# ACADEMIC HONESTY POLICY

## YEARS 4 - 12

| LAST REVIEW DATE | NEXT REVIEW DATE |
|---|---|
| March 2024 | November 2025 |
| **RESPONSIBLE OFFICER** | *Director of Teaching & Learning* |

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## RATIONALE

The vision statement of St Dominic's Priory College highlights:

> *"We aspire to provide an innovative, rigorous and inclusive education that leads girls and young women to achieve excellence in their studies and confidence in their future."*

Students will develop personal integrity through good practice in learning and assessment that creates and promotes a culture of academic honesty.

This policy encompasses the practice of staff and students from Years 4 to 12, and it is intended to inform the whole school community about principles, practices and processes.

## PRINCIPLES

There are three main areas that influence academic honesty:

1.  **PERSONAL**
    Students at St Dominic's Priory College are principled and act with integrity and honesty. Teachers encourage honesty and building skills of independence.

2.  **SOCIAL**
    Collaborative skills are developed through team tasks and the need for students to be aware that contributing is a two-way process.

3.  **TECHNICAL**
    Awareness of the need to acknowledge the work and contributions of others; use a common referencing standard; and include a comprehensive bibliography using the referencing system that is deemed appropriate for each subject area.

## UNDERSTANDING ACADEMIC HONESTY

In order to understand academic honesty all students must be provided with a set of values and skills that promote personal integrity and educational growth.

- Students understand what constitutes academic honesty and why it is essential to follow guidelines set out by the College.

- Students are aware that there are laws protecting intellectual and creative expression.

- Students are able to recognise the difference between working collaboratively in group tasks and allowing another student to copy their work.

- Students understand that an authentic piece of work requires a degree of individual and original ideas, which acknowledges the words and thoughts of others, at all times.

- Students understand that the use of emerging technologies, such as Artificial Intelligence (AI) tools, may be used for purposes such as research, ideation and to assist in developing work; but use of these technologies must be declared.

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# EXAMPLES OF ACADEMIC DISHONESTY

St Dominic's Priory College defines academic dishonesty as an action that would result in a student gaining an unfair advantage, where the work produced is not their own. (See Appendix 1 for specific examples).

## PLAGIARISM

- The act of presenting someone else's, or artificially generated, work or ideas as your own, without appropriate acknowledgement of the author or source.

## COLLUSION

- The presentation of an assessment piece by a student as her own, which is in fact the result of unauthorised collaboration with student/s, parent/s, tutor/s or otherwise.
- The over support of a student, as well as the over drafting of work is also deemed as collusion, due to compromising the author's authenticity.

## DUPLICATION OF WORK

- Presenting the same work for different assessment components within or across subjects without consultation with the teacher.

## FABRICATION OF DATA

- Presenting data that has been purchased, plagiarised or invented by the student rather than collected from surveys, interviews, experiments, or other such processes.

## MISCONDUCT IN TESTS / EXAMINATIONS AND OTHER SUMMATIVE ASSESSMENTS

- Taking unauthorised material / devices into tests / examinations.
- Receiving or disclosing information to another student.
- Inappropriate behaviours which may distract other students or provide an unfair advantage to one's self or to others.

## ROLES AND RESPONSIBILITIES

The following guidelines provide advice about the role of teachers, students and parents/guardians in ensuring academic honesty.

### ROLE OF TEACHERS

Teachers have a key role in explicitly teaching how to be academically honest. It is advised that they take advantage of the expertise available when planning creative and research-based processes, as well as all forms of assessment. (e.g. Teacher Librarian, Faculty Coordinator etc).

To support students in developing academic honesty, teachers should ensure that:

- Students are aware of and understand the College policies for assessment and academic honesty.

- Students are provided with appropriate scaffolding to assist with planning, developing, and completing assessments.

- Students are provided with appropriate AI use guidelines for each assessment.

- Students are shown the scenarios (see Appendix 1) regarding potential breaches of academic honesty.

- Students are aware that there are different referencing styles to choose from.  Whichever style is chosen, it is important for the style to remain constant throughout the assessment task.

- Further information for SACE students about referencing can be found here.

- Skills in note taking, paraphrasing, in-text referencing, drafting and building bibliographies are explicitly taught (see Appendix 2).

