



**Takapuna  
Grammar  
School**  
INTERNATIONAL  
BACCALAUREATE



## Academic Integrity Policy

Takapuna Grammar School is committed to academic integrity and will ensure that all students, teachers and parents are aware of what this means both in principle and in practice. Takapuna Grammar School seeks to produce learners who are principled – that is they act with integrity and honesty, with a strong sense of fairness, justice and respect for themselves and others. They take responsibility for their own actions and the consequences that accompany them.

We expect that all students enrolled in the school will submit work that is **authentic**. Authentic work is based on the students' individual and original ideas and the ideas and work of others are fully acknowledged through referencing. Other people's creations are their **intellectual property** and cannot be copied without permission – this includes art and music, discoveries and inventions, trademarks and slogans and even some words and phrases.

**According to the guidelines set out by the International Baccalaureate, students are expected to:**

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, Artificial Intelligence or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work

- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
  - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
  - not using inappropriate language or sentiments that may be aired at a future job or university interview
  - not expressing views, behaviour or language that brings the IB into disrepute.

(1) It is acknowledged that there are instances in internal assessment when collaboration with other students is permitted or even encouraged, e.g. in data collection. However the final work for submission must be produced independently.

The most appropriate way for a student to ensure that they do not intentionally or unintentionally breach Academic Integrity is to **reference** any material that has been used from another source. The correct way to do this is listed in Appendix 1.

Students must be aware of the seriousness with which the IBO regards breaches of Academic Integrity. Under its regulations, consequences can be up to “an IB diploma may be withdrawn from a candidate at any time if malpractice is subsequently established” and “a candidate will not be permitted to register for examinations in any future sessions.”

## **Definitions**

### **Academic integrity**

Academic integrity is 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.

### **School maladministration**

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

### **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 on-screen. This includes behaviour in school, out of school and online.

### **Procedures to prevent breaches of Academic Integrity**

Breaches of Academic Integrity are less likely to occur when students, teachers and parents are fully aware of what constitutes academic integrity and when students are learning successfully and confident they will achieve good academic outcomes. To that end:

- The Academic Integrity policy and procedures will be shared with candidates, teachers and parents at the beginning of IB Diploma Year 1 and reminders will be given throughout the programme.
- Subject teachers will, as part of their programme, make clear to students what items could constitute plagiarism in that subject.
- Students complete a form in which they list all pieces of work submitted in the course of their completion of the International Baccalaureate Diploma Programme and confirm the authenticity of all their work and their compliance with this Academic Integrity Policy.
- The IB Coordinator will ensure that all external examinations are conducted according to the IBO “Handbook of Procedures” to mitigate any possible malpractice by candidates.
- Students will be encouraged to enter subjects where they have a strong likelihood of success and teachers will set deadlines and checkpoints to evaluate students’ progress towards completion of assessments to reduce the likelihood of breaches of Academic Integrity occurring.
- All students and staff will be made aware of the IB use of calculator policy by the IB Coordinator. Staff in those subjects where a calculator is required or is of advantage to a student will regularly check on the OCC to update their knowledge of calculator policy to support their students.

### **Consequences of Breaches of Academic Integrity**

Where a breach is discovered and proven by a teacher or Coordinator:

<p><b>In draft work prior to submission or in course work</b></p>	<p>Dealt with by Takapuna Grammar School          IB Diploma Coordinator informed          Parents informed          Information filed          Work may be resubmitted if there is sufficient time</p>
<p><b>In work submitted as a final copy prior to submission and cover sheet signed</b></p>	<p>Dealt with by Takapuna Grammar School          IB Diploma Coordinator and Principal</p>

	informed Parents informed Information filed No work that is in breach of the Academic Integrity Policy will be submitted
<b>In work that has been submitted to the IBO with cover sheet signed</b>	The school through the IB Diploma Coordinator informs the IBO Examination Board

## Appendix 1: Referencing

### Why reference?

It is very important to reference ALL your sources because it tells your reader:

- where you found your information
- where to find the source themselves if they want to
- what kind of source it is
- the range of sources you have used

Above all you MUST reference all the resources and ideas that you use to avoid plagiarism.

### What is a citation?

A citation is added in the body of your text to signal where you are using a source.

It tells the reader:

- the idea or information comes from somewhere else
- where to look for more information on that source

### What is your bibliography?

Your bibliography will give full details of where to find your sources.

Your list will be in alphabetical order by the author's last name.

There must be 100% correlation between the sources you cite in your text and the sources listed in your bibliography.

