ROCHEDALE STATE SCHOOL

Academic Integrity Policy

2026

IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Rationale

As an IB World School, Rochedale State School (RSS) embraces the mission and philosophy of the IB Organisation, which holds as a basic belief, 'academic integrity'. We ensure that all policies encourage and support the development of the IB Learner Profile attributes. As it pertains to academic integrity, the IB Learner Profile states that each student must be principled, "*We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences*." The aim of this policy is to promote good academic practice and a school culture that actively encourages academic integrity. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle. (International Baccalaureate Organisation, 2023)

As a Queensland state school, RSS also implements the academic integrity required by the Queensland Curriculum and Assessment Authority (QCAA) to approach academic responsibilities in an honest, moral and ethical way. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to procedures and guidelines.

In alignment with the Australian Curriculum (ACARA), Rochedale State School also upholds the *Ethical Understanding* general capability within the K-12 Framework, which supports students to "develop the knowledge, skills, behaviours and dispositions to act with integrity, consider the consequences of actions, and be honest and trustworthy." Academic honesty in the primary years is viewed as part of developing principled learners who understand fairness, responsibility and respect for the work of others. These principles guide students to act ethically, think critically, and value truth and effort in all learning contexts. By embedding this philosophy across our curriculum, Rochedale State School promotes a holistic approach to academic integrity that unites the values of the IB, QCAA and ACARA frameworks.

Definition of academic misconduct

The IB Academic Integrity Policy defines academic misconduct as behaviour (deliberate or inadvertent) that results in, or may result in, a student (or any other student) gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student, or that compromises the integrity of assessment, is also regarded as misconduct. (International Baccalaureate Organisation, 2023).

Academic integrity is a foundational principle: students must present genuine and authentic work reflecting their own learning, giving credit where credit is due. (International Baccalaureate Organisation, 2025).

Schools are expected to foster a culture of integrity in teaching, learning, and assessment, embedding it within the ethos of the IB and the school community. (International Baccalaureate Organisation, 2023).

Academic misconduct can be incurred in the following forms:

Below is an expanded and refined list of misconduct types (not exhaustive). Some items are especially important considering evolving technology:

Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work by another (published or unpublished, including from the internet or a peer) without proper, clear and

explicit acknowledgement.

Collusion/Unauthorised collaboration: Supporting or enabling another student's misconduct (e.g. providing your work for theirs, allowing copying). Note: legitimate **collaboration** in designated tasks (where group work is expected) is acceptable but must be transparent and equitable.

Duplication of work: this is defined as the presentation of the same work for different assessment components.

Paraphrasing: Restating source material too closely (with minimal changes) while failing to acknowledge the original source. Even when paraphrasing, the restatement must be sufficiently original, and the source clearly cited.

Fabrication / Falsification: Inventing or altering data, references, or evidence. Fabrication refers to making up information or sources; falsification refers to manipulating or changing data, results, or citations.

Impersonation / Forgery: Having someone else complete or submit work for you, writing on behalf of another, or forging signatures, documents or statements.

Misconduct during an examination/assessment: this is defined as taking unauthorised material into an examination/assessment, behaviour that disrupts the examination/assessment or distracts other students or communicating with another student.

Use / misuse of AI / generative tools
- If Artificial Intelligence (AI) tools (text, image, code generation) are used, their use must be transparent, acknowledged, and appropriately cited.
- Students must not use AI to complete assessment tasks dishonestly or misrepresent original work.
- Copying or adapting AI-generated content without attribution may constitute plagiarism.
- Teachers must ensure any AI-generated content used in supporting materials is accurate, modified as needed, and appropriately credited.

Maladministration / Institutional Misconduct: Schools, teachers or staff must not engage in behaviour that compromises academic integrity (for example over-editing students' work beyond acceptable guidance, providing unauthorised assistance, tampering with assessments). This aligns with the IB's notion of malpractice on the school side. (International Baccalaureate Organisation, 2023).

