

## Academic Integrity Policy

Academic Integrity is based on the need for students to 'own' their own learning in order to grow as a learner. It is an essential part of the school's Value of Excellence<sup>PB</sup> which guides the ethical behaviour of students, staff and families. This complements the development of character which is one of the 21<sup>st</sup> Century skills (the 5C's) that support students to actively make choices that are responsible, ethical and honest and to learn from these choices. We expect our students to make choices 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 also makes clear:

- The responsibilities of students, staff and parents.
- The academic conventions designed to ensure that breaches do not occur.
- The consequences for breaches of academic integrity.

The policy recognises that, in a contemporary learning environment, technology provides ready access to a plethora of resources powered by artificial intelligence. Teachers need to teach, and students need to understand the importance of doing and owning their own learning.

Students develop their understanding of owning their own learning and the academic integrity this ownership requires in our holistic education program LEAP<sup>PB</sup> as well as in all subject classes through explicit teaching and coaching conversations.

### Rationale

A student's growth as a learner is dependent on them doing and owning their own work. Students present their learning to their teachers and seek feedback. This interaction does not contribute to a student's growth as a learner if the student is not presenting their own work.

Academic Integrity is an important aspect of 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>, our 21<sup>st</sup> Century skill of character (5 C's) and the IB Learner Profile (Characteristic of Principled).

In our 21<sup>st</sup> century world, access to resources and information is unprecedented and the advances in artificial intelligence challenge students to make ethical decisions about how to use artificial intelligence to further their learning rather than using it to undermine their learning. Another challenge is ownership of individual work where students are expected to work collaboratively as adults do in the world beyond school. It is essential in this environment, that students understand clearly the boundaries of acceptable ethical behaviour, and how to recognise the contribution others, including artificial intelligence, have made to the creation of their work.

### Policy

The policy:

- Is based on the Values of our school and the development of character which is one of our 21<sup>st</sup> Century skills (5C's).
- 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 owning one's own learning as part of academic integrity.

## Academic Misconduct

We expect our students to own their own learning, to make academic choices that reflect their delivery of our Value of excellence defined in terms of their personal best, and to present behaviours that demonstrate their development of an ethical and honest character.

Academic misconduct is behaviour that results in a student presenting work that is not their own as if it was their own and gaining an unfair advantage in an assessment component. Misconduct includes plagiarism, collusion, duplication and the use of another author (human or artificial) to modify, improve or write the work.

More specific definitions include:

- Plagiarism is presenting ideas or content that are not the student's own work. This can include:
  - Using artificial intelligence (such as Chat GPT) to develop, write or improve work.
  - 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.
- Collusion is when a student:
  - Knowingly allows another student to copy their work and submit it as their own.
  - Shares information with another student in a test or exam
  - Shares aspects of a test or exam with others who are yet to take the test or exam.
- Duplication is submitting the same piece of work for assessment in different subjects.

As part of practising academic integrity 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. Students undertaking the International Baccalaureate or SACE curriculum are governed by the guidelines for these curriculum frameworks. For the Australian Curriculum the consequences will be applied in line with the school's behaviour code. Parents will always be contacted in these situations.

## Artificial Intelligence (AI) Policy

Artificial intelligence (such as Chat GPT) is a rapidly developing technology that will play an important role in the future for students. It has the potential to enhance, support and personalise student learning. We expect our students to know how to use AI in an acceptable and ethical manner. Appropriate uses of AI include:

- Brainstorming ideas and prompts - this is particularly helpful for getting started and preventing procrastination.
- Using AI to proofread work (including apps like Grammarly) and make editorial suggestions (it is important that students are clearly instructing AI to edit rather than improve their work).
- Creating scaffolds to support writing.
- Creating practice test questions.
- Suggesting resources that could be consulted.

**Please note: All students in Years 7-12 are required to submit summative tasks using *Turnitin* to demonstrate that the work represents their authentic learning.**

*Turnitin* is the school's selected platform to identify plagiarism. A threshold of 20% generated by AI is deemed acceptable to allow students to use AI to proofread work. If a student's submission is over this threshold, then in order for the student's work to be assessed as authentic, the student must be able to demonstrate:

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- A strong understanding of their writing's content, concepts, references and terminology.
- Iterative drafts that have led to the finished product
- The teacher having observed the work being created.

When artificial intelligence is used to support student work, students must provide an acknowledgement (reference) of any generative AI used as a part of their task. It is also appropriate for students to make specific references to AI generated work when used throughout their task, as they would when citing other information sources.

The consequences of misuse of artificial intelligence follow the International Baccalaureate (see linked document) and SACE guidelines. For Australian Curriculum the consequences will be applied in line with the school's behaviour code.

## Responsibilities

### Principal

- Ensuring 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.
- Ensuring that teachers explicitly teach the concept of Academic Integrity as an important aspect of students taking responsibility for and owning their own learning, and that teachers also teach the school Values, and the 5 C's work on character which requires the ethical development of all students.
- Ensuring that the human and physical resources necessary for explicit instruction in academic integrity are provided within the school's available resources.
- Delegating responsibilities to school leaders as listed below.

### Deputy Principal Director of Studies

- Ensuring academic integrity is explicitly taught, developed in all students, and implemented in all classes in collaboration with the IB Leader, IB CORE teachers, SACE Leader, Learning Area Leaders, Sub School Leaders and in consultation with teaching staff and student leaders.
- Ensuring that teachers receive appropriate professional learning in the requirements of students owning their own learning, and the academic integrity policy and that they develop these skills in all their students.
- Investigating breaches of this policy and adjudicating, on the consequences for Senior School students in consultation with the relevant IB or SACE Leaders, Learning Area Leaders and subject teachers.
- Ensuring (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.
- Providing oversight of the security of all examinations as well as printing, distribution and collection of papers in collaboration with the SACE, IB and Sub School Leaders.

