

## Academic Honesty Policy

### Background

Academic Honesty is an essential part of the school's Value of Excellence<sup>PB</sup> which guides the ethical behaviour of students, staff and parents. We expect our community to demonstrate high levels of integrity including academic honesty. We expect our students to make choices that are responsible, ethical and honest within the boundaries of accepted academic practice, prescribed by the South Australian Certificate of Education (SACE), and the International Baccalaureate Organisation Diploma (IBO). The policy makes clear these expectations are well as:

- Responsibilities of students, staff and parents.
- Academic conventions designed to ensure that breaches do not occur.
- Consequences for breaches of academic honesty.

The policy recognises that, in a contemporary learning environment, technology provides ready access to a plethora of resources and this has increased the risk of plagiarism. Consequently, we need to teach students to understand the ethical issues of academic malpractice, what constitutes plagiarism and the consequences of this behaviour.

Students develop their understanding of academic honesty in Program X and the conventions are reinforced in all subject classes.

Therefore, the policy:

- Is based on the Values of Glenunga International High School.
- Reflects the philosophy and requirements of the Australian Curriculum, the International Baccalaureate Organisation, and the South Australian Certificate of Education.
- Ensures that all members of the school community understand clearly the responsibilities of students, families and teachers in terms of academic honesty.

### Rationale

Academic Honesty is an important aspect of the ethical behaviour and personal integrity, which is required to function effectively at school and beyond. It is an essential element of the school's Value of Excellence<sup>PB</sup> and the IB Learner Profile (Principled). Access to resources and information is unprecedented. Students are expected to work collaboratively, and to develop the inquiry skills necessary to drive independent learning. It is essential in this environment, that students understand clearly the boundaries of acceptable ethical behaviour, and how to recognise the contribution others, have made to the creation of their work.

### Policy

Essentially, academic misconduct or malpractice is behaviour that results in a student gaining an unfair advantage in an assessment component. Misconduct or malpractice includes:

- Plagiarism is presenting ideas or content, that are not the student's own work. This can include:
  - Accessing and presenting work written by another person.
  - Cutting and pasting material from other sources without acknowledging the source.
  - Paraphrasing or quoting directly without referencing appropriately to recognise the source.
  - Using another person to extensively modify or edit a piece of work.
- Collusion is allowing another candidate to copy a student's work and submit it as their own, sharing information in a test or exam, or telling another student what appears in a test or exam.
- Duplication is submitting the same piece of work for assessment in different subjects.

As part of practising academic honesty in an exam setting students must not:

- Bring any materials into the examination room other than stipulated by the rules of the exam, including electronic devices.
- Make contact with others directly or by electronic means while in the exam room or when going to the bathroom.

The consequences for academic misconduct are serious and in Senior School follow the International Baccalaureate (see linked document) and SACE guidelines. In Middle School, the consequences will be applied in line with the school's behaviour code. Parents will always be contacted in these situations.

## **Responsibilities**

### **Principal**

- Provides oversight of programs that review the school's Values and how the Values are indicated in each student, family and staff member.
- Ensures that school leaders support teachers to operate within the requirements of this policy and the relevant curriculum frameworks eg; IB Diploma, SACE and the Australian Curriculum.
- Ensures that teachers explicitly teach the concept of Academic Honesty as an important aspect of the ethical development of all students.
- Ensures that the human and physical resources necessary for explicit instruction in academic honesty are provided within the school's available resources.
- Delegates responsibilities to school leaders as listed below.

### **Deputy Principal Curriculum**

- Ensures academic honesty is developed and implemented at Senior School level in collaboration with the IB Leader, IB CORE teachers, SACE Leader, Learning Area Leaders and in consultation with teaching staff and student leaders.
- Ensures academic honesty is developed and implemented at Senior School level in collaboration with Program X Curriculum Writers.
- Ensures that teachers receive appropriate professional learning in the requirements of the academic honesty Policy and that they develop these skills in all their students.
- Investigates breaches of this policy and adjudicates, on the consequences for Senior School students in consultation with the relevant IB or SACE Leaders, Learning Area Leaders and subject teachers. Contacts families to inform them of the breach of rules, the consequences and the support provided to the student.

### **Deputy Principal Director of Studies**

- Ensures that academic honesty is developed and implemented at Middle School, in collaboration with the IB Leader, SACE Leader, Learning Area Leaders and in consultation with teaching staff and student leaders.
- Ensures that academic honesty is developed and implemented at Middle School, in collaboration with the Program X Curriculum Writers.
- Investigates breaches of this policy and adjudicates, on the consequences for Middle School students in consultation with the relevant Learning Area Leaders and subject teachers. Contacts families to inform them of the breach of rules, the consequences and the support provided to the student.
- Ensures (in collaboration with the IB and SACE Leaders) that exam invigilators are appropriately trained in exam requirements and the IB or SACE rules guiding examinations.
- Provides oversight of security of examinations including printing Year 10 and 11 exams, as well as secure storage, distribution and collection of papers in collaboration with the SACE, IB and Sub School Leaders.

## **Assistant Principal People Development**

- Ensures that new teachers are inducted into the Academic Honesty Policy.
- Ensures that International fee paying students and their families are inducted into the Academic Honesty Policy as part of the enrolment process.