Examples of misconduct include, but are not limited to:
- Taking unauthorised material into an examination/assessment (such as mobile phone, written/AI notes, non-permissible calculator).
- Leaving and/or accessing unauthorised material in a space that may be visited during an examination/assessment.
- Using unauthorised technological devices e.g. phone or smartwatch during an exam/assessment.
- Misconduct during an examination/assessment, including any attempt to disrupt the examination/assessment or distract another student.
- Exchanging information or in any way supporting the passing on of information to another student regarding the content of an examination/assessment.
- Allowing a peer to copy your work.
- Falsifying data used in an assignment.
- Not acknowledging sources.

Expectations

All RSS community members, including students, should aim to achieve and develop the IB Learner Profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. (Refer to **Appendices 1 and 2** – *Learner Profile Continuum: teacher and student versions*)

To achieve this, students regardless of age, need support from the entire school community; specifically,

from the program coordinator, staff members and their teachers, but also from their parents or legal guardians. A supportive environment will encourage students to understand the importance of academic integrity and the role that this principle has in IB education. Appropriate to their age, students should receive support to learn how to act if they witness an incident that goes against this principle; for example, they should know who to refer to if they have doubts concerning academic integrity.

When completing schoolwork, students must also follow the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognising the collaboration of other team members and granting fair recognition to their own participation. (International Baccalaureate Organisation, 2023).

RSS promotes academic integrity when we:
- emphasise the importance of ethical academic conduct.
- develop school processes to support sound academic practice.
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity.
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of intellectual ownership of information, ideas and images.
- communicate consequences and implications of academic misconduct throughout the school community.

Academic honesty at RSS refers to students:
- undertaking research honestly.
- understanding their responsibility for producing authentic pieces of work.
- respecting intellectual property by acknowledging all ideas and work of others. Source materials may include - AI, written texts, visuals, audio, graphics, letters, lectures/presentations, interviews and maps, with the support of checklists and citing/referencing materials.
- Using information technology and social media responsibly, safely and ethically, with the support of Rochedale's, '*Digital Citizen*' posters. (Refer to **Appendix 3** – *Digital Citizen* posters)
- Demonstrating ethical and honest practice during examinations/assessments.

Student / Teacher Responsibilities and Education

- Academic integrity should be integrated into the teaching and learning process, not just enforced at assessment time.
- Students should be explicitly taught how to reference, paraphrase, attribute, and evaluate sources, including AI outputs.
- Teachers should model ethical, transparent use of sources and tools, including AI.
- The school should provide scaffolds, checklists, exemplars, and formative opportunities to practice good academic integrity.
- All staff, students, and caregivers should be familiar with the policy, expectations, consequences, and appeal processes.

Student responsibilities

Students must take responsibility and integrity for their learning. They are expected to do their own work and to demonstrate honestly what they have learned. Students will demonstrate the following actions to ensure academic integrity:
- ensure that work submitted for assessment is authentically their own.
- ensure that all words, thoughts, ideas, arguments, or quotes from others are acknowledged.
- refer to support materials being a '*digital citizen'*.
- utilise positive time management skills to meet assessment deadlines and produce the best work possible for submission.

Teacher responsibilities

At RSS, teachers are expected to:

- become familiar with the Academic Integrity Policy.
- talk to students about how to maintain academic honesty and avoid academic misconduct.
- understand the implications of academic misconduct.
- provide instruction and scaffolding on how to correctly acknowledge sources.
- role model and promote being a digital citizen using support materials (*Digital Citizen posters*).
- be role models of academic honesty and integrity in all aspects.
- provide clear guidelines on group work, especially concerning division of tasks amongst group members and ensure fairness.

Parent and legal guardian responsibilities

- Become familiar with the Academic Integrity Policy and actively discuss with their children the content and related implications.
- Understand the implications of academic misconduct.
- Be aware of over scheduling and the impact this may have when aligning family schedules to children's study and assessment planners.
- Approach the school if their children need additional support.
- Recognise the role of external tutors and ensure that these tutors are aware of the School's Academic Integrity Policy. They should be aware that tutors must abide by the requirements of academic integrity when providing tuition related to assignments/assessments.