### Assistant Principal Culture and People Development

- Ensuring that our Glenunga culture focuses on the importance of students understanding that taking responsibility for their own learning includes taking responsibility for their assessment submissions being their own work.
  - Ensuring that new teachers are inducted into the Academic Integrity Policy.
  - Ensuring that International fee paying students and their families are inducted into the Academic Integrity Policy as part of the enrolment process.
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## **IB and SACE Leaders**

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

## **Learning Area Leaders**

- Providing leadership for teacher teams to develop in students the capacity for owning their own learning in keeping with the school Values, the implementation of 21<sup>st</sup> century skills such as character, and the ethical use of technology.
- Ensuring that the requirements of the Academic Integrity Policy are explicitly taught, the required skills and understandings developed in all students, and quality assured with all teachers in their team and all students in their Learning Area.
- Supporting students to develop the referencing skills required to operate within the Academic Integrity Policy.
- Ensuring that the boundaries that apply to feedback are fully understood and practised by all teachers.
- Working with the Deputy Principal Director of Studies to process breaches of the policy.

## **Sub School Leaders**

- Ensuring that an appropriate understanding of the concept of academic integrity is developed through the holistic education Program, *LEAP<sup>PB</sup>* in line with the school's value of Excellence<sup>PB</sup>.
- Ensuring that all students are inducted in this policy at the time of enrolment (7 to 12) and that it is reinforced in *LEAP<sup>PB</sup>*.
- Supporting students to develop the skills required to operate within the Academic Integrity Policy.
- Working with the Learning Area Leader and Deputy Principal Director of Studies to process breaches of the policy.

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

- Facilitating professional learning in academic integrity practices and accurate referencing for all staff.
- Supporting students where necessary to develop the referencing skills required to operate within the Academic Integrity Policy.

## **Teachers**

- Developing in all students the skills required for success in the 21<sup>st</sup> Century while clearly delineating the boundaries of academic integrity. These include collaborative skills necessary for working in effective teams, peer feedback, research skills and appropriate use of technology.
  - Explicitly teaching students the referencing skills required to operate within the Academic Integrity Policy.
  - Explicitly teaching students acceptable ways artificial intelligence can be used to support learning such as proof reading, brainstorming and developing questions/prompts.
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- Explicitly teaching students in Year 7 the skills and understandings required to operate within the Academic Integrity Policy and reinforce these skills explicitly in Years 8 to 12.
- Modelling the ethics required to operate within the requirements of the Academic Integrity Policy and supporting all students to develop and apply the understandings that enable the ethical production and appropriate recognition of their learning.
- Requiring all students in Years 7-12 to submit summative tasks using *Turnitin* to detect AI, plagiarism, duplication or previously presented work.
- Applying the policy fairly and consistently with students.
- Reporting breaches to Learning Area Leader, Sub School Leader and Deputy Principal Director of Studies regarding consequences and after consultation about consequences contacting families to make them aware of any such breach, consequences and support provided to the student.

### Exam Invigilators

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

### Parents/Caregivers

- Developing, in partnership with school staff, their young person's understanding of the importance of owning their own work and the need for academic integrity as part of developing their character and the Value of Excellence<sup>PB</sup>.
- Supporting students to understand the importance of following the ethical requirements of the Academic Integrity Policy.
- If students make an unethical decision, working in partnership with the school to enable their young person to understand the consequences of their failure to take responsibility for their learning and the restorative work required.

### Students

- Understanding the importance of taking ownership of their own learning.
- Understanding and adhering to the ethics and principles of academic integrity in completing all school related tasks.
- Actively engage with and demonstrate the Academic Integrity Policy.
- Providing correct and appropriate citations in all work from Years 7 to 12 using a method approved by the course framework and their teacher.
- Submitting all summative work in Years 7 to 12 online using *Turnitin*.

### Procedures

- As part of developing student understanding of our school values and character (one of our 21st century skills - 5 C's) teachers will explicitly teach students about:
    - The importance of taking responsibility for their own learning in order to 'grow' their understandings.
    - The requirements of academic integrity and the details of this policy.
    - The referencing skills required in their subject from Year 7 to 12.
    - The use of *Turnitin* to submit each piece of summative assessment.
  - Students will be introduced to the concept of owning their own learning and academic integrity in *LEAP<sup>PB</sup>* and taught to use the Harvard referencing system, although other approved systems can be used in Year 11 and 12.
  - In all Year 7 subjects particularly English, Humanities and Science, students will be taught the importance of original work rather than cutting and pasting or using AI.
  - Teachers will ensure their assessment tasks require students to think rather than 'cut and paste'.
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- Teachers will explicitly develop students' ability to use artificial intelligence in acceptable ways: how it can be used to support learning such as proof reading, brainstorming and developing questions/prompts.
- Students will be explicitly taught the concept of collusion and how to manage this when working collaboratively.
- All students will submit their summative work in Years 7 to 12 through *Turnitin* to check for AI, plagiarism or previously presented work.
- In Years 7 to 10 students who contravene the policy will be required to make the work up under supervision and to undergo coaching 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.
- 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).

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 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 regarding consequences.**

In Years 7 to 10 any student who contravenes this policy will be subject to the following procedures:

- The student will be required to make the work up under supervision without access to technology.
- Undergo a coaching conversation to ensure that they are clear on the expectations and understand the concept of academic integrity and how it relates to the 21<sup>st</sup> Century skill of Character.
- In the instance of a repeated breach, the student will receive a zero grade after consultation with the Deputy Principal 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 regarding consequences.**

**Endorsed by the Principal, Wendy Johnson**

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