

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 academic, vocational and co-curricular activities; respect themselves, their environment and others; be proactive with their work output and demonstrate 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). All students participate in the International Baccalaureate Middle Years Program (IBMYP), and work to develop the following IB Learner Profile attributes.

As learners at Willunga High School we strive to be:

 <p>Inquirers</p> <p>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.</p>	 <p>Open-Minded</p> <p>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.</p>
 <p>Knowledgeable</p> <p>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.</p>	 <p>Caring</p> <p>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.</p>
 <p>Thinkers</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	 <p>Risk-Takers</p> <p>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.</p>
 <p>Communicators</p> <p>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.</p>	 <p>Balanced</p> <p>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.</p>



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.

Purpose:

Willunga High School students will understand all work they produce needs to be their own, and that acknowledging work that is from other sources fully and correctly is essential. 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. Referencing will be taught in all year levels, across all subjects, but more explicitly in Years 11 and 12, intentionally through Activating Identities and Futures (AIF) in Year 11 and 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/South Australian Curriculum.
- Ensures that teachers have training and development in Academic Integrity and explicitly teach the concept of Academic Integrity 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 curriculum supporting the teaching and learning of '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 serious breaches of this policy and adjudicates on the consequences for Senior School students in consultation with the relevant SACE Senior Leader/Area of Learning Coordinator. Learner Culture Leader and Teacher 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 relating to 'Academic Integrity' are implemented and monitored, to quality assure these practices, including Exams, AIF and Internal Assessments.
- Work with Area of Learning Coordinators to ensure that teachers support students to develop the referencing skills required across all areas of the curriculum 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 for learning 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.

Area of Learning Leaders

- Provide leadership for teacher teams in the implementation of modern teaching and learning practises such as responsible use of ICT/AI.
- Ensure that the requirements of the Academic Integrity Policy are implemented, by all teachers in their team, and quality assured.
- Ensure that the boundaries that apply to feedback for learning are fully understood and practised by all teachers.
- Work with the Deputy Principal or IBMYP 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 curation of our [Virtual Library](#) and promotion through 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 will be available through the school's learner management system and be referred to frequently during assessment tasks.

Teachers will:

- Develop, in all students, the skills required for success as modern learners and an understanding of the five academic integrity fundamentals of honesty, trust, fairness, respect and responsibility, while clearly delineating the boundaries of 'Academic Integrity'. 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 the school's 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.

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 the method determined by the course framework.
- Submit summative work in Years 7 to 12 online using the school's 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 Integrity 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).

Plagiarism, where students present work for assessment, publication or otherwise that is not their own, without appropriate attribution or reference to the original source. Plagiarism can include:

- i. paraphrasing or copying published and unpublished work without a reference;
- ii. adopting the ideas or concepts of others, including the structure of an existing analysis without due acknowledgement by way of reference to the original work or source.

Willunga High School deems plagiarism as a form of academic misconduct, and it goes against the Learner Profile attributes of being Principled and Caring.

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).

Collusion, where students present work as independent work when it has in fact been produced in whole or in part with others (including persons external to the University) unless prior permission for joint or collaborative work has been given by the Course Coordinator, as specified in the Course Outline. Collusion can include:

- i. a student inappropriately assisting with or accepting assistance with the production of an assessment task;
- ii. submitting work which is the same or substantially similar as another student's work for the same assessment task.

Willunga High School deems collusion as a form of academic misconduct, and it goes against the Learner Profile attributes of being Principled and Caring.

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 a supervised assessment task.
- 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

Supervised Summative Assessment

- taking unauthorized material into an assessment
- leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during a supervised assessment task.
- 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 parent, IBMYP, Learner Culture or SACE Senior Leader about the incident and provide support to help the student correct the error. If necessary, students will be supported by a caregiver or nominated staff member.
2. This will be recorded on the school's learner management system 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 Principal, in consultation with appropriate leadership staff (IBMYP, Learner Culture or SACE Senior Leader or 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 (IBMYP), in conjunction with the Deputy Principal and the Area of Learning Leaders

12/05/2026

Review to be completed in 2027 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.

