



Forrest Primary School

Academic Integrity Statement



Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

The Academic Integrity Policy at Forrest Primary School, ensure that the school's procedures are transparent, honest, fair and consistent. Learning and applying the principles and skills of academic integrity in the International Baccalaureate Primary Years Program programme (PYP) is fundamental to developing as an IB learner and becoming responsible global citizens. Being principled, honest, trustworthy, fair, respectful and responsible are central to the culture of our school community.

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.*

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations (IB 2025)

At Forrest Primary School we further define good practice as the acknowledgement of sources. Without acknowledgement, through referencing or bibliography, students may claim the work as their own.

This includes:

- Acknowledging all ideas and work of other persons, regardless of the source
- Electronic media is treated in the same way as hard copy books
- The source of all photographs, maps, illustrations, computer programs, data graphs, audio-visual and similar material must be acknowledged if they are not the student's own work, including artificially generated ideas.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.

Approaches to Learning

The teaching of academic integrity is crucial within our teaching and learning across the school, through the explicit teaching of approaches to learning (ATL), in particular thinking, research and communication skills. We are also guided by the [Australian Curriculum](#) general capabilities scope and sequence which defines a progression of skills to be taught to all students with a focus on ethical understanding and digital literacy. We embed the teaching of these general capabilities within our transdisciplinary units of inquiry.

Referencing

As the majority of Forrest Primary School students graduate to Telopea Park School and undertake the IB Middle Years Programme (MYP), the accepted citation style for Year 5 and 6 students is a simplified

version of the Harvard referencing system used at Telopea. Junior students learn to record resources used as sources of information in a basic manner.

Senior students are expected to acknowledge all sources in their work and cite appropriately. Students are expected to take effective notes throughout their research in order to avoid plagiarism. Explicit teaching of these skills is undertaken during research lessons as part of Units of Inquiry and facilitated by the Teacher Librarian in collaboration with teaching teams.

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Roles and Responsibilities

We believe academic integrity is the responsibility of our whole community, therefore this document describes the rights and responsibilities of all members of the school community to understand what constitutes academic integrity and misconduct.

School Leader Responsibilities

To ensure:

- that academic integrity is valued across the school, including the values of honesty, trust, fairness, respect and responsibility
- that our commitment to academic integrity is communicated to the whole school community
- that the scope and sequence is clearly articulated and tracked using the Australian Curriculum and IB Approaches to Learning
- that new staff, students and families share our commitment to academic integrity
- that deliberate breaches of academic integrity are thoroughly investigated and viewed as an opportunity for growth.

Staff Responsibilities

To ensure:

- they understand and are committed to developing a culture of academic integrity
- that the principles of academic integrity are understood and valued by students and families
- that the scope and sequence is embedded within the learning opportunities and continually built upon
- that deliberate breaches of academic integrity are investigated and viewed as an opportunity for growth

Student Responsibilities

To ensure:

- that they are committed to upholding high standards of academic integrity
- that all work is completed honestly and fairly to demonstrate their own knowledge and understanding
- that they understand whether it is appropriate to work independently or collaboratively
- that the work of others is respected and correctly acknowledged

Parents/Caregivers Responsibilities

To ensure:

- that academic integrity is valued and understood
- that they are committed to upholding high standards of academic integrity and reinforce these values with their children
- that they engage with the school regarding their child's work if required to support growth in understanding of the importance of academic honesty.

Student Academic Misconduct

The IB defines student academic misconduct as, *'deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of*

assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or digital. This includes behaviour in school, out of school and online.'

Where a student is believed to have breached our academic integrity policy, the school will work in a proactive way with the student and their family using a growth mindset approach. This may include a conference with the student, support to redraft and resubmit their work, reteaching of skills whole class and/or a three-way interview with the student, parent and teacher. Staff will use discretion to ensure the child's dignity remains intact and they are provided with the opportunity to have a voice and take action to understand and make changes in the way they produce work in the future.

References:

International Baccalaureate Academic Integrity Policy published October 2019 Updated March 2023, February 2025, Sweden.
Australian Curriculum Version 9

This Academic Integrity Statement will be reviewed annually and/or as any updates or changes to local, national or International Baccalaureate requirements are communicated.

Last revised: March 2025