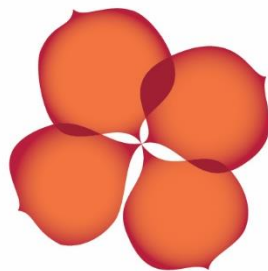


# **POLICY**

# **Academic Integrity and Plagiarism**



**NT**  
CHRISTIAN  
SCHOOLS

DOCUMENT INFORMATION

Document Title: Academic Integrity and Plagiarism Policy  
Policy Category: TL - Teaching, learning, curriculum, assessment and reporting  
Policy Monitor: Senior Director Education  
Contact: policy@ntchristianschools.com.au  
Approved by: Board  
Approval date: 27 May 2025  
Review date: Dec 2026  
Access Level: Parent

Policy  
Feedback



AMENDMENT HISTORY

Version	Date	Changes Made
1.0	05/2025	Developed by C Garner and adopted at MCC 07/2023. Adopted as an NTCS policy in 2025 to meet need and support compliance with amendments to section 7 of the Education Act 2015 (NT), implemented 2 Jan 2024. Reviewed by reference group. Approved by CEO.

# 1 Preamble

NT Christian Schools is an organisation that exists to advance the Christian religion through the provision of high-quality education and training services and religious instruction. A holistic and relational approach to learning for each individual student, underpinned by a biblical world view provides an education for the whole person, for the whole of life.

We believe that the Christian faith is a life-transforming faith that will be authentically evidenced in a believer's actions. The bible exhorts us to pursue godliness and to model biblical standards of behaviour. Everything we do, our practices, our conduct, our use and stewardship of resources is an act of worship to God and a witness to those around us.

All members of the NT Christian Schools community are to be committed to ensuring a safe and caring environment for students, staff and the whole community in a manner that is consistent with the Christian ethos and beliefs of NT Christian Schools.

Employees and those a policy applies to are fully supported by NT Christian Schools to meet compliance with this policy.

NT Christian Schools is committed to achieving and maintaining workable solutions for our organisation.

We may make changes to this policy from time to time to improve the effectiveness of organisational operation or to meet legislative requirements. Notification of changes will be communicated to those a policy applies to, and it is their responsibility to read updated policies and relevant related documents as soon as reasonably practical. Any NT Christian Schools stakeholder who wishes to provide feedback about this policy may forward their suggestions to the policy monitor or [policy@ntchristianschools.com.au](mailto:policy@ntchristianschools.com.au).

# 2 Purpose

The main purpose of this policy is for establishing and maintaining a culture of academic integrity at schools and educational programs governed by NT Christian Schools, emphasising the importance of proper acknowledgment practices and addressing plagiarism and other forms of academic misconduct in an impartial and fair manner.

The policy outlines the responsibilities of both staff and students in maintaining the values of academic integrity, aligning with the principles of honesty (Proverbs 6:16-19, Proverbs 12:17) and integrity (Psalms 25:21) in keeping with values held by NT Christian Schools.

# 3 Policy applies to

This policy applies to all students and staff of NT Christian Schools and to situations where a person has evidence that suggests a student may have engaged in Academic Misconduct.

The policy is available to all students, parents, carers and staff via the NT Christian Schools website and on request from any office of NT Christian Schools as required.

The policy is available to all staff via the NT Christian Schools Canvas *Policy and Advisory Library*.

## 4 Policy

Students are to submit work for school and external assessment that is their own, produced without undue assistance from other people or sources, and are to appropriately cite sources to provide credit to authors of those sources.

Staff of NT Christian Schools are to instruct students on how to appropriately meet academic conduct expectations by providing accurate reference and cite their work. Staff are to monitor for and address academic misconduct.

NT Christian Schools will ensure staff are equipped through training and provision of appropriate technology to monitor for academic misconduct.

### 4.1 Guiding Principles

**Honesty, Transparency and Trust.** Transparency and honesty are the cornerstones that build trust and bring integrity into your work. It means providing clear, accessible information that does not hide the truth. Students should be honest with themselves and others in their work and in the assessment process. NT Christian Schools's teachers are committed to be honest in their interaction with their colleagues and students, diligently following process with consistency and openness. Staff are to encourage and expect students to perform their tasks honestly and to the best of their ability.