## **IB and SACE Leaders**

- Ensure that the specific requirements of the IB and SACE curriculum frameworks that relate to academic honesty are implemented and monitored to quality assure these practices including exam requirements, Extended Essay, Research Project and Internal Assessments.
- Work with Learning Area Leaders to ensure that teachers support students to develop the referencing skills required to operate within the Academic Honesty Policy.
- Monitor any changes that may occur to the frameworks and advise the Deputy Principal Curriculum of any modifications that may need to be made.
- Ensure security of examinations including printing, storage, distribution and collection of papers in collaboration with the Director of Studies.
- Ensure that the boundaries that apply to feedback are fully understood and practised by all teachers.
- Ensure that policy breaches are processed in accordance with the guidelines in this policy

## **Learning Area Leaders**

- Provide leadership for teacher teams in the implementation of 21<sup>st</sup> century skills such as the 4 Cs, Entrepreneurial Thinking, inquiry and use of ICT.
- Ensure that the requirements of the Academic Honesty Policy are implemented and quality assured, with all teachers in their team, and all students in their Learning Area.
- Ensure that the boundaries that apply to feedback are fully understood and practised by all teachers.
- Work with the Deputy Principal or Director of Studies to process breaches of the policy.
- Support students to develop the referencing skills required to operate within the Academic Honesty Policy.

## **Sub School Leaders**

- Ensure that an appropriate understanding of the concept of academic honesty is developed through the Pastoral Care Program, *Program X* in line with the school's value of Excellence<sup>PB</sup>.
- Ensure that all students are inducted in this policy at the time of enrolment (9 to 12) and that it is reinforced in Program X.

## **Learning Hub Teacher Leader (Librarian)**

- Facilitates professional learning in academic honesty practices for all staff.
- Supports students where necessary to develop the referencing skills required to operate within the academic honesty Policy.

## **Teachers**

- Develop in all students the skills required for success in the 21<sup>st</sup> Century while clearly delineating the boundaries of academic honesty. These include collaborative skills necessary for working in effective teams, peer feedback, research skills and appropriate use of ICT.
- Explicitly teach students the referencing skills, required to operate within the Academic Honesty Policy.
- Explicitly teach students in Year 8 the skills and understandings required to operate within the Academic Honesty Policy and reinforce these skills explicitly in Years 9 to 12.

- Model the ethics required to operate within the requirements of the Academic Honesty Policy and support all students to develop and apply the understandings that enable the ethical production and appropriate recognition of their learning.
- Require all students in Years 8-12 to submit summative tasks using *Turnitin* to detect plagiarism or previously presented work.
- Apply the policy fairly and consistently with students.
- Report breaches to Deputy Principal Curriculum (Yr 11 and 12) or Deputy Principal Director of Studies (8 to 10) and Learning Area Leader regarding consequences and after consultation about consequences contact parents to make them aware of any such breach, consequences and support provided to the student.

### Exam Invigilators

- Act in accordance with the guidelines for examinations (SACE and IB Diploma).
- Ensure that security and integrity procedures of the examinations are implemented.

### Parents/Caregivers

- Develop in partnership with school staff academic honesty as part of the Value of Excellence<sup>PB</sup>.
- Support students to understand the importance of following the ethical requirements of the Academic Honesty Policy.

### Students

- Understand and adhere to the ethics and principles of academic honesty in completing all school related tasks.
- Provide correct and appropriate citations in all work from Years 8 to 12 using a method approved by the course framework.
- Submit all summative work in Years 8 to 12 online using *Turnitin*.

## Procedures

- Teachers will explicitly teach academic honesty and referencing skills from Year 8 to 12 in every subject. Students will be introduced to the concept of plagiarism in *Program X* and taught to use the Harvard referencing system, although other approved systems can be used in Year 11 and 12. In all Year 8 subjects particularly English, History, Geography and Science, students will be taught the importance of original work rather than cutting and pasting. Teachers will ensure their assessment tasks require students to think rather than 'cut and paste'. These understandings will be reinforced and expected in Years 9 to 12 in all subjects.
- Students will be explicitly taught the concept of collusion and how to manage this when working collaboratively.
- All summative work in Years 8 to 12 will be submitted through *Turnitin* to check for plagiarism or previously presented work.
- In Years 8 to 10 students who contravene the policy will be required to make the work up under supervision and to undergo counselling to ensure that they are clear on the expectations. Families will be informed of the breach of rules, the consequences and the support provided to the student.
- In Years 11 and 12 any student who contravenes this policy will be subject to the procedures prescribed by the IB or SACE framework:
  - The school will follow the IB Diploma requirements and report any breach of rules to the IBO for action. The student will receive consequences as outlined in the IBO Academic Integrity Policy matrices, ranging from a warning letter, to zero grade, to no grade for the subject.
  - If a SACE student contravenes the policy he/she will receive a zero grade after consultation with the Deputy Principal Curriculum or the Director of Studies and the Learning Area

Leader. Counselling will be provided to help the student develop the appropriate ethical standards. The zero grade will count toward the student's final assessment.

- **In every case, families will be informed of the incident, the process and the decision re consequences.**
- Learning Area Leaders, SACE and IB Leaders will ensure that students and teachers understand the boundaries that apply to feedback to improve their work.
- All exams will be managed in accordance with the guidelines and rules of the relevant frameworks (SACE and IB Diploma).

**Endorsed by the Principal, Wendy Johnson**

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