GUIDELINES FOR REFERENCING

Why use referencing?

Referencing is used to acknowledge other people's work used to create your own work. This can include such things as: an idea, exact words, art work, a diagram, an image or a table that is used in a piece of writing or non-written text. Referencing shows respect for other people's intellectual rights and avoids plagiarism. It also enables the reader to follow up the work of other authors and creators referred to in the piece of work.

What system of referencing should be used?

There are a number of referencing styles available for use. Different institutions/publishers use their own style and/or variation of a referencing system, so slight differences may be observed. Detailed descriptions of these systems are generally made available via the institution/publisher's website. Some examples of these sites are listed at the end of this document.

The purpose of all referencing systems is to acknowledge the work of others and to enable readers/viewers to find the referenced material. Referencing of new source types, such as emerging technologies, use the same basic principles and are consistent with the referencing style being used.

It is easier for students and teachers if a school adopts and teaches a consistent referencing system. The examples of referencing used in this guide are based on the Harvard referencing system, also known as the Author–Date system.

What if students already use a different system of referencing?

Examples included here are intended as a guide only. Other approaches to referencing might already be in place in some schools. They are also appropriate to use.

The main advice is that the style should remain consistent throughout a piece of work.

Referencing style

Referencing style can require three types of acknowledgment:

- 1) In-text acknowledgement (see Part A below)
 - a) When quoting another's words, indentation of text (for sentences, see Part A, 1) or use of quotation marks (for a phrase, line or two, see Part A, 2) as well as brief reference
 - b) To identify another's ideas, words, art work, diagrams, images or tables, brief reference (author, date, page number/s) immediately following the text (see Part A, 3)
- 2) Footnotes and endnotes (see Part B below)

Footnotes and endnotes are easy to use and do not break the flow of text. They are used in literature, history and the arts where source materials may have lengthy reference information. Generally, footnotes are used for a small number of citations and endnotes for large numbers or lengthy endnotes. Consecutive superscript numbers are placed in the text and corresponding footnotes are located at the bottom of the same page as the text to which they refer. End notes are placed at the end of a chapter or the end of the complete piece of work.

3) Reference list and/or bibliography (see Part C below)

Place at the end of your work. It should contain full source details. Use the detailed guidelines in Part D to assist in creating the list.

Referencing and word count

Refer to the SACE Word-count Policy.

The word-count includes headings, direct quotations, and footnotes that are used as explanatory notes. The word-count does not include the title/question page, the contents page, the reference list or bibliography (including footnotes or in-text references that are used to list author, date, and page numbers), and appendices. A reference list or bibliography that is required for an assessment task is not included in the word-count, but will be assessed for accuracy and consistency.

How to reference new types of sources

Reference new source types (e.g. web references, blogs, twitter) using the same principles you would use to reference the more traditional materials.

This guide sets out the basic principles of referencing and gives a variety of examples. However, if your particular reference still doesn't match any of the examples given here, follow the basic principles and format as for more traditional types using this guide.

Sections following in these guidelines

Part A – In-text acknowledgement

Part B – Footnotes and endnotes

Part C – Reference List and/or Bibliography

Part D – Examples of citing various types of sources

Part E – Acknowledging the use of AI

Part A In-text acknowledgement

When quoting in running text, always include:

- author
- date
- page number or location reference where specific text is referred to.

1. How to quote sentences from another author

Note: You must keep this to a minimum to ensure that what you submit for assessment is your own work. This is used in cases of 30 words or more.

Set out the quotation in a separate block of text, by:

- indenting from the margin
- using a smaller font size or italicising the text.

Introduce a long quotation with a colon

Example

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:

... *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)

Indent from the margin

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. If the date is unknown use n.d.

2. How to quote a few words from an author

Include the words in the normal setting of the sentence. This is used in cases of less than 30 words.

Example

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. How to acknowledge another author's ideas without quoting their exact words

When paraphrasing another person's words — putting them into your own words — you must still acknowledge your source because you are referring to someone else's ideas or claims.

