

Plagiarism and Authentication Policy

RATIONALE

Mentone Girls' Secondary College emphasises the values of courage and work. We expect our students and staff to act with integrity and honesty in their daily conduct and in all aspects of College life. This includes submitting work that is the students own or has been referenced appropriately. For Senior School students, this policy is to be read in conjunction with the College's current VCE / VET /VCAL handbook

AIMS

To have a clear understanding of what plagiarism is, how it can be avoided and how the college will handle accidental and deliberate acts of plagiarism. Mentone Girls' Secondary College expects all students, parents and teachers to be aware of this policy and comply with it.

IMPLEMENTATION

Authentication of Student Work

Authentication processes for VCE are quite strictly determined by VCAA, therefore it is important that we implement similar processes in Years 7 – 10 to ensure consistency across the college and prepare our students for the rigorous expectations of VCE. Students will also be provided with information in relation to assessment protocols and authentication at the start of the year.

Conducting Assessment Tasks

Independent tasks conducted in test conditions

- The classroom must be arranged so that all students are sitting separately where possible (either at the ends of tables, on separate tables or using dividers).
- Mobile phones and smart watches are not permitted in the assessment space and should be securely stored in student lockers as per the MGSC mobile phone policy
- Any materials which are not necessary for the task must be placed face down on the floor (this includes iPads, laptops, reference materials etc...)
- For all VCE SACs (Unit 3 & 4) and CATs (Unit 1 & 2) the VCE Assessment Announcements (Appendix 1) must be read aloud.
- Students must not be given undue assistance while undertaking assessment tasks (VCAA Administrative Handbook).

Independent tasks conducted over a period of time

- Teachers should clearly indicate the amount of time allowed and conditions for assessment (including if students may work on tasks at home, work in groups, resources that they can refer to, etc.)
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student. (VCAA Administrative Handbook).

- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research. (VCAA Administrative Handbook).

Unit 3 & 4: School Assessed Coursework

Please refer to the VCE and VCAL Administrative Handbook (https://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf) for specific details. What follows is a summary of points made in that document.

- Most work for SACs will be undertaken in class time, however in some cases students may be required to perform preparatory tasks or research outside of class time. In this case teachers must monitor and record student progress, this requires regular sightings and record keeping.
- While drafting is an important teaching and learning strategy in some subjects, teachers cannot give feedback on tasks which will contribute to a SAC score.

Unit 3 & 4: School Assessed Tasks

Please refer to the VCE and VCAL Administrative Handbook (https://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf) for specific details. What follows is a summary of points made in that document.

- Ensure there is a sufficient range of topics within a study to ensure an individual student's work can be identified.
- Teachers must monitor and record the development of student work throughout, this requires regular sightings and record keeping by the teacher.

Strategies for avoiding authentication problems

The following strategies have been adapted from the VCE and VCAL Administrative handbook 2018 (https://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf)

- Teachers should ensure that tasks are kept secure (for example in teacher only folders in google drive) so that students do not have access prior to administration of the task.
- For VCE, assessment tasks should not be reused unless significant modifications are made to ensure that students are unable to use other students' work from a previous academic year.
- For 7 – 10, care must be taken when reusing tasks from a previous year. Modifications must be made where possible, CATs must be conducted in supervised conditions or work must be checked with other teachers to ensure work from a previous year has not been submitted.

Student protocols for the completion of Assessment Tasks (CATs, SACs and Additional Tasks)

The following rules have been adapted from the VCE and VCAL Administrative handbook 2018 (https://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf). These will also be distributed to students and families.

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including texts, websites and other source material. This acknowledgement should be submitted along with the CAT itself.
- A student must not receive **undue assistance** from another person in the preparation and submission of work.
 - Acceptable levels of assistance include the incorporation of ideas or material derived from other sources but which have been transformed by the student or prompting and general advice from another person which leads to refinements.
 - Unacceptable forms of assistance include use of (or copying) another person's work or resources without acknowledgement or direct / specific improvements given by another person.
- A student must follow the assessment conditions as given by the teacher (including any conditions related to materials allowed, speaking or collaborating with others, time limits etc..)
- A student must not knowingly assist another student in breaking these rules.

Detecting a breach in assessment protocols

If teachers form a belief that a student's work is not their own or that they have received an unfair advantage in some way this may be a breach in assessment rules.

- In considering whether a student's work is genuinely their own, teachers should consider whether the work:
 - is not typical of other work produced by the student
 - is inconsistent with the teacher's knowledge of the student's ability
 - contains unacknowledged material
 - has not been sighted and monitored by the teacher during its development.

If a teacher suspects that a student's work contains unacknowledged / plagiarised material they may use an online plagiarism detector such as <https://www.grammarly.com/plagiarism-checker>

Some examples of student actions that constitute a breach in the assessment protocols include the following

- Two students submit work that is very similar.
- A student has a phone or other unauthorised material on their person during an assessment.
- A student submits work which is clearly not their regular standard.
- Students talking during an assessment.
- Students looking at any unauthorised materials during an assessment.