In your essay	In your reference list
From a book (Austin 1995, p.26)	Austin J L (1955) <i>How To Do Things With Words</i> Oxford, UK: Oxford University Press.
From an article in a collection of papers	

(Gilroy 1997, p.114)	Gilroy D P (1997) 'A post-modernist philosophy of education: and action philosophy for active times' in D N Aspin (ed) <i>Logical Empiricism and Post-Empricism in Educational Discourse</i> Johannesburg, South Africa: Heinemann pp.107-119.
A quotation from that you have found in another source but haven't read yourself (Bollington <i>et al</i> 1990, p.10)	Bollington, R., Hopkins, D. and West, M. (1990) <i>An Introduction to Teacher Appraisal: a Professional Development Approach</i> . London, UK: Cassell (quoted in Stoll, L. and Fink, D. (1996) <i>Changing Our Schools</i> . Buckingham, UK: Open University Press).
From the internet (Salmon 2003)	Salmon, S. (2003) <i>Our ethos</i> . Toronto, Canada: The Chambrays Rugby Club < <a href="http://www.geocities.com/chambrayca/rugbyspirit.htm">http://www.geocities.com/chambrayca/rugbyspirit.htm</a> > (updated 7th January 2003, accessed 1st July 2003).

### Quotations

A short quotation you should put in your essay with quotation marks.

A long quotation you should put in its own paragraph that is indented

## Appendix 2: Examination Behaviour



Diploma Programme

# Conduct of the examinations

## Notice to candidates

### General

1. Candidates must know their registration category and session number.
2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room. (At the discretion of the Diploma Programme coordinator, drinking water is permitted.)
4. Candidates may take to their desk/table only the following items:
  - general stationery (for example, pens, pencils, eraser, ruler) but correcting fluid/tape, highlighter and gel pens are not permitted
  - a translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
  - other materials specified by the IB as required for a particular examination (for example, an approved electronic calculator).

If required by the coordinator/invigilator, any item brought into an examination must be available for inspection. This includes electronic calculators.
5. The following rules apply to the use of electronic calculators:
  - Candidates must not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulas that are not provided in the examination materials.
  - Examination questions must not be stored or recorded in the memory of a calculator.
  - During an examination, no attempt must be made to conceal information or programs stored in a calculator.
  - If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.
6. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/invigilator and remain seated until permission is given to leave the examination room.
7. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.
8. At the start of each examination paper (with the exception of multiple choice examination papers) candidates are allowed five minutes in which to read the paper. During this reading time candidates must not write answers, rough notes of any kind or use a calculator.

### Late arrival

9. Candidates are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time of the candidate will be recorded by the coordinator/invigilator. No additional time will be allowed for the examination.
10. After the first 30 minutes candidates will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.

### Temporary absence

11. In cases of emergency, at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
12. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.
13. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

### Malpractice

14. During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the IB.
15. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
16. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, notes, a book, an MP3 player, or any communication device such as a cell phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the candidate, regardless of whether the unauthorized material may or may not have provided an unfair advantage for the candidate.
17. No candidate is permitted to borrow anything from another candidate during an examination.

### Early departures

18. Candidates are not allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. Consequently, if the duration of an examination is 1 hour and 15 minutes or less, candidates must remain in the examination room.
19. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

### End of the examination

20. It is the responsibility of the candidate to ensure that the front page of their coversheet is correctly completed prior to departure from the examination room.
21. Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment)
22. Candidates must leave the examination room in a quiet and orderly manner.
23. Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours of an examination ending. This includes any form of communication, whether verbal, written or electronic.

If you do not understand these regulations please contact your Diploma Programme coordinator.



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## Access and Admission Policy

Reviewed May 2021

- 1.0 The enrolment of students at Takapuna Grammar School will be in accordance with the current enrolment scheme.

### Principles:

1. The enrolment scheme will be reviewed annually by the Board of Trustees and the number of places offered to students living out-of-zone set. This information will be notified publically.
2. Every application to enrol at the school will be treated individually.
3. The acceptance of International Students who apply to the school will be determined by the Director of International Students. Prior to entering into a legally binding tuition contract, international students and their parents or legal guardians will have been provided with information:
  - To support them to make well-informed decisions that are appropriate to the educational outcomes sought
  - To understand their interests and obligations under the tuition contract

### Procedures: Refer to

Enrolment Scheme  
Enrolment Procedures  
Enrolment Procedures (appended)