When referring to an idea or works that are not your own, you must back up your claim with documentary evidence.

Example

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.

The diagram shows two arrows pointing from the text above to the citation '(1999, p.6)' in the example sentence below.

PART B Footnotes and endnotes

Example

In text

The information that Columbus wanted most was: Where is the gold? ¹

Corresponding footnote at the bottom of the page or endnote

1. Howard Zinn, *A People's History of the United States: 1492 – Present* (New York: Harper Collins Publishers, 2005), 2

The diagram shows a box containing an in-text citation with a superscripted footnote number, followed by the full footnote text at the bottom of the page.

When referencing a source for the first time the footnote or endnote should be a full citation, including:

- Author's first name, then surname, title of article, book etc.(in italics), editors where applicable, publisher name and location, and year published
- exact page numbers should be given if the reference is a direct quotation, a paraphrase, an idea, an image, chart, graphic or visual support direct from the source

For subsequent references, include:

- author's surname
- exact page numbers

Latin abbreviations can be used to simplify subsequent references

- *op.cit.*, meaning 'in the work cited' can be used with the author's name and page number where a full citation has already been given.
- *Ibid.*, meaning 'in the same place' can be used when the citation is the same as the previous one, with page numbers included if these are different.

1. Howard Zinn, *A People's History of the United States: 1492 – Present* (New York: Harper Collins Publishers, 2005), 2
2. Robert Geise, *American History to 1877* (New York: Barron's Educational Services, 1992), 4
3. Zinn, *op.cit.*, 14

1. Howard Zinn, *A People's History of the United States: 1492 – Present* (New York: Harper Collins Publishers, 2005), 2
2. *ibid.*, 16
3. *ibid.*, 24

Part C Reference List and/or Bibliography

A reference list is a full list of all publications referred to in the work. It is placed at the end.

A bibliography differs in that it also includes publications that are not specifically referred to in the work. It is also placed at the end.

Order of elements of a citation (i.e. a reference to a source)

1. Author and Date (The Harvard or Author-Date style of referencing).
2. The details of the citation should be organised in the order shown in the table below. Include only what is appropriate for your source type.
3. The basic elements to use are shown in **bold** in the table below. When organising your citation look for the basic elements first and then use them in the order shown in the table.
4. Finally clarify your citation with the other elements if they apply to your source.

1. Author
2. Date
3. Title <i>Book</i> (in italics if published), or 'Article', <i>Journal</i> , or 'Chapter', in <i>Book</i>
4. Editor / translator / compiler
5. Edition (if identified as 2 nd , 3 rd , revd, etc.)
6. Volume no. / Volume title (if applicable)
7. Other publication details (e.g. day, month)
8. Series title (if applicable) and volume number within series if series is numbered
9. Medium (e.g. DVD, CD-ROM, podcast <i>but not</i> book, Internet, as this will be self-evident)
10. Publisher, place
11. Page number or numbers (if a chapter in a book or article in newspaper/journal)
12. URL
13. Access date

Punctuation

Referencing guides often use slightly different punctuation. You should use the same punctuation style consistently throughout your work.

A style that is simple to follow and widely used in Australia is that described in the *Style manual for authors, editors and printers* (2002), in which the elements are divided by a comma and finished with a full stop.

Order of citations

Order the list alphabetically by the first word or words of the entry, ignoring definite and indefinite articles (a, an, the).

