WILLUNGA HIGH SCHOOL

Academic Integrity Policy

Mission Statement

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people, enabling them to become highly successful global citizens.

Willunga High School is committed to maintaining high expectations of all students performing to their highest potential academically. We expect our students to demonstrate 'Academic Integrity' through making choices that are responsible, ethical and honest. We expect our students to be successful in vocational and co-curricular activities; respect themselves and others; and be proactive with their work output and responsible behaviour. This Academic Integrity Policy outlines the measures the school has put in place to ensure all members of the school community produce and submit work of the highest standard that is line with International Baccalaureate Academic Integrity Policy and the boundaries of accepted academic practice, prescribed by the South Australian Certificate of Education (SACE).

As learners at Willunga High School we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	**Open-Minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	**Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	**Risk-Takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Communicators We express ourselves confidently and creatively in more than one language and in a variety of ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	**Balanced** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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239 Main Road,
Willunga SA 5172
p: 08 8557 0100
e: dl.0909.info@schools.sa.edu.au

Purpose:

Willunga High School students will understand all work they produce needs to be their own, and any work that is from other sources is required to be fully and correctly acknowledged. Students will be taught the skills to correctly reference their work as they progress through the year levels. Academic Integrity will be taught explicitly in allocated Learner Profile Development lessons, annually for Years 7 through to 10. For Years 11 and 12, referencing will be taught explicitly in Research Project in Year 11, across all SACE subjects, and in targeted information sessions during allocated Mentoring lessons.

Leadership Roles:

Principal

- Ensures that school leaders support teachers to operate within the requirements of this policy and the relevant curriculum frameworks eg; International Baccalaureate Middle Years Program/SACE/Australian Curriculum.
- Ensures that teachers have training and development in Academic Integrity and explicitly teach the concept of as an important aspect of the ethical development of all students.
- Ensures that the human and physical resources necessary for explicit instruction in 'Academic Integrity' are provided within the school's available resources.
- Delegates responsibilities to school leaders as listed below.

Deputy Principal

- Ensures 'Academic Integrity' is developed and implemented at a whole school level in collaboration with the IBMYP Senior Leader, SACE Senior Leader, Area of Learning Coordinators, and in consultation with teaching staff.
- Investigates breaches of this policy and adjudicates on the consequences for Senior School students in consultation with the relevant SACE Senior Leader/Area of Learning Coordinators. Contacts families to inform them of the breach of rules, the consequences and the support provided to the student.
- Ensures that new teachers are inducted into the Academic Integrity Policy.

IBMYP and SACE Senior Leaders

- Ensure that the specific requirements of the IBMYP and SACE curriculum frameworks that relate to 'Academic Integrity' are implemented and monitored to quality assure these practices, including Exams, Research Project and Internal Assessments.
- Work with Area of Learning Coordinators to ensure that teachers support students to develop the referencing skills required to operate within the Academic Integrity 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 Assistant Principal Learner Culture.
- 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.
- Ensures 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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Area of Learning Coordinators

- Provide leadership for teacher teams in the implementation of modern learner such as responsible use of ICT/AI.
- Ensure that the requirements of the Academic Integrity Policy are implemented and quality assured, with all teachers in their team.
- Ensure that the boundaries that apply to feedback are fully understood and practised by all teachers.
- Work with the Deputy Principal or IBMP Senior Leader/SACE Senior Leader to process breaches of the policy.
- Support teachers to explicitly teach students the referencing skills required to operate within the Academic Integrity Policy.

Librarian:

The role of the Librarian is to promote good academic practice. It is the expectation that subject teachers share the responsibility for creating a culture of academic integrity by modelling good practice in referencing and citation in their classroom and learning materials. To support this, the Librarian is responsible for liaising with teachers to support them with locating credible resources for explicitly teaching students how to reference. The librarian assumes responsibility for promoting academic integrity via the creation of our Virtual Library and our Learner Management System. They are also responsible for reporting any suspected malpractice to the subject teacher and the IBMYP Senior Leader.

Teachers:

Teachers will monitor for plagiarism, collusion, or duplication of work. Teachers will also act as exemplary role models and support, act in accordance with the policy and provide students with advice whenever necessary. The Willunga High School Academic Integrity Policy should be displayed on Seqta Learner Management System and be referred to frequently during assessment tasks.
Teachers will:

- Develop in all students the skills required for success in modern learners while clearly delineating the boundaries of 'Academic Integrity', and the five academic integrity fundamentals of honesty, trust, fairness, respect and responsibility. These include collaborative skills necessary for working in effective teams (and how to avoid collusion), peer feedback, research skills and appropriate use of ICT/AI.
- Explicitly teach students in Year 7 the skills and understandings required to operate within the Academic Integrity Policy and reinforce these skills explicitly in Years 8, 9, 10, 11 and 12.
- Model the ethics required to operate within the requirements of the Academic Integrity 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 7-12 to submit summative tasks using Seqta Learner Management System.
- Use Winston AI to detect plagiarism or previously presented work.
- Apply the policy fairly and consistently, supporting students' rights, with the understanding that students will make mistakes and need guidance in correcting them.
- Report breaches to Deputy Principal Curriculum/SACE Senior Leader (Years 11 and 12) or Deputy Principal Curriculum/IBMYP Senior Leader (7 to 10) and Area of Learning Coordinators.