School responsibilities

- Establishes a school culture that actively encourages academic honesty.
- All students and teachers will receive access to and an explanation of the policy.
- Understands what constitutes academic honesty and authentic pieces of work.
- Knows the investigation process and consequences of academic misconduct.
- Provide teachers and the school community with support and access to resources.
- Share with parents and carers the aim of the Academic Integrity Policy.
- The Academic Integrity Policy will be published on the School's website.

Action to be taken in the event academic misconduct is suspected

- Student would report suspected academic misconduct to the teacher.
- The teacher, Deputy Principal, or IB Coordinator investigates suspected academic misconduct and decide as to whether academic misconduct has occurred and the extent of the academic misconduct. This involves interviewing the student and teacher and reviewing the material in question.
- If the outcome reached concludes that academic misconduct has occurred, parents will be notified.

Artificial Intelligence (AI) in Teaching and Learning

Rochedale State School recognises the increasing role of Artificial Intelligence (AI) in education and society. In alignment with the Queensland Department of Education's digital futures strategy (Queensland Government, 2023) and the International Baccalaureate (IB) approaches to learning, the school is committed to supporting students and staff in developing ethical, informed and creative engagement with AI tools.

Purpose

The purpose of this section is to outline Rochedale State School's approach to the responsible and purposeful integration of AI technologies within teaching, learning and assessment practices, ensuring that all use aligns with the school's values, academic integrity expectations and the IB Learner Profile.

Principles
- AI is used to enhance, not replace, human creativity, critical thinking and collaboration.
- The use of AI must align with the IB Learner Profile attributes and Department of Education's values of integrity, respect and responsibility.
- AI use will prioritise student safety, data privacy and wellbeing.
- Students and teachers are encouraged to develop AI literacy—understanding how AI works, its limitations and its ethical implications.

Student Use of AI
- Students may use AI tools under teacher guidance for brainstorming, idea generation, reflection or research support, where this use is transparent and acknowledged.
- Students must not use AI to complete assessment tasks dishonestly or to misrepresent original work. The use of AI must be explicitly cited where relevant, following academic honesty expectations.
- Students are supported to evaluate AI-generated information critically and to identify bias or misinformation.

Teacher Use of AI
- Teachers may use AI tools to support lesson planning, resource creation, differentiation, feedback and data analysis, provided content is reviewed for accuracy and suitability.
- Teachers are expected to model ethical and transparent AI use, ensuring compliance with Departmental and IB guidelines.
- AI may be used as part of inquiry and transdisciplinary learning, to promote creativity, problem-solving and innovation.

Academic Integrity and AI
- The principles of academic honesty apply equally to the use of AI-generated content. AI-assisted work must be clearly acknowledged.
- The school will provide guidance on appropriate referencing and attribution for AI tools and outputs.
- Misuse of AI tools that results in plagiarism or academic misconduct will be managed according to the school's Academic Integrity procedures.

Digital Citizenship and AI Literacy
- Rochedale State School promotes responsible digital citizenship, ensuring students understand their rights and responsibilities when engaging with AI.
- AI literacy will be embedded across curriculum areas, equipping students with the skills to use technology ethically and thoughtfully.
- The school will provide opportunities for professional learning to support staff in developing confidence and capability in AI integration.

Review of the Policy

This AI section (and the broader academic integrity policy) will be reviewed annually (or as required) to reflect evolving Department of Education, IB, and Australian guidelines, as well as technological developments (e.g. new AI tools, data privacy regulation).

The school will endeavour to remain consistent with:
- The Australian Framework for Generative AI in Schools (Australian Government, Department of Education, 2023)
- Queensland's generative AI guidance for state schools (Qld Department of Education, 2024)
- IB expectations around academic integrity and authenticity (International Baccalaureate Organisation, 2023).