Part D Examples of citing various types of sources

Type of source	How to cite in text	How to list in the References or Bibliography	Comments
BOOKS			
Book	(Clark & Cook 1983)	Clark, IF & Cook, BJ (eds), 1983, <i>Geological science: Perspectives of the earth</i> , Australian Academy of Science, Canberra.	No author appears on title page. List by editor(s).
Book etc., with four or more authors	(Henkin et al. 2006)	Henkin, RE, Bova, D, Dillehay, GL, Halama, JR, Karesh, SM, Wagner, RH & Zimmer, MZ 2006, <i>Nuclear medicine</i> , 2nd edn, Mosby Elsevier, Philadelphia.	'Et al.' is short for <i>et alia</i> , meaning 'and others'.
Book chapter	(Kanengoni 1997)	Kanengoni, A 1997, 'Effortless tears', in <i>Under African skies</i> , ed. C Larson, Payback Press, Edinburgh, pp. 289-295.	<ul style="list-style-type: none"> • Chapter title in single quotation marks • Editor signified with 'ed.' • Page numbers of the chapter.
Book with government author	(SA. DEH 2007) or (and this will require cross-reference in References) (<i>No Species loss</i> , 2007) (SA. DENR 1995)	South Australia. Department for Environment and Heritage 2007, <i>No species loss: A nature conservation strategy for South Australia 2007–2017</i> , DEH, Adelaide. <i>No species loss</i> 2007 see South Australia. Department for Environment and Heritage (2007). South Australia. Department of Environment and Natural Resources 1995, <i>South Australia: Our water our future</i> , DENR, [Adelaide].	<ul style="list-style-type: none"> • Name of government and government body • Date of publication [or most likely date in square brackets, if none given] • Title • Individual author (if named) • Report number • Publisher and place. <p>Sometimes the publisher organisation is also the author.</p>
Encyclopaedias and dictionaries	If there is no author include the information in parentheses in the text: ... (<i>Encyclopaedia Britannica</i>) Otherwise, treat as a newspaper article.	Brown.J (ed) 2006, <i>Encyclopaedia of Bicycles</i> , vols 3-5, XY Press, Hawthorn Vic.	<p>Include:</p> <ul style="list-style-type: none"> • title (italics) • edition, if not first • 'heading', if there is one

JOURNALS AND NEWSPAPER ARTICLES			
Journal article	Norton et al. (2001) discuss ...	Norton, K, Dollman, J, Klanarong, S & Robertson, I 2001, 'Playing safe: Children in sport', <i>Sport Health</i> , vol. 19, no. 3, pp. 12–14.	Where there are four or more authors: <ul style="list-style-type: none"> • cite the first name only in the text, followed by 'et al.' (<i>et alia</i> – and others) • list all authors in the reference list.
Journal article that can be accessed online	Abel (2001) presents ...	Abel, EL 2001, 'The gin epidemic: Much ado about what?' <i>Alcohol and Alcoholism</i> , vol. 36, no. 5, pp. 401–5, accessed 11 January 2010, < http://alcalc.oxfordjournals.org/cgi/reprint/36/5/401 >.	Check that the URL is current. If the article is no longer available online but you have previously accessed it, state the date you previously accessed it.
Newspaper article	Oaten (2002) describes how to ...	Oaten, C 2002, 'Open your house to the sun', <i>The Advertiser</i> , 6 September, p. 31.	<ul style="list-style-type: none"> • article title in single quotation marks • newspaper title in italics • date and month of article page number
AUDIO-VISUAL SOURCES			
Television program, broadcast	A <i>Lateline</i> episode (ABC 2012) reports how the homeland of residents of very low lying mud islands is in trouble.	ABC 2012, <i>Lateline</i> , television program, ABC, 7 December.	Include <i>title</i> of program, date watched/listened and, if available: <ul style="list-style-type: none"> • 'episode title' (in single quotes) and number • names of key performers, if relevant • broadcast venue • date of original broadcast.
Film / DVD	In the film <i>Escape to Grizzly Mountain</i> (Dalesandro 1999) ...	Dalesandro, A (dir) 1999, <i>Escape to Grizzly Mountain</i> , motion picture, 20 th Century Fox	Include: <ul style="list-style-type: none"> • format special credit to director at the end of the citation.

