



Brisbane South
State Secondary
College



Academic Integrity Policy

Equity and Excellence

"Equity is.. identifying the barriers in one's life that may impact their wellbeing inclusion or educational achievement and..providing opportunities to overcome those barriers."
- Ministerial Student Advisory Committee Member

"Excellence in schools is talking about how a school can provide every student a purpose and place for them to feel like they can excel."
- Ministerial Student Advisory Committee Member
Queensland Department of Education



Table of Contents

Integrity Philosophy	3
Statement of Purpose	3
Student Success Statement	4
Types of Integrity	4
Role and Responsibilities of Learning Partners	5
Academic Integrity and Misconduct	6
Learning Framework	6
Academic malpractice can be incurred in the following forms:	6-7
Examples of Misconduct, include, but are not limited to (student friendly examples):	7
Resources to Support Academic Integrity for Students	7
Investigating Academic Misconduct	8
Use of Artificial Intelligence tools	9
Defining Generative AI	9
Reference List	11

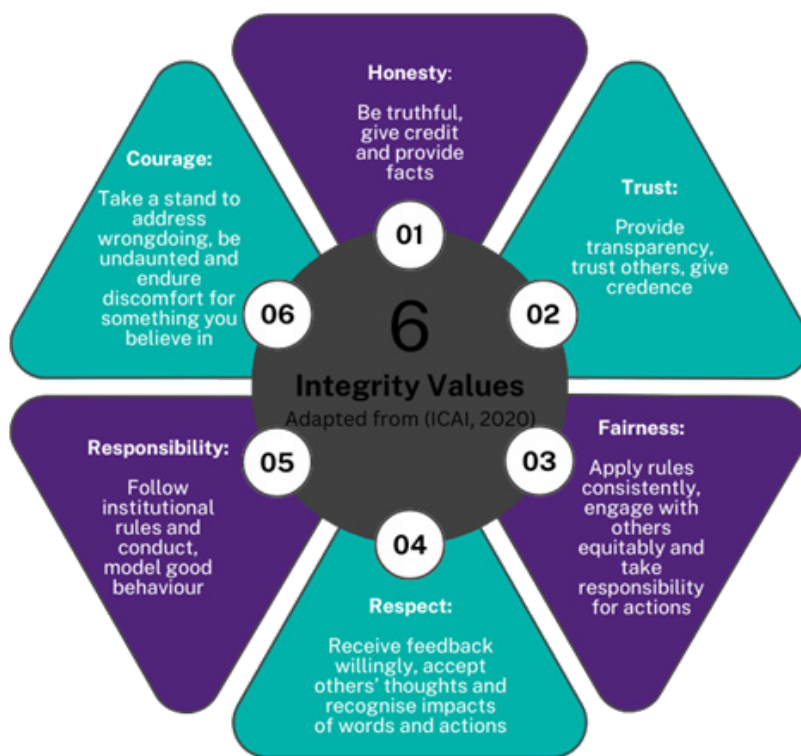




Integrity Philosophy

Integrity refers to the quality of being honest and showing consistent adherence to strong moral and ethical principles and values. Integrity is a choice to act in a responsible way and is a part of the ethical culture at Brisbane South State Secondary College and is one of the four core College values of Integrity, Respect, Commitment and Inclusivity.

Integrity is more than just a definition; but a set of values to uphold. These six values were published by the International Center of Academic Integrity (ICAI) and widely recognised by institutions globally, both academic and societal:



Statement of Purpose

This integrity policy, which focuses on integrity broadly and in different domains, including academia, ensures that the College's procedures for this practice are transparent, fair and consistent and aligns to age-appropriateness, inclusivity and meets systemic and institutional requirements.

It describes the rights and responsibilities of all learning partners so that everyone understands what constitutes good practice as part of the College's ethical culture.

The College recognises that integrity forms part of a young person's intellectual and personal development and form lifelong skills that serve well for students to be successful.



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Student Success Statement

"A successful student at Brisbane South State Secondary College knows themselves and is a lifelong learner. They are connected, healthy, confident and self-directed global thinkers who are passionate about their desired future".