Reporting and Investigating a breach in the assessment protocols (Years 7 – 10)

Breach of rules relating to class work

In the first instance of a breach of rules related to class work and formative assessments:

- Collect all evidence to support your belief. This could include:
 - Copies of any tasks.
 - Internet resources that match student work.
 - Copies of similar student work.
- Discuss the breach of rules with a student individually and discuss the importance of following assessment protocols.
- Record the incident on Compass using chronicle as a 'Classroom Observation', select the red rating.

Breach of rules in a CAT (or ongoing breaches of rules)

For a further breach of assessment protocols or if the student breaches rules in a Common Assessment Task:

- Collect all evidence to support your belief. This could include:
 - Copies of any tasks.
 - Internet resources that match student work.
 - Copies of similar student work.
- Deliver all evidence to the relevant student manager and provide a written statement of the event.
- The Student Manager and/or Director of Sub School will hold a meeting with the student and will alert you to any decisions made.

Consequences

If a student is discovered to have breached the assessment rules in a CAT (to have submitted work not entirely their own or received undue assistance) the following consequences will apply:

- The student will not receive a grade for the CAT, instead the grade of 'Not Assessed' will be given.
- The class teacher will clearly explain to the student where the problem lies with the work and offer help where needed to clarify any understandings.
- The student will be required to redo the task (or a modified version if applicable). They may be required to redo this task during a lunchtime detention.
- The teacher will use any rubrics to assess the new work and provide written feedback on compass. However the grade will still be 'Not Assessed' and within the written feedback it will be stated that 'A grade of Not Assessed has been given as StudentName was found to have breached MGSC assessment protocols'.
- The student will complete the reflection template (available on compass) to indicate what they have learned from this experience.
- Add a Compass Chronicle entry 'Academic – Breach of assessment protocols'. This will send an email notifying parents and the relevant student manager.

In the case of repeated offences, further consequences may apply at the discretion of the Director of Junior or Middle School.

Reporting and Investigating a breach in the assessment protocols (VCE)

The process closely follows that as set out by VCAA in the VCE and VCAL Administrative handbook 2018 (https://www.vcaa.vic.edu.au/Documents/handbook/2018/adhb18_FA2.pdf).

The class teacher will:

- Collect all evidence to support your belief. This could include:
 - Copies of any tasks.
 - Internet resources that match student work.
 - Copies of similar student work.
- Highlight relevant sections of the documented evidence, to show similarities.
- Deliver all evidence to the relevant student manager along with a written description of what occurred.
- Not discuss this potential breach with students as the official VCAA process must be followed. If the student asks any questions, refer them to the senior sub school.

The relevant Student Manager will:

- Conduct an investigation into the incident. This may include:
 - Discussions with the teacher supervising the assessment
 - Discussions with and any other witnesses, including other students
 - An examination of any evidence provided
- If the student manager finds that there is substance to the allegation then this matter will be passed on to the 'decision maker' (VCAA) who is the principal or delegate of the principal (i.e. Assistant Principal or Director of Senior School)

The decision-maker (Principal, Assistant Principal or Director of Senior School) will:

- Provide a letter to the student (with at least 24 hours' notice) including the following information:
 - The nature of the allegation
 - The date and location of the required interview
 - That the student may bring a support person to the interview who is not there to speak on behalf of the student but may provide moral support.
- Organise the interview panel which should consist of at least 2 people and may include the subject teacher.
- Conduct the interview in which a series of questions will be asked of the student. The student may be asked to:
 - provide evidence of the development of the work
 - discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
 - provide samples of other work
 - complete, under supervision, a supplementary assessment task related to the original task.
- Based on the investigation, make a final decision in this matter including the application of any consequences.
- Add a Compass Chronicle entry 'Academic – Breach of assessment protocols'. This will send an email notifying parents.
- Give the student written notification of the outcomes of the process.

Consequences

If the decision-maker finds that the student has breached the assessment rules then one or more of the following consequences will be implemented. There are a range of consequences that apply to plagiarism which will take into consideration whether this is a first or subsequent plagiarism offence. MGS

- The student will be given a written warning
- The student will be given a detention or suspension
- The initial assessment is considered invalid, but the student is given the opportunity to resubmit to achieve a mark.
- The student receives zero marks for the part of the work in which assessment conditions were breached, however receives a result / marks based on the other parts of the submitted assessment.
- The student receives zero for the assessment task (a SAC score of 0 reported on compass and to VCAA for Units 3/4, a result of Not Assessed given for Year 11) and is asked to submit further work to ensure satisfactory completion of the outcome.
- The student achieves a result of N for the outcome and hence N for the unit.

The student and teacher will be notified in writing of the outcome of the panel including any penalty imposed.

Artificial Intelligence

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.

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2023
Consultation	Curriculum Committee, MGSC
Approved by	Principal & Director of Curriculum
Next scheduled review date	2026