ELECTRONIC SOURCES			
Website	Rainfall and Temperature records show ... (Australian Government BOM 2015).	Australian Government Bureau of Meteorology, <i>Rainfall and Temperature Records</i> , accessed 4 th June 2015, < http://www.bom.gov.au/ >.	Include: <ul style="list-style-type: none"> • author, or person/organisation responsible for the website • title of the page (from the browser's title bar) in italics • date: last update, copyright date, or n.d. if no date is available • URL.
Website: article	Higher temperatures and melting glaciers are changing mountain ecosystems (FAO 2007).	Food and Agriculture Organization of the United Nations 2007, 'Climate change causing species disappearance in mountain areas', FAO NewsRoom 11 December, accessed 18 December 2007, < http://www.fao.org/newsroom/en/news/2007/1000722/index.html >.	
Website: Television Program	... (Four Corners 2004)...	Four Corners 2004, <i>City limits: Australia's urban water crisis</i> , 18 October, extended broadband version, ABC Television, accessed 11 January 20, < http://www.abc.net.au/4corners/specialeds/20050209_10 >.	Include also: <ul style="list-style-type: none"> • format • URL • access date • enough information that, if the URL changes, the reader can still search for it.
Website: video file	Japan came under attack again ... ('Japan under fire ...', 2007)	'Japan under fire for whaling', 2007, NineMSN News, 18 December, daily views 1018, Windows Media Player video file, http://video.msn.com/video.aspx?mkt=en-	Include enough information to be able to find the source again if the URL changes.

		AU&brand=ninemsn&vid=efa1da1b-348a-46ba-9872-4a0c77e51d72 .	
YouTube video	Rider's <i>Urban Sprawl</i> YouTube video shows how ... Rider (2009) shows how ...	Rider, J 2009, <i>Urban Sprawl: A Sim City 4 Demonstration</i> , video, accessed 11 January 2010, < http://www.youtube.com/watch?v=1Wp1e3UqGoQ&feature=fvsr >.	Include: <ul style="list-style-type: none"> author / producer (if identifiable) year title format The person who posted the video is not necessarily the author or producer.
Podcast	Include information in parentheses: ... (Bun 2008) Or work it into the text: Bun (2008) reports on ...	Bun, M 2008, 'Rising sea levels', presented by R. Williams, <i>Ockham's Razor</i> , Radio National, podcast, 31 August, accessed 11 January 2010, < http://www.abc.net.au/rn/ockhamsrazor/stories/2008/2349127.htm >.	<ul style="list-style-type: none"> Set out as for journal article or chapter in a book. The word 'website' is not included because the publisher's name is repeated in acronym in the URL.
Email	In an email letter to the writer 6 May 2007, the Mayor of the City of XXX said ... <i>or</i> The Mayor of the City of XXX (email message to writer, 15 April, 2007) promised that ...	Climp.F <i>Researching Sport</i> , personal communication, 15 April, 2007.	Include: <ul style="list-style-type: none"> author name of the list date of the posting If archived, include the URL and access date.
Blog	(Barry 2010)	Barry, G 2010, 'Earth meanders: Resisting global ecological change', <i>Climate Ark</i> , 5 January 2010, viewed 29 March 2010, < http://www..... >.	Include: <ul style="list-style-type: none"> author of entry title of article title of weblog type of website, i.e. blog URL access date If paraphrasing or direct quotation use as for other source types.