- Students are familiar with the Harvard Reference Generator available on the intranet.  This is one of the most frequently used referencing systems.

- Currently, there are few guidelines around the rules of referencing/citing use of Generative AI. APA 7th has guidelines around referencing generative AI. Students are shown the guidelines in acknowledging the use of generative AI in the APA 7th Style (see Appendix 3).

- Students are explicitly taught the potential risks and ethical considerations of using generative AI in their work.

- They act as role models for acknowledging sources in teaching and assessment.

- Guidelines and support for group work are provided to enable identification and acknowledgement of individual contributions.

- Checkpoints for tasks are built into course work over an extended time period to provide feedback at different stages, and to verify the authenticity of work.

- Their students are familiar with the use of anti-plagiarism software Turnitin through instruction and practice. The use of such tools for detecting AI plagiarism may not be accurate.

- They can verify the authenticity of the students' work to the best of their ability.

- They work within the St Dominic's Priory College Feedback for Learning Policy and Redrafting of Assessed Work Policy of SACE in Stage 1 and Stage 2.

## EXAMINATIONS

Students in Years 10 to 12 have end of semester/year examinations. Teachers have a responsibility to ensure that:

- Students are not left unsupervised during tests and examinations.

- Examinations and tests are securely stored within the College.

- Year 12 examination papers, NAPLAN papers and similar materials remain sealed until instructed to open.

- Students entering examination rooms are reminded about what is permissible into an examination room and what materials must remain outside of the examination room.

## RESPONSIBILITIES OF STUDENTS

Students are responsible for ensuring that all work submitted for assessment is their own original work, and where appropriate, the ideas of others are acknowledged. They must accept responsibility for their own actions.

Students are expected to:

- Work authentically to develop and present their own work.

- Use correct referencing techniques to acknowledge sources, ideas or information.

- Declare and clearly explain intentional use of AI in their work.

-  Adhere to the acceptable use of AI for each assignment.

- Work in groups with integrity and have a willingness to contribute on an equal basis.  They must be able to demonstrate what they contributed.

- Not allow another student to copy their work.  This is collusion.

- Submit all work on time according to the 'due date'. Refer to the *Assessment and Reporting Policy* of St Dominic's Priory College.

- Where available, use anti-plagiarism software Turnitin to check their own work for unintended plagiarism, and make the appropriate changes.

    **Turnitin** allows teachers to check students' work for improper citation or potential plagiarism, by comparing student work against continuously updated databases. As an AI detector, this tool may not accurate.

    Administrator – Teacher Librarian
    Role: Manage Turnitin software at the College, educate staff and students, activate users, set up accounts.

    Subject Teachers
    Role: Set up classes and assignments using Turnitin software. Use program to check the work of students as necessary.

    Students
    Role: Use Turnitin software as a learning tool to review and check their work. Submit assignments with 'originality report' to teachers, as required.

## RESPONSIBILITIES OF PARENTS / GUARDIANS

Parents/guardians are a great source of support for their daughter/s as they complete work and assessment tasks.

To support students in developing academic honesty, parents/guardians can:

• Provide a quiet workspace for study

• Assist their daughter/s to plan out assignments to ensure that deadlines are met in a timely fashion

• Encourage their daughter/s to research in a principled manner, ensuring work is written in one's own words

• Encourage their daughter/s to reference work where appropriate, using correct referencing techniques

• Listen to their daughter read drafts, offer some suggestions and ask questions to encourage their daughter to think of new ways of presenting/writing

• Encourage their daughter to seek extra assistance early, if required

## SACE

All students should have signed a declaration upon enrolment in the SACE, stating that they will abide by the rules for undertaking SACE assessments at Stage 1 and Stage 2. Furthermore, when students sign an examination attendance roll, they are making a formal declaration that they will comply with the rules for undertaking examinations, which are clearly stated on their examination attendance slip.

Further information about a breach of rules in the SACE can be found here.

Appendix 3 for Year 7 to 11, and Appendix 4 for Year 12, outline the College's process should a possible plagiarism situation arise.

