



## *Education in our school for our world*

### **Academic Integrity Policy**

#### **What is Academic Integrity?**

The IB defines academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”

At Charles Weston School Coombs (CWSC), expectations around academic integrity are communicated at an age-appropriate level. Students learn:

- To take responsibility for producing authentic individual and group work
- How to acknowledge the ideas and work of others
- How to use information technology and social media responsibly
- To follow ethical and honest practice during tasks and assessments

We define good practice as giving credit to others by referencing sources. This includes:

- Acknowledging all ideas and work of others, no matter the source
- Treating online and electronic media the same as printed materials
- Citing sources for photographs, illustrations, data, and AI-generated material if not the student’s own work
- Using quotation marks and references for any copied passages

These practices align with the IB Learner Profile and foster international mindedness by encouraging respect, integrity, and appreciation of diverse perspectives and contributions.

#### **IB Programme Standards and Practices**

Academic integrity is embedded in the IB Programme standards and practices:

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school’s philosophy clear and aligns with IB guidelines.
- Culture 3.2: The policy describes the rights and responsibilities of all members of the community, defines good practice and misconduct, and outlines actions to be taken if expectations are not met.
- Culture 3.3: The school teaches and models practices related to academic integrity, reflecting the values of honesty, trust, fairness, respect, and responsibility

#### **Rational**

At CWSC, we believe our school values of Growth Mindset, Respect, Organisation and Well Being are at the heart of learning. Academic integrity means producing our own authentic work, giving credit to others’ ideas, and using information responsibly.



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Through the IB Primary Years Programme (PYP), students learn to be principled learners and global citizens. We explicitly teach skills such as:

- how to acknowledge sources of information
- how to use digital tools responsibly
- how to work fairly and collaboratively
- how to think and communicate ethically

At our school, students, staff, and families all play an important role in upholding our shared values. When mistakes occur, we view them as opportunities for learning and growth, helping students build the skills and character they need for the future.

In Years 5–6, students begin learning a simple referencing system to prepare them for the expectations of secondary school. Younger students are introduced to the idea of acknowledging where their information comes from in age-appropriate ways.

Our goal is to nurture a culture where honesty and respect guide all learning, empowering students to grow with confidence and integrity.

### **Approaches to Learning**

Teaching academic integrity is woven into everyday practice at CWSC. Students explicitly develop thinking, research, and communication skills through the IB Approaches to Learning (ATL).

These skills align with the Australian Curriculum general capabilities, particularly ethical understanding and digital literacy. Students learn how to act responsibly online, how to respect intellectual property, and how to make ethical choices in their work.

### **Referencing**

To prepare students for the next stage of their learning, CWSC uses a simple referencing system suited to primary learners.

- Junior students learn to record sources in a basic way.
- Senior students (Years 5–6) are introduced to a simplified version of the Harvard system. They are expected to acknowledge sources in their work, take effective notes, and avoid plagiarism.

These skills are taught explicitly during research sessions, with support from the teacher librarian and classroom teachers during Units of Inquiry.





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### **Use of Artificial Intelligence (AI) in Learning and Assessment**

CWSC recognises the value of emerging AI technologies to enhance teaching and learning, while prioritising the ethical, responsible, and safe use of these tools. Following the ACT Education Directorate's guidelines, staff may use generative AI for low- to medium-risk purposes, ensuring student data and privacy are protected, and must refrain from high-risk applications. Students currently do not have access to generative AI on school networks, and any classroom use of AI will focus on developing knowledge, skills, and ethical understanding in line with the Australian Curriculum. Staff are expected to use AI in accordance with existing policies, including ICT Acceptable Use and privacy guidelines, and to support student learning in safe and responsible ways.

### **Roles and Responsibilities**

#### School Leadership

- Promote academic integrity across the school and community
- Clearly communicate expectations and values
- Provide professional learning for staff
- Ensure breaches of academic integrity are addressed in a fair, supportive way

#### Staff

- Model academic integrity in their teaching
- Embed the principles of honesty and responsibility in classroom practice
- Teach referencing, ethical use of technology, and research skills explicitly
- Treat breaches as opportunities for learning and growth

#### Students

- Take pride in producing authentic work
- Acknowledge the ideas and work of others
- Understand when to work independently or collaboratively
- Commit to honesty and fairness in their learning

#### Parents and Carers

- Support the school's focus on academic integrity
- Encourage children to complete their own work
- Reinforce the importance of honesty, fairness, and respect at home





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**Student Academic Misconduct**

The IB defines academic misconduct as behaviour, deliberate or accidental, that gives an unfair advantage or undermines the integrity of assessment. This includes plagiarism, misuse of digital tools, or behaviour that disadvantages other students.

At CWSC, if misconduct occurs, we use a growth-focused approach. Students may be asked to:

- redraft or resubmit work
- participate in a conference with their teacher and family
- receive additional support to strengthen research and referencing skills
- not use their device for a specified amount of time to be determined by the school

We aim to ensure that each student's dignity is protected, their voice is heard, and that they have the opportunity to learn from mistakes.

**References**

International Baccalaureate Academic Integrity Policy (2019, updated March 2023, February 2025, Sweden)

Australian Curriculum Version 9 - <https://www.australiancurriculum.edu.au/>

Position on use of AI in ACT Public Schools -

[https://www.act.gov.au/\\_data/assets/pdf\\_file/0009/2824146/Position-on-use-of-AI-in-ACT-public-schools.pdf](https://www.act.gov.au/_data/assets/pdf_file/0009/2824146/Position-on-use-of-AI-in-ACT-public-schools.pdf)

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