Social Networking Sites	<p>In-text</p> <p>In a Twitter post on January 12, 2013, James Legg (@JLegg) wrote, 'Present government has no idea. Need to listen to people'. Foot or End note</p> <p>James Legg, January 12, 2013, 12.16 p.m., Twitter post, http://twitter.com/Jleg</p>	James Legg January 12, 2013, 12.16 p.m., Twitter post, < http://twitter.com/Jleg >.	<p>Include:</p> <ul style="list-style-type: none"> • name of poster • date of posting • access time • URL.
Phone Applications	<p>Include information in parentheses: ..(Skyscape 2013)</p>	Skyscape 2013, Skyscape Medical Resources (Version 1.17.42) [Mobile application software],retrieved from < http://itunes.apple.com >.	
Text Generative AI (such as ChatGPT)	<p>Include the reference in parentheses: ... (Open AI, 2023)...</p> <p>Or work it into the text: ChatGPT named four films that were influenced by Hamlet: <i>The Lion King, Rosencrantz & Guildenstern are Dead, The Bad Sleep Well</i> and <i>Strange Brew</i> (Open AI, 2023).</p>	Open AI (2023) "Which films have been influenced by Shakespeare's Hamlet" <i>ChatGPT</i> (May 8, 2023) < http://chat.openai.com >	<p>Include:</p> <ul style="list-style-type: none"> • the developer of the AI tool • the name of the tool • what prompt was entered for that information • the date that the text was generated. <p>If you need to reference multiple prompts add a letter of the alphabet to the end of the year in your in-text reference and bibliography eg. (Open AI, 2023a). This is so your prompts can be connected clearly to the reference.</p>
Image Generative AI (such as Dall-E)	<p>Include the reference and prompt in parentheses in the text or as a caption for the image: ...(Open AI, "Dog riding a skateboard", 2023)...</p> <p>Or work it into the text: I started with a reference image using Dall-E with the prompt "dog riding a skateboard" (Open AI, 2023).</p>	Open AI (2023) "Dog riding a skateboard" <i>Dall-E</i> (May 8, 2023) < http://labs.openai.com >	<p>Include:</p> <ul style="list-style-type: none"> • the developer of the AI tool • the name of the tool • what prompt was entered for that image • the date that the image was generated. <p>If you need to reference multiple prompts add a letter of the alphabet to the end of the year in your in-text reference and bibliography.</p>
OTHER SOURCES			

<p>Interviews (unpublished)</p>	<p>Weave information into the text, e.g.</p> <p>I interviewed Jay Smith in March this year, and asked him what advice he has to give young tennis players ...</p> <p>In an interview conducted on 3 March 2008, Mr J. Smith stated that ...</p> <p>I'll call him David. That's not his real name, but he sleeps in the parklands and agreed to talk to me about how he copes.</p>	<p>Smith, J 2008, Interview by [your name], Adelaide, 3 March.</p> <p>Interview with a homeless person, 2008, by [your name], 6 June.</p>	<p>If listing in references:</p> <ul style="list-style-type: none"> • treat interviewed person as author • make the context clear obtain interviewee's permission to use the interview in your work.
<p>Personal Communication (e.g. surveys sent and received by email or telephone conversations)</p> <p><i>See Interviews (unpublished)</i></p>	<p>In a survey communicated by email on 10 July 2011, the Manager of Café Three at Salisbury, Mr Peter Jones, indicated that ...</p> <p style="text-align: center;"><i>or</i></p> <p>In a telephone conversation on 10 July 2011, Mr Peter Jones, the Manager of Café Three at Salisbury, highlighted the ...</p>	<p>Jones, P 2011, surveyed by [your name], Adelaide, 10 July.</p> <p>Jones, P (2011), survey prepared by [your name] on...</p>	<p>If listing in references:</p> <ul style="list-style-type: none"> • treat person who completed the survey as author • make the context clear <p>obtain permission from the person completing the survey to use their responses in your work.</p>
<p>Paintings, sculptures, photographs, other artworks</p>	<p>Include information in parentheses: ... (Pollock <i>Blue poles</i>, 1952, National Gallery of Australia, Canberra) ...</p> <p>Or work it into the text: Controversial at the time it was purchased, Pollock's 1952 painting <i>Blue poles</i>, hanging in the National Gallery of Australia, illustrates ...</p>	<p>Artworks and Live performances that cannot be easily recovered should be referred to in detail in-text.</p> <p>Images of recoverable artworks should reference where it is located using standard formatting.</p> <p>SACB 2009, Image of cat and pig, SACB, 10 June, viewed 27 July 2013, <http://www.sacb.gov/artworx/gallery/image.html>.</p>	<p>Include:</p> <ul style="list-style-type: none"> • name of artist • title (italics for paintings and sculptures, quotation marks for photographs) • name of gallery location.
<p>Live performances (theatre, music, dance)</p>	<p>Include information in parentheses: ... (<i>Much ado about nothing</i>, directed by J Bell 2011, opening scene)</p>	<p>Bell, J (dir.) 2011, <i>Much ado about nothing</i>, by W Shakespeare, theatre performance, 8 April- 14 May 2011, Bell Shakespeare Company, Drama Theatre, Sydney Opera House, viewed 10 April 2011.</p>	