Furthermore, through promotion of the Deep Learning Global Competencies, the IB Learner Profile, and the General Capabilities of the Australian Curriculum and in collaboration with our learning partners, the development of students who live and uphold the values, behaviours and skills of integrity will be embedded and supported within and beyond the classroom.

Types of Integrity



Artistic Integrity

Having **artistic integrity** is where you engage in art for the right reasons. Rather than doing so for money or esteem, you should engage in art because it's your true calling and it's what you love doing. It is an artist's commitment to authenticity, originality, honesty and consistency in their work. (Shaw, E. 2024)



Sport Integrity

Sport integrity refers to a safe, fair and inclusive environment in which participants, athletes and supporters can engage in sports with confidence and in the spirit of sport. Sport integrity rewards hard work and good sportsmanship and protects health and wellbeing of all. (Athletics Australia, 2024)



Scientific and Technological Integrity

Scientific and technological integrity means being principled, ethical and objective when conducting, managing, using the results of and communicating about science and scientific or technological activities



Research Integrity

Research integrity means conducting research in such a way that allows others to have confidence and trust in the methods and the findings of the research.



Role and Responsibilities of Learning Partners

At Brisbane South SSC, it is a foundational belief, that all learning partners share responsibility for modelling and upholding the values that underpin integrity.

Students	Teachers and Teacher Support	College and Curriculum Leaders	Parents/Guardians
Do own work and demonstrate honestly what has been learnt	Model, instruct and scaffold correct integrity processes, including citation, research, data collection	Ensure the College maintains an ethical culture	Reading and being familiar with all of the College policies and processes
Understand what is required of them	Be vigilant for changes in student work	Understands what constitutes integrity in all of its types across academia	Supporting the College in talking to their children about the importance of integrity
Fulfil the College's requirements of the tasks	Provide clear guidelines on group work and submission expectations	Fully supports the curriculum institutions in the prevention, detection and investigation of misconduct	Cooperating with the college in any investigative processes
Be fair and honest in all aspects of work	Be fair and honest in all aspects of work	Be fair and honest in all aspects of work	Be fair and honest in all aspects of work
Respect the rights and integrity of peers and teachers	Respect the rights and integrity of peers and students and community	Provides all learning partners with effective training and educative opportunities	Respect the rights and integrity of peers and teachers, students and community
Ensure all work submitted is own work	Set and maintain all deadlines and proper handling of all assessment submissions	Knows the investigative process and actions to managing integrity and any misconduct	
Fully and correctly acknowledge all sources, including intellectual property	Fully and correctly acknowledge all sources, including intellectual property	Fully and correctly acknowledge all sources, including intellectual property	
Make proper use of the citation style	Make proper use of the citation style	Make proper use of the citation style	
Respect all deadlines	Respect all deadlines	Respect all deadlines	Respect all deadlines

All learning partners will receive ongoing explanation and training required to fully uphold and implement this Policy at each age juncture. This will include some level of explicit instruction embedded into unit plans/course outlines for each subject. This Policy, as well as some supporting material will be made available on our learning platforms for stakeholders to refer to.



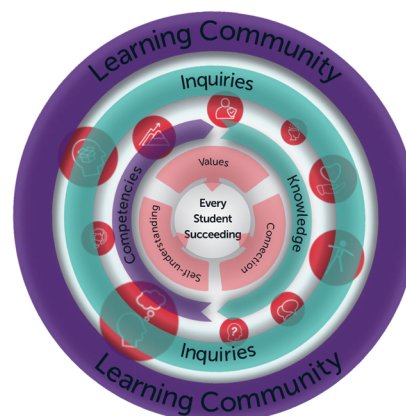
Academic Integrity and Misconduct

Learning Framework

At Brisbane South State Secondary College, our Learning Framework outlines our approach to teaching and learning that is in alignment with our three curricula:

- Australian Curriculum (P-10);
- Senior Queensland Curriculum with QCAA (Year 11 and 12); and
- International Baccalaureate (IB) through the Diploma and Careers Programme (Year 11 and 12).

It is through the teaching, learning and assessment framework that academic expectations, integrity and misconduct is central.