Policy endorsed 2026

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Queensland Government. (2023). *Our thriving digital future: 2023–2026 action plan* [PDF]. https://www.qld.gov.au/__data/assets/pdf_file/0035/469637/digital-economy-strategy-action-plan.pdf

Supporting Documents

Rochedale State School Learner Profile Continuum (teacher version) refer **Appendix 1**

Rochedale State School Learner Profile Continuum (student version) refer **Appendix 2**

Effective citing and referencing checklist (IBO, 2022) refer **Appendix 4**

IBO. (2022). *Effective Citing and Referencing*. IBO.

Rochedale State School Academic Misconduct process.

Rochedale State School's Assessment Policy

Rochedale State School's Digital Citizen Posters (Prep – Year 6)

Year 6 Exhibition Academic Honesty checklist, My Role - refer **Appendix 5**

ROCHEDALE STATE SCHOOL LEARNER PROFILE CONTINUUM

Learner Profile Attribute	P – 2 Students can:	3 – 4 Students can:	5 – 6 Students can:
INQUIRER	• demonstrate curiosity about the world. • ask questions and express their own wonderings (Big Ideas). • demonstrate an interest to find out more – asks more questions, researches, etc.	• nurture their curiosity and show enthusiasm for learning by asking questions about topics they find interesting. • seek to find answers to build knowledge. • learn all by one's self and/or with others.	• develop questions and search for answers to nurture their curiosity. • display enthusiasm for learning. • learn independently and with others.
KNOWLEDGEABLE	• develop big ideas connected to their understanding. • express original thoughts and build on them.	• learn about significant local and global issues. • seek and share ideas, information and experiences to understand their changing world.	• engage with local and global issues and ideas. • develop and use conceptual understanding to explore knowledge across a range of disciplines.
THINKER	• attempt to apply thinking skills to solve problems and make decisions. • work towards showing initiative.	• think critically and creatively about real problems in the world and try to solve them. • contribute to discussions and ask questions. • think about their choices and make responsible decisions.	• use critical and creative thinking skills to analyse complex problems. • plan to take reasonable, responsible action. • use their initiative to make reasoned, ethical decisions.
COMMUNICATOR	• communicate in a variety of ways – writing, drawing, acting, etc. • work effectively and willingly with others.	• work towards expressing themselves confidently in different ways and in more than one language. • share their ideas and experiences with others. • listen carefully to others' opinions and perspectives. • willingly collaborate with others.	• express themselves confidently in more than one language. • display active listening skills and develop clarifying questions. • work collaboratively to ensure all voices are heard.
PRINCIPLED	• show progress in becoming an honest individual. • take responsibility for their actions.	• act with honesty and fairness, respecting the rights of all people.	• act with integrity and honesty by taking responsibility for their actions and their consequences.