**Fairness.** Students should show a sense of fairness for their teachers, colleagues, and themselves. Acts of academic misconduct undermine the work of teachers who spend time and effort to plan their learning programs. Students committing academic misconduct also rob themselves of valuable learning opportunities. NT Christian Schools's teachers will be accountable to respond to academic misconduct in a fair and consistent way. Teachers will also address underlying causes of academic misconduct by considering the rate and nature of academic misconduct occurrences by the student. **Respect.** Students show respect in their assessments by meeting expected deadlines and working to the best of their ability. They also show respect for the work of others by properly acknowledging their sources. NT Christian Schools's teachers show respect by giving serious consideration to the ideas of students as well as providing clear and helpful feedback on their work.

**Responsibility.** All students and teachers are responsible for their own honesty as well as for acting against misconduct despite peer pressure, fear, loyalty, or compassion. Students can be responsible for discouraging and prevent misconduct by simply not sharing work, covering their answers during a test or reporting another student for cheating.

### 4.2 Plagiarism

Plagiarism includes, but is not limited to:

- Copying, in which the student exactly reproduces some or all of another's work.
- Paraphrasing, in which the student expresses the meaning of another's work.
- Summarising, in which the student reproduces the main points of another's work.

- Plagiarism by use of generative AI, when a student includes the use of content produced by generative AI, paraphrasing and translation tools, without use being authorised in the assessment requirements and/or properly acknowledged.

#### 4.2.1 Detecting Plagiarism

NT Christian Schools reserves the right to submit any assessable task to a review process to check for plagiarism.

Students may also be asked to verify written work via submission of draft work, evidence of document version histories, an interview and/or a test. This could be completed either orally or written.

#### 4.2.2 Student Guidelines for Avoiding Plagiarism:

Avoid allowing others to copy your work or submitting another student's work as your own.

Complete independent work without collaborating with others unless specified as a group task.

Keep a record of all sources used in your assignments and ensure proper referencing.

Use multiple sources to support your assignment rather than relying solely on one source.

Develop your own ideas on the subject matter and avoid direct copying and pasting without appropriate referencing.

Understand that widely known and uncontested information may not require citation, but all other sources must be referenced.

Include a comprehensive reference list with your assignment.

### 4.3 Academic Integrity when using Generative AI

It is not academic misconduct to submit material written by a generative AI tool where it is explicitly required for or permitted in the task, in which case its use must be appropriately acknowledged.

Students should use AI models in a manner that aligns with the ethical and responsible standards upheld by this policy, as well as adhering to the terms of use specified by the AI providers.

Students should check information they choose to use from generative AI against reliable sources and understand that they will be responsible for any errors in their work which were included from generative AI.

Students are required to acknowledge work included from generative AI. If it is not possible to acknowledge original sources used in information generated by AI, this may result in academic misconduct.

Students should be able to explain how they used AI in assignments and the generated outcomes, ensuring that they can show their own understanding of the task and curriculum outcomes.

Using AI output without appropriate acknowledgement might be seen as academic misconduct. Students uncertain should consult teachers for advice on proper acknowledgment.

## 4.4 Parental Input

The benefits of active parental support for children's learning have been widely researched to have positive impact on student achievement and learning. NT Christian Schools strongly encourages parental engagement in their children's learning for:

- encouragement,
- guidance, wisdom and knowledge
- sharing wisdom and knowledge,
- to assist with development of skill,
- reinforcing learning,
- and is particularly important regarding supervision of research, particularly when technologies and engagement with digital platforms and online content are required.

However, when parents start directing or doing the work or research for their child, it risks Academic Misconduct as the work is not an honest and transparent presentation of the student's learning and capability.

## 4.5 Academic Misconduct

### 4.5.1 Allegations of Academic Misconduct - Primary

Primary teachers will determine consequences at their discretion and as appropriate for each year level, although repeated offenses at any year level will result in disciplinary action.

### 4.5.2 Allegations of Academic Misconduct - Secondary

When a teacher suspects that a secondary school student has committed plagiarism, copying, or collusion, the following procedure is followed:

Teachers must notify the relevant delegate who will convene a meeting with the student/s, parent/s, teacher/s, and other relevant parties (see Appendix 1, Levels of Academic Misconduct Determination and Consequence Framework).

The evidence of academic misconduct will be presented, and students will be given the opportunity to respond to the allegations.