### Responsibility

BOT/SLT  
Enrolment Administrator

**A3 Student Support: Enrolment  
Appendix 1: Procedures**

1. Families seeking a place at the School will be provided with the appropriate information and application forms.
2. Out of zone applicants will be selected by a ballot in accordance with the Enrolment Scheme.
3. Applicants and their families/caregivers will be interviewed by a member of the Senior Leadership Team, Dean or a senior teacher. Option choices will be selected at this time
4. Students enrolling at Year 9 will sit placement tests administered by the Deans or Head of Learning Support.
5. The Year level Dean will interview each new enrolment to determine option choices and class placement, passing the information to the timetable team and the subject teachers of the new student.
6. New Students will be contacted by the Enrolment Officer with a starting day and time, All students will be given an orientation session, which may include a tour of the school, introduction to teachers and Student Support staff.
7. **International Students:**
  - a. On submitting an application, students and their parents or legal guardians will be provided with access to the following information
    - school evaluations such as the ERO report
    - Programmes and potential qualifications
    - Refund conditions
    - A school profile including staffing, facilities and conditions
    - Pastoral and academic support
    - Insurance and visa requirements
    - The Code of Practice and dispute resolution processes
    - The full costs associated with any offer of place
  - b. The Director of International Students will then assess the application to evaluate the expectations of students from the programme and level they are seeking to enter and their English Language Proficiency and academic ability.
  - c. If the Director of International Students is satisfied, an offer of place will be made and a tuition agreement provided. These will make clear the enrolment fee and other costs likely to be incurred and obligations set. Signing of the contract by the parents or legal guardians and the payments of the enrolment fee and other costs will conform the enrolment.
  - d. All International Students will be required to have in place appropriate and the correct visas prior to commencing at the school.
  - e. On commencement at the school, International Department staff will provide each student with an orientation programme, complete an academic and language assessment where required, and confirm the student's programme.
  - f. Proper documentation for each student will be kept and, where appropriate provided to International Students or their parents or legal guardians.



## **Admissions Policy for the IB Diploma Programme**

Once admitted to the school, students at Year 12 and Year 13 will be given the opportunity to enter a course leading to either the National Certificate of Educational Achievement or the International Baccalaureate Diploma qualifications. In advising students about their choice of qualification the opportunity for academic success, future intentions, readiness and interests will be the prime considerations.

4. Takapuna Grammar School supports access for all students to the IB Diploma programme. It endorses the philosophy that IB is derived from as it aligns to the existing Takapuna Grammar School KCEA teaching and learning beliefs.

### **Procedures for Admission to the IB Diploma Programme:**

1. The School will grant entry to the IB Diploma programme to all students from Year 12 who chose that course. Students will need to commit to a full diploma course. Students will not be able to enter the programme from Year 13, but will be able to revert to a Level 3 NCEA programme.
2. The curriculum structures and timetable will be broad enough to enable students access to the full IB Diploma programme and to the core activities of EE, CAS and TOK. They will also enable IB trained staff and appropriate teaching and learning facilities to be assigned to IB classes. The Head of Faculty IB will annually ensure the future availability of courses with the Principal and Deputy Principal in charge of IB.
3. Information about the IB Diploma programme and its philosophy will be provided to students and parents as part of the annual course selection processes. This includes parents' information evenings, Option Choice afternoon, assemblies, course books, and online material.
4. Key guidance staff such as Deans, Counsellors, Careers and Guidance Advisors and Form Teachers will be trained to deliver appropriate advice and support. Students' current level of achievement, interests and future academic plans should guide this process. Students and parents will be able to make an informed decision.
5. There will be proactive measures to ensure that there are no barriers to students entering the IB Diploma programme who could benefit from the educational experience it provides. These will include:
  - ensuring that programmes in the year/s prior to Year 12 lead to a full Diploma programme
  - consideration of students' financial circumstances

- catering for the needs of students from various language backgrounds under the schools-language policy
  - supporting the needs of students with special educational needs through the school's Student Support structures and for students with special assessment needs through the D1 and D2 provisions
  - encouragement of Māori and Pasifika students to consider the IB Diploma course
  - consideration of online courses where subjects are unable to be provided or where students are transferring between schools
6. Students will be unable to change courses within the IB Diploma programme once the teaching year is underway. There may be the potential to change from an HL course to an SL course dependent on the number of teaching hours required being met. Moving from IB to NCEA prior to the start of Year 13 will require approval of Senior Management. Students exhibiting health or other concerns during Year 12 or 13 that are likely to limit future pathways, will discuss course suitability and alternative courses and/or pathways with the Deputy Principal responsible for Curriculum and Assessment and/or DP responsible for IB.



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## Inclusion Policy

Reviewed May 2021

- 1.0 All students both resident and fee-paying will have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- 2.0 The school will seek to remove all barriers to access and engagement

### Principles:

1. Students with **special educational needs** are those who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to attain this level. Students with **special assessment needs** are those who require special arrangements in assessment conditions to demonstrate their level of attainment.
2. Every student brings to the learning situation their own skills, abilities and learning needs. They construct their learning on differing cultural and social backgrounds and have differing learning styles and degrees of readiness and interest. Students need to have an understanding of themselves as learners (metacognition) in order to develop their independent learning skills. Therefore there needs to be a range of activities and resources in each subject that differentiates between learners on these considerations.
3. In all learning contexts teachers will use best practice from the Knowing, Connecting, Relating and Supporting learning behaviours (refer TGS "Teaching and Learning" booklet) to enable students to have equal access to the curriculum. Good practice includes:
  - a. Raising self-esteem and enabling success
  - b. Building on prior knowledge
  - c. Scaffolding
  - d. Employing rich experience and real life contexts