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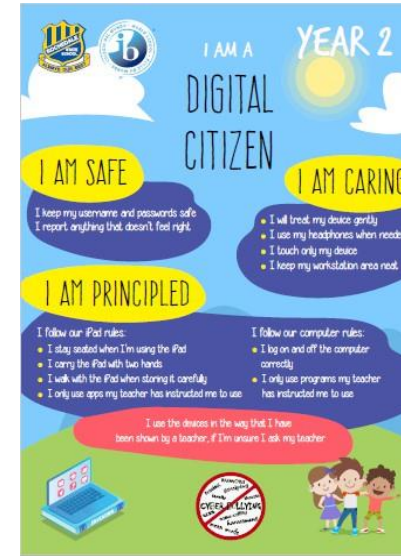|			
	• respect the feelings of others.	• try to do the right thing and are responsible for their actions and consequences.	• respect the rights and dignity of others
OPEN MINDED	• be sensitive about the differences and diversity of others. • respectfully listen to the ideas of others. • be eager to expose themselves to new experiences.	• respect all cultures, values and traditions. • consider the ideas and opinions of others. • be willing to grow from new experiences and new ideas.	• appreciate their peers' cultural histories, values and traditions. • consider a range of points of view • be open and willing to grow from an experience.
CARING	• recognise and think about the feelings of others. • support the needs of others when they are hurt, worried, upset, etc. • take care of responsibilities – classroom jobs, etc.	• be friendly, kind and thoughtful towards others. • care about people and the environment. • be aware that their choices and actions impact others, and reflect to understand the feelings of others.	• show empathy, compassion and respect. • find ways to serve others to make a positive difference.
RISK TAKER	• demonstrate resilience when trying something new. • show determination when attempting to do something and when facing challenges.	• have the confidence and courage to try new things. • challenge themselves to take risks and grow from that experience. • place themselves in situations that build their resilience and allow them to learn from their mistakes.	• approach new situations with forethought and determination. • work independently and collaboratively to explore new ideas and innovative strategies • show resilience and persistence in the face of challenges and changes.
BALANCED	• begin to understand that they need to care for themselves, such as going to bed early, regulation of emotions, eating the right foods, etc. • recognise and understand their emotions using the Zones of Regulation (ZOR). • attempt to do non-preferred tasks, as well as preferred tasks.	• care for their mind, body and heart in order to be happy and healthy. • develop strategies to recognise their emotions. • work with different people in different situations to expand their knowledge. • participate in non-preferred tasks, as well as preferred tasks.	• understand the importance of balance in their lives (intellectual, physical, emotional, social) to achieve well-being. • acknowledge their emotions and use strategies to regulate their behaviour • partake in a balance of non-preferred tasks, as well as preferred tasks.
REFLECTIVE	• stop and think when faced with challenges. • demonstrate the ability to learn from their mistakes. • are able to ask and answer the questions; *What did I do well?; What can I do differently to improve?; What did I learn?*	• think about their own learning and experiences • recognise their strengths and weaknesses to help them grow and improve.	• thoughtfully consider their own, and others' ideas and experiences. • work to understand their strengths and weaknesses to support learning and personal development.

Academic Integrity Policy

ROCHEDALE STATE SCHOOL LEARNER PROFILE CONTINUUM (*student version*)

Learner Profile Attribute	P – 2 I can:	3 – 4 I can:	5 – 6 I can:
INQUIRER	• show I am curious about the world. • ask questions and share my own wonderings (Big Ideas). • discover new things.	• show curiosity and enthusiasm for learning. • ask questions about topics I find interesting. • inquire to find answers to build knowledge. • learn independently and with others.	• develop questions and search for answers to develop my curiosity. • display enthusiasm for learning. • learn independently and with others.
KNOWLEDGEABLE	• tell you what I have learned. • show you what I have learned. • use what I have learned to solve problems.	• learn about local and global issues. • look for and share ideas, information and experiences to understand my changing world.	• engage with local and global issues and ideas. • develop and use conceptual understanding to explore knowledge across a range of learning areas.
THINKER	• solve problems and make decisions. • learn from my mistakes. • share my ideas with others. • be thoughtful of others.	• creatively use a thought process to solve real life problems. • participate in discussions and ask questions. • think about choices and make responsible decisions.	• use critical and creative thinking skills to analyse problems. • plan to take reasonable, responsible action. • use my initiative to make thoughtful, ethical decisions.
COMMUNICATOR	• communicate in lots of different ways – writing, drawing, acting, etc. • work well with others. • listen to others.	• confidently express myself in many different ways. • actively participate in discussions. • communicate in more than one language. • share my ideas and experiences with others. • listen and respond meaningfully to others • co-operate with others.	• express myself confidently in more than one language. • display active listening skills. • develop clarifying questions. • listen to the opinions and perspectives of others. • work collaboratively with others to ensure all voices are heard.
PRINCIPLED	• be honest. • take responsibility for my actions. • try to make the right choices. • respect the feelings of others.	• act with honesty and fairness. • respect the rights of all people. • try to do the right thing	• act with integrity and honesty with a strong sense of fairness and justice. • respect the dignity and rights of everyone.