## REVISION RECORD

| Document Title | Academic Honesty Policy (Year 4 – Year 12) | | | | | |
|---|---|---|---|---|---|---|
| Document Type | Policy | | | | | |
| Document Date | March 2024 | | | | | |
| Process Owner | Director of Teaching & Learning | | | | | |
| Contact | Ms Jo Surman | | | | | |
| Approval Authority | College Leadership | | | | | |
| Review Date | 2023; 2025; 2029 | | | | | |
| Distribution | Website | ☑ | SEQTA | ☑ | Sharepoint | ☑ |
| History | Edition | Date | Description of change | | | |
| | 3.0 | 2024 | Updated | | | |

At any time deemed necessary, the following scenarios can be used with students to discuss potential breaches of academic honesty. Teachers and students could create their own scenarios to add to these.

## PLAGIARISM

**SCENARIO 1:**
I was having trouble understanding a section of an assignment and it was the morning it was due. I asked my friend if I could look at her assignment. She sent it to me via email. I didn't have time to change my work so I copied it into my assignment and changed a couple of words. Later, in class, our teacher explained that we must always make sure our work is our own and that if we share work with others and they copy it, we both would be in trouble, even if some words were changed. My friend didn't know I'd plagiarised part of her work. I didn't want to get her into trouble so I spoke to the teacher.

**SCENARIO 2:**
I've got a tutor for English and he helps me all the time by helping me understand the novels or planning out assignments. Last night I was having a lot of trouble writing my essay, so my tutor wrote a section for me because it was due today. In Pastoral Care today, we were reading the Academic Honesty Policy and I've realised this is plagiarism because the ideas aren't my own. I was worried that I would be found out so I spoke to my teacher and asked if I could re-do that section and explained why.

**SCENARIO 3:**
My older sister is really good at Science and she is always willing to read over my assignments. She'll point out spelling errors and then she'll talk to me about my content. She never gives me the answers but always encourages me to look for more evidence to support my statements. If she gave me the answers that would be plagiarism because it would really be her work. Even though sometimes I just wish she'd tell me what to write, I know it has got to be all of my own work.

**SCENARIO 4:**
I've been doing a research assignment for History but I just couldn't be bothered with note-taking. I have taken sections from websites and changed a few words. My friend told me that her dad is a teacher and he can usually guess when work doesn't sound like the student's work. She even said that her dad can put a sentence from the work into a search engine and if it turns up, he knows it's been plagiarised. Fortunately, I've got time to do the research properly and make my own notes. I will also be able to use in-text citation and a reference list.

**SCENARIO 5:**
I was assigned a research task on the history of ancient civilizations and decided to research and write about Mesopotamia civilization. However, I struggled to explain my understanding of complex historical texts in English, as my proficiency in English is not as good as my Vietnamese. In a bid to overcome the language barrier, I wrote my assignment in Vietnamese, and turned to Google Translate to convert my Vietnamese text into English. I copied and pasted the translated text into my assignment.

## COLLUSION

**SCENARIO 1**

We've been working on a group project in PE but one of the team hasn't done anything. She has pretty much taken parts of each of our work and put it together as her own. I don't want to say anything because she is a friend but if I don't, I will be allowing her to be academically dishonest. I was worried that we would all be penalised. When I told the teacher, she helped us sort out the problem.

**SCENARIO 2**

My friend and I are in two different Religion classes. We were given an individual task that has two parts to it. To save time we agreed to work on one part each. We then shared this with each other and made a few changes before handing it up to our teachers. In a different class that day my teacher spoke about the fact that we couldn't share work and hand it up as our own, because this is an unauthorised collaboration. I talked to my friend and she didn't want to say anything to our Religion teachers, but in the end I went to speak to my teacher.

## DUPLICATION OF WORK

**SCENARIO 1**

In Science we were learning about drought and we had to do an oral presentation about the topic. Later in the year in Geography we also looked at the same topic. I just copied the notes from the oral and presented the same work to my Geography teacher but as a series of short answers. I was telling a friend about this and she then told me this is a form of academic dishonesty. I told my teacher and she let me re-write the work.

## FABRICATION OF DATA

**SCENARIO 1**

I needed to collect survey results for my assignment but I just didn't get around to sending out the surveys. I decided to make up the results so that I could have the graphs that were needed. On the day we were handing up the assignment, my teacher reminded us that we had to hand up copies of the completed surveys. I had to explain to her that I hadn't conducted the surveys. She reminded me that the fabrication of data was an example of academic honesty. Because I had told the truth, she let me do a quick survey of the class and I was able to use the data.