- e. Creating high expectations
4. Formative and summative assessment, employing a range of methods, will be used to evaluate students' learning preferences, strengths and weaknesses and to evaluate the success and appropriateness of programmes in delivering the intended outcomes.
  5. Students will be given advice and support in selecting their courses of study and qualification pathways to ensure they are appropriate to their intentions, futures and academic abilities.
  6. Programmes of study will be both vertically aligned so that students acquire the skills and knowledge required to move from level to level of the curriculum and horizontally aligned so that they enable equitable and required coverage of the curriculum at that level. The skills and knowledge at each level will be determined by the New Zealand Curriculum and the qualification pathways the students are entered in.
  7. Takapuna Grammar School supports access for all students to the IB Diploma programme. It endorses the philosophy that IB is derived from as it aligns to the existing Takapuna Grammar School KECA teaching and learning beliefs.
  8. Support programmes will be available to all students with special educational needs. These could include:
    - a. Learning Support Department coaching and mentoring
    - b. Individual Education Programmes (IEPs)
    - c. Targeted for Success programme support
    - d. ESOL provision
    - e. Learning extension
    - f. International Counsellor support
  9. Any grade or credit from an assessment awarded to a candidate in any subject must reflect a level of attainment at the same standard of assessment are applied to all candidates, regardless of whether or not they have special needs.
  10. The following procedures will apply to all students with special assessment needs:
    - a. For Year 9 and 10 students, the Learning Support Department will determine the level of support, including time allowances and Reader/Writer provisions

- b. For Senior Students the Learning Support Department will assess whether applications should be made for special assessment conditions in accordance with the regulations of NCEA or IB, as appropriate.



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## Language Policy

Reviewed February 2022

Takapuna Grammar School will continue to promote language learning for students at all levels of the school and will enable that to occur within its curriculum programmes and assessment opportunities. It believes that language acquisition demonstrates that all cultures and their languages are valued and promotes an understanding of cultural diversity and inter-cultural understanding. It provides students with a true sense of being part of the global community. This relates to concepts of international-mindedness and cultural diversity.

“Learning a new language extends students’ linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they move between, and respond to, different languages and different cultural practices, they are challenged to consider their own identities and assumptions.”

*(The New Zealand Curriculum)*

As part of this, the school will have a commitment to teaching two of the languages of New Zealand: English and Te Reo Māori.

Recognising the diverse cultural makeup of the school, there will also be a commitment to assisting students for whom English is a learned language to both maintain their own first language and to strengthen their understanding and use of English.

### **Procedures for Language Learning**

1. Takapuna Grammar School will recognize the importance that the New Zealand Curriculum places on language learning and will reflect that importance in its curriculum provision.
2. All students in Year 9 will study 2 learned languages in addition to English. All students in Year 10 are strongly encouraged to learn a language in addition to English

unless they are provided with an Independent Education Plan (IEP).

3. A range of languages will be available as part of the Senior School programme. This will enable students to meet the requirements of the International Baccalaureate Diploma programme and also to pursue languages for NCEA.
4. Te Reo Māori will continue to be offered at all levels of the school to recognize its place as an official language of New Zealand.
5. Consideration will be given to the formal teaching of first languages other than English, for example Mandarin.
6. Students for whom English is a learned language will be encouraged to maintain their first languages and ESOL programmes will support their learning of English.
7. All teachers will recognise their responsibility for supporting language and literacy learning.
8. Takapuna Grammar School is committed to extending access to all programmes of learning within the school including the IB Diploma irrespective of their cultural and linguistic backgrounds.
9. Takapuna Grammar School is a BYOD (bring your own device) school and the teaching and learning programme includes multimodalities that promote multiliteracy. Teachers and students use technology for rich teaching and learning resources on a regular basis, including, but not limited to audiovisual, interactive, visual, oral and written texts.
10. Students enrolling in the IBDP and parents are informed and supported to make their IB Diploma subject selection through the IBDP subject evening and the Future Education Discussions, a conversation between a staff member and student. Students' language pathways in the International Baccalaureate Diploma Programme are discussed during these conversations with reference to the student's level of language proficiency, personal interests, family wishes and future educational aspirations. This helps inform the subject selection and potential multilingual pathways to foster, where possible, the development of personal and home languages.
11. Students who are interested in studying a language that is not offered as part of the school curriculum, may have the opportunity to do so through private tutoring arrangements via tutorials or online classes. Students and their parents/caregivers will be advised by the IB DP Coordinator of the obligations and requirements of this independent learning programme.