The IB and other education institutions define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components (Garza, 2014).

Academic malpractice can be incurred in the following forms:

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

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. Collusion can often be confused with collaboration. Collaboration is defined as "working in groups to achieve a shared goal where members of the group are expected to participate equally.";

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements;

Paraphrasing: this is defined as the restatement of someone's work in another form. For it to be allowed, the source needs to be acknowledged;

Fabrication of data: this is defined as manufacturing data for an experiment and for mathematical exploration/project or any subject inquiry requiring statistical evidence.

Disclosing information: to another candidate, or receiving information from another candidate, about the content of an examination paper. For the IB, this has a time period within 24 hours following an examination, but also refers to College internal assessments and external standardised assessments, such as NAPLAN;





Brisbane South State Secondary College

Intellectual Property: “refers to the creations of the mind: inventions, literary and artistic works, symbols, names, images and designs used in commerce and includes the two categories of industrial property and copyright” (World Intellectual Property Organisation, 2013);

Copyright: In Australia, the Copyright Act 1968 provides a set of rights for the creators of texts, artistic works, music computer programmes, sound recordings and films regarding the reproduction and in some cases performance of their intellectual property. One exception – fair dealing allows limited amounts of a work to be copied or communicated for the purposes of research, study, criticism, review, reporting the news, parody, or satire. Smart copying: The Official Guide to Copyright Issues for Australian Schools and TAFE (www.smartcopying.edu.au/scw/go/pid/1 2008) can provide further clarification.

Examples of Misconduct, include, but are not limited to (student friendly examples)

Gaining access to a test or materials before they are intended to be available	Taking someone else’s work and passing it off as their own	Buying or paying for someone else to do work on their behalf	Talking or communicating with another student during an exam
Taking in forbidden materials into an exam, eg. Phone or smartwatch or notes or formulas	Fabricating data on a research or scientific project to create a different set of results	Direct and uncited copying of paragraphs or sentences from a source without acknowledgement	Writing an assessment or sharing draft or work to other students
A group of students divides up the work of an assignment to save time and then shares the summaries	Sharing exam questions to anyone either privately or publicly on social media	Using AI tools or other essay writing tools to write an essay assignment on your behalf	Allowing one group member to complete the entire group assessment on behalf of the group
Referencing made-up sources	Falsely claiming to have submitted work by assessment deadlines when you have not	Presenting your own previously submitted work for a different subject	Pay a private tutor, friend or family member to coach you on how to complete an assignment

Resources to Support Academic Integrity for Students

At Brisbane South State Secondary College, we use the [APA Referencing](#) system for all academic writing and citation. The University of Queensland link below provides a good overview of this style and students will learn how to use different models to assist with in-text and bibliographical referencing.

It is the role of all learning partners to support academic integrity. At Brisbane South SSC, all students will complete an academic integrity course in Year 10, as well as accessing various toolkits and factsheets for Junior Secondary students.

- [Parent Factsheet](#)
- [QCAA Student Academic Integrity Course](#)
- [Year 7 - 9 Academic Integrity Toolkit](#)
- [UQ Library Guide - APA Referencing](#)





Investigating Academic Misconduct



**Putting the learner first. Know the students and their work.
Conduct regular assessment of, for and as learning.**

Classroom teacher has suspicion of academic misconduct in assignment submissions

Look at student's previous class/draft work and investigate other subjects' work as deemed necessary to ascertain in consistencies and look for evidence of authenticity.

Consult with Head of Department

Discuss concern with student in interview using evidence and annotations and seek verbal clarification on topics or work submitted to determine knowledge on subject matter.

Classroom teacher to contact parents and notify them of incident, process and implications and record on OneSchool as a behaviour incident (Academic Misconduct) according to Major and Minor matrix.

Draft – allow student to re-submit with rectifications within 24 hours of notification.
Final – teacher to only mark work that is deemed to be student's own work and grade appropriately. Identified work is to be removed before any external uploads.

Record outcome on OneSchool and in mark book.

Note: there will be varying degrees of re-teaching of expectations and scaffolding and re-submissions dependent on year level ie. junior secondary vs senior secondary.