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Students:

Students will understand and adhere to the ethics and principles of the Academic Integrity Policy in completing all school related tasks.
Students will:

- Provide correct and appropriate citations in all work from Years 7 to 12 using a method approved by the course framework.
- Submit summative work in Years & to 12 online using Seqta Learner Management System.
- Students will be taught to understand what constitutes Academic Integrity, an authentic piece of work and intellectual property.
- Receive guidance in all lessons on study skills, academic writing, how to conduct research and how to acknowledge sources.
- Check their work for breaches using Winston AI.
- Understand what constitutes malpractice (particularly plagiarism, collusion, and misconduct).
- Know the consequences of being found to breach the Academic Honesty Policy outlined above.

Caregivers:

- Support students to understand the importance of following the ethical requirements of the Academic Integrity Policy.
- Review the Academic Integrity Policy and the SACE Student Guide to Referencing with their student.
- Support Willunga High School staff and their student with the consequences and follow-up actions required in the event of a policy breach.

Reference Systems Preferred:

1. Harvard System (Author-Date). Teacher guide available here.
2. Note System Referencing (footnoting). Teacher guide available here.

For a student friendly guide to referencing, please see SACE Student Guide for Referencing in Appendix.

Academic Integrity Misconduct Definitions:

Plagiarism

University of Oxford defines plagiarism as follows:

"Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence" (University of Oxford: 2023).

Collusion

La Trobe University defines collusion as follows:

"...a form of cheating which occurs when people work together in a deceitful way to develop a submission for an assessment which has been restricted to individual effort. This means that you have worked together on a task, that you were instructed to do by yourself" (La Trobe University: 2023)

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Academic Misconduct

Academic misconduct refers to the following unacceptable practices:

- Plagiarism
- Cheating in exams
- Copying or falsifying documents
- Getting others to write your work
- Doing someone else's work for them
- Collusion (working with other students on assessable work when not permitted)
- Contract cheating (paying someone to complete your work)
- AI/technology cheating (using software/tools/AI to complete your work)
- File sharing or using technology to communicate answers and cheat

Breach of Policy:

All students will be explicitly educated in what behaviour is appropriate in creating assessment pieces and what constitutes a breach. Examples of this include:

- Using information from a source/AI and claiming it as their own work without referencing or acknowledging where the information has come from.
- Inserting unauthorised material into an assessment piece.
- Leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during an assessment.
- Misconduct during an assessment, including any attempt to disrupt the assessment or distracting another student.
- Exchanging information or in any way supporting the passing on of information to another student about the content of an assessment.
- Failing to comply with the instructions of the supervisor responsible for the conduct of the assessment.
- Using an unauthorised device during an assessment or using a calculator when one is not permitted for the assessment.

Connection to Positive Behaviours for Learning

Breaches of this policy will result in consequences for students in line with the Willunga High School's Positive Behaviours for Learning Process (Level 1 & 2).

Positive Behaviours for Learning Policy:

Plagiarism

- exchanging information or in any way supporting the passing on of information to another student about the content of an assessment
- failing to comply with the instructions of the supervisor responsible for the conduct of the assessment
- using an unauthorized device during an assessment, or using a calculator when one is not permitted for the assessment

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Supervised Summative Assessment

- taking unauthorized material into an assessment
- leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during an assessment
- misconduct during an assessment, including any attempt to disrupt the assessment or distracting another student
- exchanging information or in any way supporting the passing on of information to another student about the content of an assessment
- failing to comply with the instructions of the supervisor responsible for the conduct of the assessment
- using an unauthorised device during an assessment, or using a calculator when one is not permitted for the assessment

Consequences:

Any work that is found to show evidence of academic dishonesty will involve the student in a restorative process, with the support of a caregiver or nominated member of staff. The process will be guided by the following:

1. In first instance the student will be interviewed about the concern by the subject teacher. The subject teacher is expected to inform the IBMYP or SACE Senior Leader about the incident and provide support to help the student correct the error. If necessary, students will be support by a caregiver or nominated staff member.
2. This should be recorded on Seqta as a behaviour incident. The student must be provided with support to avoid academic dishonesty again.
3. Ongoing incidents of academic dishonesty will involve the family of the student and more senior staff determined by the severity and frequency of concern e.g. Deputy Principal, Principal.

Consequences will be at the discretion of the Deputy Principal, in consultation with appropriate leadership staff (IBMYP Senior Leader/SACE Senior Leader/Area of Learning Leader) and will include.

- Alternate task to be done in student's own time – Timeline: Lunchtime support – Until completed.
- Student can only receive a 3/C grade (7 to 10).