Poetry (classic)	<p>Poetry lines:</p> <p>[author first name / lastname] [<i>Poem title</i>], verse [x], lines [x-xx]</p> <p>Or work it into the text:</p> <p>Tennyson's hero is unlike Homer's; he has no definite end in view (lines 57-64)</p>	<p>James, K 1997, 'Broken tears', <i>Pictures from Mars</i>, ed. C. Greene, Poetry Press, Edithburgh, SA, pp. 28-29.</p>	<p>If you quote from the introduction or notes, you should list the edition in the reference list.</p>
Maps	(Mason 1832)	<p>Mason, J 1832, <i>Map of the countries lying between Spain and India</i>, 1:8,000,000, Ordnance Survey, London</p>	<p>If the cartographer is unknown:</p> <ul style="list-style-type: none"> • Title of map • Year • Scale of map • Publisher • Place of publication

Part E Acknowledging the use of AI

When using generative AI in your work, you should include an acknowledgement which lets the reader know which tools you used and which prompts you entered. This is particularly important if you have used AI tools in your work but not directly in a way that would require referencing.

When referencing AI tools you should:

- Provide the detail of which technology was used
- List the prompts that you have used and the date
- What you did with the output of the prompts.

For example:

In my essay, I used Open AI's ChatGPT (<http://chat.openai.com/>) to begin my search. The prompts I used were:

- What are the main themes of Hamlet (May 3, 2023)
- Who are the main characters in Hamlet (May 3, 2023)
- Which films have been influenced by Shakespeare's Hamlet (May 8, 2023)
- What connections are there between The Lion King and Hamlet (May 8, 2023)

These prompts were used to make a list of ideas that I then refined to use for my essay.

References on which this advice is based

Chicago manual of style, 2003, 15th edn, University of Chicago Press, Chicago.

Style manual for authors, editors and printers, 2002, 6th edn, revised by Snooks & Co., John Wiley & Sons Australia, Milton, Qld.

Turabian, KL 2005, *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*, 7th edn, University of Chicago Press, Chicago.

Monash University: Learn HQ, *Acknowledging the use of generative artificial intelligence*

<<https://www.monash.edu/learnhq/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence>>

For more information

Most universities and libraries offer information on Harvard Referencing on their websites. These are updated from time to time. The websites listed below offer useful guides.

When accessing these guides, remember that individual institutions adopt slight variations in their own 'house style', and one might be slightly different to the next, particularly in punctuation. It is more important to use one style consistently in your document, following the *principles* outlined in this guide (which appear in all guides), than slavishly trying to follow the details of different style guides.

- Learning Connection, 2007, *Referencing using the Harvard Author-Date System*, (revd), University of South Australia, accessed 11 January 2010, <http://www.unisanet.unisa.edu.au/learningconnection/student/learningAdvisors/documents/harvard-referencing.pdf>.
- Library and Learning Development, 2007, *University of Wollongong Author-Date (Harvard) Referencing Guide*, University of Wollongong, accessed 11 January 2010, <http://130.130.51.4/referencing/about.html>.
- Division of Teaching and Learning Services, 2007, Central Queensland University, *Harvard (author-date) referencing guide*, accessed 29 December 2011, <http://www.intec.edu.do/pdf/HARVARD/harvardguide%5b2%5d.pdf>.
- Griffith University Referencing Tool, nd., accessed 22 May 2014, <https://app.secure.griffith.edu.au/reference_tool/index-core.php>

Further advice on footnotes and endnotes is given in various places on the internet, including:

- a. The Department of Modern History at Macquarie University, <http://www.modhist.mq.edu.au/documents/2007ReferencingHistEssay.pdf>
- b. University of South Australia, <http://www.wisc.edu/writing/Handbook/DocChicago.html>
- c. New South Wales Board of Studies 'All My Own Work' program <http://amow.boardofstudies.nsw.edu.au>

* This document was revised in June 2023