

MELBOURNE HIGH SCHOOL

ACADEMIC AND INTELLECTUAL INTEGRITY POLICY AND CODE



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 98260711 or at mhs@mhs.vic.edu.au.

PURPOSE

The purpose of the Academic and Intellectual Integrity Code/Policy is to provide the Melbourne High School Learning Community with a framework that communicates the expectations about values, responsibilities and behaviours related to learning and growth of knowledge.

The Melbourne High School motto 'Honour the Work' impels our learning community to engage with intellectual honesty and personal integrity in all academic and intellectual pursuits.

Adherence to the principles and practise of Academic and Intellectual Integrity, with or without the presence of others, will:

- create a fair learning environment
- support intellectual growth
- affirm the value of learning for the sake of learning.

SCOPE

Students are expected to observe and comply with this Academic and Intellectual Integrity Code/Policy in all their internal and external learning pursuits during their years of enrolment at Melbourne High School, and beyond.

DEFINITIONS

Academic Integrity

Academic integrity is 'a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage. From these values flow principles of behaviour that enable academic communities to translate ideals to action' (International Centre for Academic Integrity, 2014)

<https://academicintegrity.org/resources/fundamental-values>

Academic integrity values

- *intellectual honesty*
- *personal truthfulness*
- *learning for the sake of learning*
- *the creations and opinions of others*

Academic integrity includes

- *acknowledging your own work*
- *giving full acknowledgement to work and ideas that have assisted, influenced or been incorporated into your work*

- *representing your own work honestly and accurately*
- *collaborating with other students as instructed and approved*
- *reporting any breach of academic integrity to a member of the Melbourne High School Teaching or Wellbeing team*

Actions and Behaviours that Undermine and Breach Academic Integrity

Academic dishonesty

'Involves any attempt to gain academic advantage by doing something misleading or unfair. It is also academically dishonest to help a friend or a group of students to gain unfair academic advantage.'

<https://www.sydney.edu.au/students/academic-dishonesty.html>

Cheating

'Cheating involves unauthorised use of information, materials, devices, sources or practices in completing academic activities.'

<https://www.niu.edu/academic-integrity/faculty/types/index.shtml>

Plagiarism

Plagiarism is a form of cheating in which a person takes and uses, the thoughts, writings, inventions, creations or oral presentations of another person as their own without acknowledging the source, or, when necessary, obtaining permission from the author.'

Plagiarism can take a number of forms including

- ***copying*** - exactly reproducing the words of another person
- ***paraphrasing*** - expressing the meaning of the words of another person in different words
- ***summarising*** - reproducing the main points of an argument from another person
- ***cobbling*** - copying, paraphrasing or summarising the work of a *number* of different people and piecing them together to produce one body of text

None of these practices is wrong in itself, but use of one or more, without acknowledgement, constitutes plagiarism. All sources must be adequately and accurately acknowledged.

** The forms of plagiarism, as defined, are extracts from Steven Tudor's "A Guide to Researching and Writing Philosophy Essays", 3rd edition, for The Department of Philosophy, The University of Melbourne, 1997.*

Actions and behaviours that undermine and breach academic integrity include

- *plagiarism or failure to acknowledge others' work or ideas*
- *collusion, including unauthorised collaboration in preparation or presentation of work, including knowingly allowing personal work to be copied or used by others*
- *fabricating (or falsifying) information for research-based assessment tasks, inventing sources of data, evidence or ideas by citing publications that are incorrect or non-existent*
- *recycling or resubmitting work that has already been assessed or submitted for assessment (in the same or another subject)*
- *submission (for assessment or review) of work prepared by another student*
- *all forms of cheating, in any assessment tasks*

<https://www.teqsa.gov.au/what-academic-integrity>

IMPLEMENTATION

Student

Read and know the Melbourne High School Academic and Intellectual Integrity Code/Policy.

Conscientiously abide by the guidelines outlined in the Melbourne High School Academic and Intellectual Integrity Code/Policy.

Be aware of and observe subject specific guidelines for Academic Integrity and the consequences for breaching the guidelines.

