to listen to the information presented and make a decision regarding;

- Whether or not the allegations are founded and
- The determination of the outcome

The decision-maker should reserve their judgement until they have heard from the student at the meeting or hearing.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

General Meeting Protocols

- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing.
- The meeting or hearing should be conducted at the school, in an environment that is not intimidating but is appropriate given the nature of the allegation. At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.
- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence presented and to ask questions of any witnesses present at the meeting or hearing.

- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.
- The decision-maker must consider all relevant factors and no irrelevant factors.
- The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven. The allegation does not have to be proven beyond reasonable doubt.
- The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:
 - o a verbal or written warning
 - o detention or suspension
 - o refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
 - o refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
 - o refusal to accept any part of the work, awarding an N for the outcome.

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision of the school to the VCAA in accordance with section 2.5.21 of the *Education and Training Reform Act*. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

Within 48 hours after the panel meeting the school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed

Information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wants to appeal a decision.

Further details regarding the investigation and subsequent panel meeting can be found in the VCE Administrative Handbook.