Policy Review:

The Deputy Principal in collaboration with the IBMYP Senior Leader and Area of Learning Coordinators will review and update the Academic Integrity Policy annually. The policy will be stored on the all-staff Microsoft Teams page.

Endorsed by Principal Anthony van Ruiten

Prepared by

Megan Moore

Senior Leader - Internationalising the Curriculum

17/08/2023

Review to be completed in 2024 by MYP Coordinator

Appendix

SACE Student Guide to Referencing

The following is a general guide from the South Australian Certificate for Education (SACE) Board for students to follow when acknowledging sources of information they have used to inform their writing.

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SACE Board of SA

Student Guide to Referencing

You will be required to use referencing in many of the subjects you study as part of the SACE. You will have to research different topics and collect information from a variety of sources. All of these sources, including Internet sources such as web pages, blogs and emails need to be acknowledged appropriately.

You need to acknowledge other people's work which you have used to create your own work. Referencing helps you to avoid plagiarism and shows your readers what you have researched and how you have used the information.

This can include many things, such as exact words (quotes), ideas, diagrams, tables and other images that you use. These may have been compiled from paper sources such as books, multimedia such as television broadcasts, or from internet based sources such as websites. If you have used web based sources you must remember to also provide the date you accessed them.

There are different referencing styles you can choose to use, one of the most frequently used is the Harvard referencing system. Whichever style you choose, the most important thing is for the style to remain constant throughout your work.

Types of Acknowledgment

	In-text Acknowledgment	Footnotes and Endnotes	Reference List and/or Bibliography
When?	When quoting the work of another person. Identifying the ideas, text, diagrams, tables and images of another person.	Usually used in literature, history and the arts. Can be used along with or as an alternative to in-text acknowledgment	Reference list is a complete list of all the publications you refer to within your work. Bibliography is the same as the reference list but also includes publications not directly referred to in your work.
How?	Use quotation marks or indentation of text and a brief reference for direct quotes. Include a brief reference immediately following the text for identifying the work of another person.	Numbers are placed in the relevant part of the text and have corresponding footnotes or endnotes at the bottom of the page.	Comprehensive list placed at the end of your work.

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Examples of Referencing

In-text Acknowledgment

1 Quote sentences from another source	•You should keep this to a minimum to ensure the work you submit is your own. •The quotation should be set out separately from the rest of your text by: indenting from the margin; using a smaller font size or italics
2 Quote a few words from another source	•These should be kept within your text but identified using quotation marks
3 Acknowledge the ideas of another person	•When you put another person's ideas into your own words you must still acknowledge the source as you are using their ideas.

1 Quote sentences from another source

At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australians were using various techniques, particularly fire, to manage the land:

Indent from the margin →

… the explorers were not pushing out into wilderness, they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire. (Reynolds 2000, p.20)

Leave a line above and below the quote

Use a different font than the rest of the text (e.g., make smaller or *italicise*)

Identify author, year of publication and page number at the end of the quote

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2 Quote a few words from another source

Reynolds (2000) argues that the Australian landscape was 'skilfully managed and shaped' (p. 20) by Aboriginal people through the use of fire.

Use single quotation marks around the quoted words.

Add page number after the quote, plus author and year of publication if not referred to earlier in the sentence.

3 Acknowledge the ideas of another person

Refer to the author in your sentence.

Follow with year of publication and page number in brackets.

More recent studies, including those by Ward and Foot (1999, p.6), note increasing dissatisfaction with how the taxation system handles superannuation.

Footnotes and Endnotes

Referencing a source for the first time	•Include the author's initial, surname, name of the book or article, publisher name and location, year published •Exact page numbers (for a direct quote, an idea or any graphic or image used).
Subsequent references	•Include the author's surname and exact page numbers

In text

F. Carbone states that the Eureka stockade failed because they all went home. 1.....

Corresponding Footnote at bottom of page or in endnote

1. F. Carbone, 'Eureka: the End', CWA Press, Australia, 1989
2. Carbone, p 102

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Reference List and/or Bibliography

These are the basic elements, in order, for referencing a source in a reference list or bibliography.

The example below shows a full reference to a source with the basic elements in **bold**. The references should be listed in alphabetical order.

1	Author's name: surname followed by first name.
2	Date of publication.
3	Title of publication.
4	Publisher.
5	Place of publication.

Referencing new types of sources

It is important that you reference **all** Internet sources, including acknowledgment of websites, wikis, blogs, twitter and emails, and that you do so in the same way as your other sources to ensure consistency.

For a website:

In text:

The Reconciliation Australia website (2005-2009) …

In the reference list or bibliography:

Reconciliation Australia 2005-2009, accessed 21 December 2009, <http://www.reconciliation.org.au>

Referencing and word count

- The word count includes headings, direct quotations and footnotes which are used for explanation.
- It does not include the title/question page, the contents page, reference list / bibliography, footnotes or in-text references (which list authors), and appendices.

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