In determining whether a student has or has not committed plagiarism or copying, the final decision will rest with the relevant Coordinator.

### 4.5.3 Protocols for Addressing Alleged Academic Misconduct

The procedure for addressing alleged violations depends on the level of violation.

The examples in Appendix 1 are not exhaustive and are subject to the expertise of the Secondary school teachers.

Determining the level of the alleged academic misconduct depends on facts, and each case is investigated on its own merits by Teachers, Assistant Principal, or their delegates.

#### 4.5.4 Being Found in Breach of Academic Misconduct

If the student has been found guilty, they will be subject to the consequences outlined in Appendix 1.

Should a student or parent wish to appeal a decision, this process will be repeated except that the final decision will rest with the Assistant Principal.

#### 4.5.5 Student Responsibilities

Students are to ensure that all work submitted is their own and to properly acknowledge all use of other people's ideas, data, images, or text.

Students will undergo an introduction to academic integrity at the beginning of each year in Years 7, 8, & 9. This will educate them about the importance of academic integrity and provide guidance on how to avoid plagiarism and academic misconduct.

Students are responsible for ensuring their work meets the standards of this academic integrity policy. They should consult with teachers regularly and seek clarification when needed.

#### 4.5.6 Teacher Responsibilities

Teachers will incorporate the development of academic integrity skills and referencing systems into their teaching and learning programs.

Teachers will monitor student work in progress and maintain records of discussions with students to ensure academic integrity.

Teachers are required to maintain appropriate conditions during assessments to ensure academic integrity.

Teachers will educate students about cheating and plagiarism and provide guidance on referencing and using Canvas for referencing as well as other web tools.

In cases of suspected academic misconduct, teachers will follow a procedure involving detection, consultation, and penalty determination, if necessary. The matter may be escalated to the Principal for further action.

This policy and the teacher's expectations for use of AI should be explicitly included in the course's Canvas '*Homepage and Key Information*' module and discussed with students at the start and throughout the semester. This approach aims to foster a culture of responsible use of generative AI technologies and uphold academic standards.

Teachers' expectations regarding the appropriate use of AI in their tasks and activities should be in line with this policy and are to be communicated clearly to students. This includes clear instructions in assessment task documentation, for example, in the task sheet and clearly visible in the Canvas '*Assignment*' page.

In designing assessment tasks and learning activities, teachers should consider the capabilities of generative AI. As an example, tasks which require summarising a topic area, creating comparative lists, doing a character analysis and quizzes may no longer be the best forms of assessing student understanding. A new design for assessment may be required to promote creative thinking and originality.

### 4.5.7 Academic Misconduct Levels

Instances of academic integrity breaches are arranged into four levels: Level 1, Level 2, Level 3 and Level 4.

#### 4.5.7.1 Level 1 Violations

Level 1 Violations are less serious breaches of academic integrity, often due to poor academic practice, inexperience or unintentional failure to meet academic integrity requirements, poor planning, poor referencing or paraphrasing practice. The student must not have attempted to hide or disguise their references. Common examples include, but are not limited to:

- Small plagiarism instances.
- Unintentional cheating.
- Unauthorized collaboration with another student on a

#### 4.5.7.2 Level 2 Violations

Level 2 Violations are more serious breaches of academic integrity that affect a more significant part of the coursework compared to Level 1 offenses or represent repeated violations of this policy. They are characterised by dishonesty, substantial premeditation, or planning, along with evident malicious intent. Common examples include, but are not limited to:

- Repeated offenses of Level 1.
- Extensive plagiarism on a major assignment.
- Use of generative AI where it is explicitly not permitted in the task.
- Cheating in an exam
- Inappropriate Paraphrasing

#### 4.5.7.3 Level 3 Violations

Level 3 Violations are severe breaches of academic integrity by intentional acts of dishonesty which affect a major part or essential element of assessment work or repeated offenses.

Examples include, but are not limited to:

- Cheating in an exam
- Cheating by using impermissible materials in an exam
- Using purchased materials without acknowledgment
- Extensive inappropriate paraphrasing on a major assignment.

#### 4.5.7.4 Level 4 Violations

Level 4 Violations are major breaches involving substantial dishonesty or legal violations causing harm, extreme dishonesty, or legal issues. Examples include, but are not limited to:

- Sabotaging another student's work
- Organized cheating.