**SCENARIO 2**

My journal for the Personal Learning Plan was due at the end of the week and although I had some information I knew it wasn't really enough. I decided to just make things up and put it into the journal. However, I realised that my supervisor had been looking at my process journal only last week and would realise that I wasn't really being honest and that I was just fabricating material. I didn't know what to do, so I talked to my supervisor. It was pointed out that I did have a lot of things, I just needed to write it up. I set myself a goal to work each day on it. I got it finished, and it was really my work.

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# MISCONDUCT IN TESTS / EXAMINATIONS AND OTHER SUMMATIVE ASSIGNMENTS

### SCENARIO 1

I was in the exam room and still had my phone on me because I forgot to give it to the teacher. I was really tempted to look up an answer because I was really stuck. The girl in front of me did exactly that. The first time she did it, no-one noticed. It made me really think that maybe I should do it too. Then she did it again and the teacher saw her. I don't know what happened to her but I am really glad I decided to do the right thing as it would have impacted my results.

### SCENARIO 2

As I was about to start the test I grabbed a pen from my pencil case and realised my revision notes were in the case. I was really worried the teacher might see them and think I was cheating. I put up my hand and told the teacher I had them and she took them and put them on her desk, so I could collect them later.

### SCENARIO 3

On Monday we all sat a test for Maths but one of my class mates was absent. We were talking about what was in the test on social media and she saw all of our comments. We completely forgot that our teacher had told us not to say anything because it would give the absent student an unfair advantage because we had disclosed information. We reminded our friend of this and so she told the teacher the next day that she knew what was in the test. It was hard to admit it, but it was the right thing to do.

### SCENARIO 4

In a recent test, the girl in front of me kept leaning back on her chair every time the teacher was looking in a different direction. It was really distracting as she would even sometimes hit my desk. I don't know if she was doing it deliberately. Finally, I put my hand up and asked the teacher if she could get the girl to stop, or if I could move seats.

## REFERENCING

Students may use the Harvard system for referencing. Should this method be chosen, below is a simplified version of a bibliography which should be written in alphabetical order by the first word of the entry. For more detailed instructions students can use the [Harvard Referencing Generator](#).

### TIPS

• Use the author's surname (listed in alphabetical order), followed by their initial(s), the year of publication, the title of the book (in italics), the city of publication, and then the name of the publisher itself. (See the example for Attwood)

• More than one author? Then do the same as above just add in the extra author/s' names. (see the example for Tynan)

• No author? Then use the first word in the citation. (See the example for Anti-cancer)

• Referencing a journal? Do the same as above, but replace the city and publisher with the name of the journal and issue number. (See the example for Reed)

• Referencing an online video? (See the example for Butler)

• Referencing a DVD? (See the example for Circulatory system)

• Interviewed someone? Put their name first, the topic you were interviewing in italics, where and when it took place. (See the example for Smith)

• Have an editor rather than an author? (See the example for Gerhardy)

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**BIBLIOGRAPHY**

Anti-Cancer Foundation 2007, *Smoking and pregnancy*, Anti-Cancer Foundation, Sydney.

Attwood, R 2001 *Two weeks to go*, Penguin, Melbourne.

*Australia here we come*, 1998, Hallmark, Adelaide.

Butler, N 2001, 'Canola', *CSIRO*, viewed 3rd March 2008, <http://www.csiro.gov.au>

*Circulatory system* 1997, video recording, Video Education Australasia.

Gerhardy, A (ed.) 2000, *Food technology*, Octopus, Darwin.

*Macmillan Encyclopedia of Australian Animals 2005*, Macmillan, Melbourne, vol. 9.

Reed, S 2002 'Building design' *The Architect*, vol. 23 no. 5, pp. 15-19.

Smith, A  2000, *Learning Karate*, interview, Adelaide, November 24th.

Tynan, T, Wu X and Zollo, K 2016, *In all things beauty*, Penguin, Melbourne.

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## AI: REFERENCING OR ACKNOWLEDGING?

The following guidelines and principles were developed by the University of Sydney https://canvas.sydney.edu.au/courses/51655/pages/acknowledging-and-referencing-the-use-of-ai?wrap=1 and permission to use within St Dominic's Priory College was given on 4 December 2023.