Classroom teacher has suspicion or evidence of academic misconduct in exams.

Discuss concern with student in interview using evidence and seek verbal clarification on topics or work submitted to determine knowledge on subject matter.

Consult with Head of Department

Student completes another exam with similar exam questions under the same conditions.

Classroom teacher to contact parents and notify them of incident, process and implications and record on OneSchool.

Note: there will be varying degrees of re-teaching of expectations and scaffolding and re-attempts dependent on year level. If this is a summative Assessment in Year 12, the appropriate notification documentation with the governing curriculum must be followed, which will likely impact result and qualification. There are a variety of legal and social ramifications that all learning partners must be aware of.



Use of Artificial Intelligence tools

Defining Generative AI

Generative AI can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text or images) and emulating them when tasked with producing something. (Commonwealth of Australia, 2023).

Generative AI technology has great potential to assist teaching and learning. The growing accessibility and sophistication of generative AI tools provides opportunities to develop human-like generated text and rich multimedia content in a way that has not previously been possible.

To fully harness the potential of high quality and safe generative AI, schools will need to be supported in understanding and appropriately managing a range of privacy, security and ethical considerations. Risk management should also be appropriate for the potential consequences. These consequences include the potential for errors and algorithmic bias in generative AI content; the misuse of personal or confidential information; and the use of generative AI for inappropriate purposes, such as to discriminate against individuals or groups, or to undermine the integrity of student assessments. (Commonwealth of Australia, 2023).

The Australian Framework for Generative AI in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools, and society. The Framework supports all people connected with school education including school leaders, teachers, support staff, service providers, parents, guardians, students and policy makers. There is growing consensus that Generative AI has many workplace and workload opportunities, including to support teaching and learning in schools.

Generative AI can potentially be used by students to:

- Provide instant access to vast amounts of information quickly;
- Aid diverse learners with different learning abilities, linguistic backgrounds or accessibility needs;
- Accelerate exploration and creativity, spark curiosity, suggest new ideas and ways of thinking;
- Be more efficient with course work and tasks;
- Help with studying;
- Generate ideas for brainstorming;
- Get further explanation of a topic a teacher is covering for class;
- Improve their writing;
- Get instant feedback;
- Practice language skills in a safe environment.



Brisbane South State Secondary College

Due to the increased accessibility, availability and user-friendliness of Generative AI tools, there is an increasing need for the re-design and rethink of assessment design.

In alignment and design with our Deep Learning Competencies and Leveraging Digital pillar, the common languages, respectful practices and explicit teaching of task specific elements will provide transferability and real-world knowledge and use of how to incorporate Generative AI in a respectful manner with integrity. Using this model and exemplars, all learning partners can easily identify and have a clear understanding of this for quality assessment.

The Artificial Intelligence Assessment Scale (AIAS) was designed to provide clarity for students and educators about how Generative Artificial Intelligence may be used in assessment tasks. The AIAS is designed to work across all disciplines and accounts for multimodal Generative AI including text, image, audio, and emerging technologies such as video generation.

1	No AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-Assisted idea generation and structuring	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
3	AI-Assisted edited	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI Task completion, human evaluation	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.
5	Full AI	AI should be used as a "co-pilot" in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.





Reference List

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

<https://my.uq.edu.au/information-and-services/manage-my-program/student-integrity-and-conduct/academic-integrity-and-student-conduct>

https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

<https://academicintegrity.edu.au/>

<https://teaching.cornell.edu/generative-artificial-intelligence#:~:text=Generative%20AI%20can%20potentially%20be%20used%20by%20both,curiosity%2C%20suggest%20new%20ideas%20and%20ways%20of%20thinking>

<https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>

<https://www.shortform.com/blog/artistic-integrity/>

<https://www.athletics.com.au/info-hub/sport-integrity/>

Supporting Documents

<https://www.ibo.org/globalassets/new-structure/digital-toolkit/pdfs/academic-integrity-poster-en.pdf>

This Policy was created in April 2024 and recently reviewed in June 2024. This will undergo an annual review process by the Pedagogical Leadership Team and staff.