- Criminal activity such as stealing an examination from a teacher's office.
- Acquiring or distributing a test or exam paper from another student prior to a test or exam
- Selling exams, tests or quizzes to other students
- Making changes by accessing the school's student management system

## 4.6 Academic Integrity Education

Academic integrity is not just about imposing penalties for violations, but that academic integrity is in the NT Christian Schools academic culture. In this respect, we adopt an education- based approach to academic integrity, not a punitive approach. To achieve this, students are given a number of opportunities to develop an awareness of the academic integrity policy and provide training on how to increase their academic success on the basis of integrity.

Actions in the schools to develop an understanding of academic integrity include:

- To increase awareness of the academic integrity of our teachers, students, and parents.
- Informing teachers on how to implement the academic integrity policy.
- To ensure that our teachers design their lessons, assignments, and exams by considering academic integrity.
- To ensure that our students learn how to cite and reference correctly.

To ensure the building and nurturing of a culture of academic integrity, the following activities are carried out:

- This policy is introduced to new teachers during their induction.
- Students in Year 3/4 will be introduced to the concept of cheating and plagiarism by their class teachers.
- Students in Year 5/6 will review these concepts to fully understand the value of integrity and consequences of academic misconduct.
- Information about academic integrity will be given to Middle School students and worked through in class by their Homeroom/PCG teachers.
- Reminders and expectations about academic integrity are to be included in Canvas courses and assignments.
- Students are trained on how to reference and do citations correctly.
- Teachers are given opportunities for professional learning on how they can design lessons, assignments, and exams by taking academic integrity and the use of generative AI into account.
- Training is given to teachers on how to proceed when there are allegations of academic misconduct.

## 4.7 SACE - Stage 1 and Stage 2

Students enrolled in Stage 1 and Stage 2 subjects are obliged to meet academic conduct standards as set by the SACE Board and NT Christian Schools. Teachers and staff educating and supporting Stage 1 and Stage 2 students are obliged to monitor and address academic integrity in student assessment and work in accordance with SACE Board and NT Christian Schools policy.

## 5 Roles and Responsibilities

Roles	Evidence of Compliance
<b>Senior Director of Education</b>	
Ensure awareness and training or Academic Integrity and Plagiarism Policy is included in induction training and in Professional Development for teaching and teaching assistant staff.	Induction and training program and checklists. Professional Development plans.
Ensure appropriate technologies are provided for teaching staff to efficiently monitor for plagiarism.	Regular Review of IT resource capabilities.
<b>Principals</b>	
Ensure correct Academic Integrity instruction and training is provided to students on an ongoing basis enable students to meet policy requirements as well as those of NTBOS and SACE	Curriculum plans.
Ensure Academic Integrity and Plagiarism policy is communicated regularly to staff, students and parents.	College communications. Staff meeting records.
Support staff in meeting discipline options as set out in the Levels of Academic Misconduct Determination and Consequence Framework – Secondary and as determined by campus for Primary students.	Chronicles on student Compass file. Communication records with students and parents.
<b>Assistant Principals</b>	
Support staff in meeting discipline options as set out in the Levels of Academic Misconduct Determination and Consequence Framework – Secondary and as determined by campus for Primary students.	Chronicles on student Compass file. Communication records with students and parents.
<b>Teaching and Teaching Assistants</b>	
Provide ongoing instruction and guidance to students to meet academic integrity requirements.	Curriculum plans. Assessment notes. Daily interactions.

Roles	Evidence of Compliance
Monitor and address Academic Misconduct as per policy and Academic Misconduct Determination and Consequence Framework.	Plagiarism checker reports. Chronicles on student Compass file. Communication records with students, parents and campus leadership.
<b>Students</b>	
Submit work for school and external assessment that is their own, produced without undue assistance from other people or sources, and learn to appropriately cite sources.	Assessment referencing.