Report known or suspected breaches of academic integrity to the class teacher, faculty head and SLC.

Parent

Read and know the Melbourne High School Academic and Intellectual Integrity Code/Policy.

Endorse and reinforce the Melbourne High School Academic and Intellectual Integrity Code/Policy by supporting their child with their school work but not completing it for them.

Support the application of consequences if student is found to be in breach of policy guidelines.

Teacher

Read and know the Melbourne High School Academic and Intellectual Integrity Code/Policy.

Provide clear expectations for students by referring directly both verbally and in writing, to the Melbourne High School Academic and Intellectual Integrity Code/Policy.

Actively and regularly review and monitor student work for consistency with the policy.

Remind students of the consequences for non-compliance with the policy.

Report non-compliance to Faculty Head or Subject Co-ordinator and Student Learning Co-ordinator.

Provide clear information about when students are permitted to discuss the assessment task after its completion.

MELBOURNE HIGH SCHOOL ASSESSMENT GUIDELINES

Melbourne High School sets down six general rules that all students in Years 9, 10, 11 and 12 must observe when preparing work for assessment. These rules apply to all examinations, tests, assessment tasks, homework tasks, VCE School Assessed Coursework, VCE Course Assessed Tasks and VCE School Assessed Tasks.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - Texts, media material, visual material, websites and any other source material that is the intellectual property of someone else.
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context, and
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person.

4. A student must not submit the same piece of work for assessment in more than one subject.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must observe the examination and test conditions that apply to each subject; anything outside these conditions constitutes cheating.

NON-COMPLIANCE

The class teacher will use their professional judgement to determine whether a student has breached the Melbourne High School Academic and Intellectual Integrity Code/Policy. Should a student be found to be in breach of the Melbourne High School Assessment Guidelines, the appropriate processes and penalties will apply, as set out below:

At Years 9 – 12

The class teacher must report a suspected breach of the Melbourne High School Assessment Guidelines to the appropriate Student Learning Coordinator. The Student Learning Coordinator, or in serious cases, the Assistant Principal or Principal, shall determine which of the following penalties shall be imposed.

If the student is found to be in breach of the Melbourne High School Assessment Guidelines, the offence will be recorded on their MHS student record. Furthermore, the following apply

1ST OFFENCE

1. Meeting with Class Teacher, Teacher Librarian and Student Learning Coordinator
2.
 - i. Work that infringes the guidelines will not be accepted
 - ii. Decision to award the outcome **N (not satisfactory)** or **S (satisfactory)**
 - iii. At VCE, if the infringement is judged as a serious authentication or breach of guidelines issue for a School-Assessed Coursework or School-Assessed Task a zero score will be allocated
3. Enrolment in MHS Academic Integrity Program
4. Parents notified by Student Learning Coordinator

2ND OFFENCE

1. Meeting with Faculty Head, Student Learning Coordinator, Teacher Librarian and Parent
2. i.- iii. From 1ST OFFENCE above.
3. Re-enrolment in MHS Academic Integrity Program
4. Caution student about risk of internal exclusion from classes, ineligibility for scholarships, academic awards and leadership positions should a subsequent offence occur.

3RD OFFENCE

1. Meeting with Assistant Principal (or Principal), Faculty Head, Student Learning Coordinator, Teacher Librarian and Parent
2. i.- iii. From 1ST OFFENCE above.
3. Student deemed ineligible for scholarships, academic awards, leadership positions, may be excluded from classes for a period of time or may receive a suspension.

For students in Years 11 and 12, the application of the penalties above may result in a change of the original VCE Unit Outcome result from **S** to **N**. At VCE level, if **N** is awarded for an outcome, then, as a consequence, **N** will be awarded for the VCE unit concerned. Similarly, the detected breach of guidelines may result in a score change for the task. In the case of VCE units, this score change will be communicated to the Victorian Curriculum Assessment Authority (VCAA).

If there is sufficient time before the due dates designated by Melbourne High School or the VCAA, the student may have the opportunity to resubmit work for satisfactory completion.

The Student Learning Coordinators will oversee this matter.

POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Approved by	Principal
Next scheduled review date	08/2024