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		• take responsibility for my actions and consequences.	• show accountability and own consequences for decisions made.
OPEN MINDED	• be sensitive to the differences and diversity of others. • respectfully listen to the ideas of others. • be eager to expose myself to new experiences.	• respect all cultures, values and traditions. • consider the ideas, perspectives and opinions of others. • be willing to grow from new ideas and new experiences.	• develop an appreciation for my peers' cultural histories, values and traditions. • consider a range of points of view • be open and willing to grow from an experience.
CARING	• care for myself, others and the environment. • help others when they are hurt, worried, upset, etc. • be responsible when doing tasks – classroom jobs, etc.	• be friendly, kind and thoughtful towards all living things. • take-action to improve the environment and the lives of others. • understand and show empathy.	• show empathy, compassion and respect. • find ways to serve others in making a positive difference.
RISK TAKER	• try new things. • stand up for what I believe in. • solve problems in lots of different ways.	• approach unfamiliar situations with courage. • challenge myself to take risks and grow from that experience. • explore new roles ideas and strategies. • build resilience and learn from my mistakes.	• approach new situations with forethought and determination. • work independently and collaboratively to explore new ideas and innovative strategies. • show resilience and persistence in the face of challenges and changes.
BALANCED	• keep me body and mind healthy - going to bed early, regulation of emotions, eating the right foods, etc. • recognise and understand my emotions using the Zones of Regulation (ZOR). • try to do tasks I don't like, as well as those I like.	• care for my mind, body and heart in order to be happy and healthy. • develop strategies so I can recognise my emotions. • work with different people in different situations. • participate in set tasks, as well as tasks of choice.	• understand the importance of balance in my life (intellectual, physical, emotional, social) to achieve well-being. • acknowledge my emotions and use strategies to regulate my behaviour. • partake in a balance of non-preferred and preferred tasks.
REFLECTIVE	• stop and think when I am challenged. • think about my learning and choices. • learn from my mistakes. • try my best. • ask and answer these questions; *What did I do well?; What can I do differently to improve?; What did I learn?*	• think about my own learning and experiences. • identify when I have tried my best. • recognise my strengths and weaknesses. • listen to feedback and think of ways to improve.	• thoughtfully consider my own, and others' ideas and experiences. • understand my strengths and weaknesses to support learning and personal development. • accept feedback and implement change.

Effective citing and referencing

Documentation checklist

When an author's exact words are used, have quotation marks been placed around the quotation and has the author of the original work been named (cited)? (If a quotation is indented, quotation marks may not be required, but the author must still be cited; have indented quotations been cited?)	
When someone else's thoughts and ideas have been written, have they still been named (cited)?	
When using someone else's words or work, is it clear where such use starts—and where it finishes?	
Are full references included for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have page numbers of print material used been included (especially important with exact quotations)?	
Internet material: Are both the date on which the material was posted and the date of the last visit to the webpage or site included?	
Internet material: Is the URL or the digital object identifier (DOI) included?	
For each citation in the text, is there a full reference in the list of references (or works cited/bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (or works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is the list of references (or works cited/bibliography) in alphabetical order, with the last name of the author first?	

Rochedale State School
Exhibition 2022

Individual Declaration of
Academic Honesty

==To be completed at the **end** of the Exhibition process==

By signing this declaration, I am confirming that I understand the meaning of 'plagiarism' and the meaning of 'collusion'.

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg. published books, periodicals, or the web) without due acknowledgement in the text.

Collusion is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of unauthorised collaboration with another person or persons.

I, _____ declare that, for this submitted work:

☐ I did not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;

☐ I did not re-word the ideas of others without proper and clear acknowledgement;

☐ I did not write ideas or suggestions that originated from others and claim these as my own;

☐ I did not include words from other students' work without permission.

Signed: _____ Date: _____

Witnessed (parent/guardian): _____ Date: _____

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