## 6 Definitions and acronyms

The following terms used throughout this policy are defined as follows:

Term	Definition
<b>Academic Integrity</b>	Involves demonstrating honesty, trust, fairness, respect, and responsibility in all academic pursuits, including coursework preparation and presentation. It requires adhering to ethical standards and conducting oneself responsibly, fairly, and trustworthily when using, generating, and communicating information.
<b>Academic misconduct</b>	is any action or attempted action of dishonesty or unethical academic work that may lead to an unfair or unjustified academic advantage for one or more students. It may take several forms including, but are not limited to: <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Plagiarism</li> <li>• Collusion</li> <li>• Inappropriate Paraphrasing</li> <li>• Use of generative AI where it is explicitly not permitted in the task.</li> <li>• Communicating with other students during an exam</li> <li>• Copying homework or offering one's own assignment to be copied.</li> <li>• Using purchased materials to cheat</li> </ul>
<b>Acknowledgement</b>	refers to giving credit to the ideas, words, designs, or works of others when incorporating them into one's own work. This entails properly identifying and referencing the contributions of others to show respect.
<b>Citation</b>	Involves appropriately quoting or paraphrasing and attributing credit to another person's text, work, or idea.
<b>ChatGPT</b>	(Generative Pre-trained Transformer) is a language model developed by OpenAI, designed to engage in natural language conversations with users. It uses deep learning algorithms to understand and respond to a wide variety of questions and prompts

	in a conversational manner (OpenAI ChatGPT, personal communication, 9 March 2023)
<b>Cheating</b>	refers to the attempt through dishonest or unfair actions to deceive in order to gain an advantage in an assessed piece of work, such as coursework, assessments, and examinations.
<b>Collusion</b>	involves presenting work as independent when it was produced, in part or whole, in unauthorized cooperation with others. This includes allowing work to be copied by another student, hiring someone to complete an academic task and claiming it as one's own, stealing another person's academic work, offering to complete someone else's work, having another person complete an assignment without permission from the teacher or seeking payment for academic work.
<b>Copying</b>	Involves using the same or very similar words as the original text without proper acknowledgement.
<b>Dishonesty</b>	Refers to a lack of integrity, which includes lying, cheating, fabricating information, or deceiving.
<b>Generative AI</b>	Refers to artificial intelligence tools which can produce various types of content, including text, imagery, code audio and video. ChatGPT is one such example. Note that generative AI is a rapidly evolving field, and the capabilities of these tools are constantly adapting and expanding.
<b>Inappropriate Paraphrasing</b>	Involves changing a few words and phrases but still using the original structure of other information or works without proper acknowledgement.
<b>Plagiarism</b>	Refers to using another person's ideas, words, or images and presenting them as one's own. Plagiarism occurs when a student intentionally or unintentionally submits work without adequately acknowledging the sources they used.
<b>Procedural Fairness</b>	A process that demonstrates decision makers act fairly by: <ul style="list-style-type: none"> <li>• Giving the person affected a fair hearing.</li> <li>• Providing reasons for decisions.</li> <li>• All parties to the matter have an opportunity to put their case where an adverse decision or finding is made.</li> <li>• All relevant arguments are considered, and irrelevant arguments are excluded.</li> </ul>
<b>Violation</b>	Refers to a breach of practice through questionable, unlawful or unethical behaviour.

## 7 Related legislation and policy

### 7.1 NT Christian School policies and procedures

- [Curriculum Teaching Assessment Reporting Handbook](#)
- Levels of Academic Misconduct Determination and Consequence Framework.

### 7.2 Legislation

- Education Act (NT) 2015

- Copyright Act 1968 (Cth)

### 7.3 Other relevant resources

- [Northern Territory Board of Studies | NT.GOV.AU](#)
- [Curriculum, Assessment, Reporting and Certification Policy - NTBOS](#)
- [Home - South Australian Certificate of Education](#)
- SACE Board Supervision and Verification of Students' Work Policy and Procedures
- SACE Board Assessment and Reporting Guidelines
- Non-Government Schools Registration Standards, std 6.5

## Appendix 1

# Levels of Academic Misconduct Determination and Consequence Framework – Secondary

Allegation of Violation of Academic Integrity		Allegation of misconduct is investigated and dismissed and/or unfounded.		
Student will meet with the Teacher and/or Assistant Principal who will assess the extent of Academic Misconduct.				
Breach Level	<b>Level 1 Less Serious Violations</b> Usually due to inexperience, oversight or a lack of student knowledge of meeting academic integrity.	<b>Level 2 Serious Violations</b> Characterised by dishonesty	<b>Level 3 Severe Violations</b> Typically, a level of dishonesty which affects a major or essential portion of work.	<b>Level 4 Major Violations</b> Most serious breaches in an effort to jeopardise a major part of course requirements.
Examples of Academic Misconduct	<b>Level 1 examples:</b> <ul style="list-style-type: none"><li>• Unintentional cheating.</li><li>• Unauthorized collaboration with another student on a task.</li><li>• Inadequate referencing</li><li>• Poor use of citations</li><li>• Poor paraphrasing</li></ul>	<b>Level 2 examples:</b> <ul style="list-style-type: none"><li>• Cheating in an exam</li><li>• Extensive plagiarism on a major assignment.</li><li>• Quoting directly, paraphrasing, using data without acknowledging source.</li><li>• Inappropriate Paraphrasing</li><li>• Use of generative AI where it is explicitly not permitted in the task.</li><li>• Repeated Level 1 Violations, especially where these occur after explanation and support.</li></ul>	<b>Level 3 examples:</b> <ul style="list-style-type: none"><li>• Cheating in an exam</li><li>• Cheating by using impermissible materials in an exam</li><li>• Facilitating/collaborating on cheating before or during examination</li><li>• Using purchased materials dishonestly</li><li>• Extensive inappropriate paraphrasing on a major assignment.</li><li>• Repeated Level 2 Violations</li></ul>	<b>Level 4 examples:</b> <ul style="list-style-type: none"><li>• Repeated Level 3 Violations</li><li>• Sabotage of another student's work</li><li>• Organised cheating</li><li>• Violation of academic integrity involving or resembling criminal activity such as:<ul style="list-style-type: none"><li>- stealing an examination from a teacher's office</li><li>- acquiring or distributing a test or exam paper from another student prior to a test or exam</li></ul></li></ul>
Delegation Level	Teachers	Teachers and/or Assistant Principal	Teachers and Assistant Principal	Principal and Assistant Principal
Discipline Options	<b>Level 1 penalties may include:</b> <ul style="list-style-type: none"><li>• Verbal interview to assess understanding.</li><li>• Recognition of misconduct</li><li>• Gentle reminder of expectations and consequences</li><li>• Requirement to make changes and resubmit.</li><li>• Other, as determined by the Teacher</li></ul>	<b>Level 2 penalties may include:</b> <ul style="list-style-type: none"><li>• A reduced grade on the assessment work or;</li><li>• No grade on the assessment work</li><li>• Lunch detentions until work is completed with integrity and resubmitted.</li><li>• First-time breaches at this level by NTCC students, will be viewed more seriously and may incur more serious penalties</li></ul>	<b>Level 3 penalties may include:</b> <ul style="list-style-type: none"><li>• No grade given on the assessment work</li><li>• Refusal to accept part of the work submitted and grade given only on the remainder of the work.</li><li>• Requirement to undertake a new/different assessment task, test or exam</li><li>• In-school suspension (1 day)</li><li>• Lunch detentions thereafter until work is completed with integrity and resubmitted.</li></ul>	<b>Level 4 penalties may include:</b> <ul style="list-style-type: none"><li>• No grade on the assessment work</li><li>• Requirement to undertake a new/different assessment task, test or exam.</li><li>• External suspension (1 day)</li><li>• After school detention</li><li>• Lunch detention until work is completed with integrity and resubmitted.</li><li>• Review other assessment work submitted in the unit.</li></ul>
Support/Coaching Options	<b>Support options may include:</b> <ul style="list-style-type: none"><li>• Reminder of Academic Integrity and Plagiarism Policy</li><li>• A requirement for the student to complete a Canvas module in referencing, as necessary.</li></ul>	<b>Support options may include:</b> <ul style="list-style-type: none"><li>• Reminder of Academic Integrity and Plagiarism Policy</li><li>• Counselling</li><li>• Letter sent to parents.</li></ul>	<b>Support options may include:</b> <ul style="list-style-type: none"><li>• Reminder of Academic Integrity and Plagiarism Policy</li><li>• Contact/meet with parents.</li><li>• Counselling</li><li>• Meeting with teacher to review other assessment work submitted in the unit.</li><li>• Meeting with the Assistant Principal</li></ul>	<b>Support options may include:</b> <ul style="list-style-type: none"><li>• Reminder of Academic Integrity and Plagiarism Policy</li><li>• Meet with parents.</li><li>• Meeting Principal and/or Assistant Principal</li><li>• Review conducted into other assessment work submitted in the unit.</li><li>•</li></ul>