We refer to **'referencing'** below as a way to bring content generated by generative AI into your work for submission, in a similar way you would reference an idea or text from a scholarly source.

We refer to **'acknowledging'** below as a way to describe how you have used generative AI in the process of creating a work for submission.

HOW TO REFERENCE DIRECT QUOTES TAKEN FROM AI-GENERATED TEXT:

### When including a short piece of AI-generated text

In the text itself, include the AI-generated text within quotation marks and include information about how this was derived. Include an in-text citation to the 'author' of the tool (the company that made the tool). For example:

> When prompted with "Is the left-brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialised, "the notation that people can be characterised as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).
>
> **In your reference list, expand on the citation to include the 'author' of the tool, the year, the name of the tool, its version, and the URL.** For example:
>
> OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

### When including a longer piece of AI-generated text

When a longer response is used, this may also be included as part of an appendix. The APA style blog indicates that this should be referred to in-text if being used, as seen in the example below.

> When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialisation of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).
>
> **The reference in the reference list would be the same as before:**
>
> OpenAI. (2023). ChatGPT (Mar 14 version) [Large language language model]. https://chat.openai.com/chat

*Important considerations around referencing direct quotes*

- Include a comment that you have used a generative AI tool in text.
- Specify what prompt you have used in quotation marks
- Indicate what the response was in quotation marks
- Reference the communicator (which is the company or creator of the Generative AI tool. In this case: (OpenAI, 2023) follows (communicator, year) or when written in narration, OpenAI (2023) follows communicator (year).

## HOW TO REFERENCE PARAPHRASED INFORMATION OBTAINED FROM A GENERATED TEXT

Normal referencing guidelines will apply. This includes including the communicator, year; as part of the in-text citation and reference list. The following referencing example on a paraphrased written task may be acceptable:

> Specific parts of the neural system may function cohesively to support an overarching activity (Cheung, Bartlett, Armour, Laba, Saini, 2023), however these parts can adapt to various factors that may emanate from the external influences. (OpenAI, 2023)
>
> **In the reference list for the above example:**
>
> Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. Behavioral Sleep Medicine, 16(1), 1-26. https://doi.org/10.1080/15402002.2016.116370
>
> OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat

## PRINCIPLES FOR ACKNOWLEDGING GENERATIVE AI

Importantly, follow the guidance of your coordinator regarding how generative AI use needs to be acknowledged. Depending on the level of generative AI use allowed, you may need to acknowledge its use differently.

For a simple use of generative AI, you might consider the following structure:

> I acknowledge the use of <tool> to <purpose of using generative AI>. On <date> I <actions taken>. The output was then <actions taken>. The links to my original work is <link here> and the AI output is <link here>.
>
> For example:
>
> I acknowledge the use of <ChatGPT (https://chat.openai.com/)> to <refine the academic language of my own work>. On <date> I submitted my entire essay (<link to original document here>) with the prompt to <"Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary">. The output (<link here>) was then modified further to better represent my own tone and style of writing.

## YEAR 4 – 11 PLAGIARISM PROCESS

### STEP 1: IDENTIFICATION

Subject Teacher finds an incident of plagiarism.

### STEP 2: CONVERSATION

Subject Teacher has a conversation with student(s) involved.

### STEP 3: CONSULT

Subject Teacher informs Faculty Coordinator and builds the whole picture by checking in with: Year Level Coordinator, Counsellor and SACE Coordinator (if applicable)

### STEP 4: ACTION

Subject Teacher, Faculty Coordinator and Director of T&L reach a decision based on: Collective Evidence, Context, Severity.

Outcome recorded in student's SIP by YLC.

| STUDENTS | PARENTS/GUARDIANS | MEETINGS |
|---|---|---|
| Subject Teacher cautions all students involved about implications of plagiarism | Subject Teacher communicates incident, interview process and outcome with parents/guardians | Depending on circumstances: |
| Plagiarising student assessed on percentage of original material. | | • All students involved |
| An E grade is given to a student found in possession of unapproved notes in a directly supervised task. | | • Student and Subject Teacher |
| For SACE students, see SACE Breach of rules for more information on how penalties are determined. | | Facilitated by Subject Teacher / Faculty Coordinator / Year Level Coordinator. |

## . **STAGE 2 PLAGIARISM PROCESS**

### STEP 1: IDENTIFICATION

Subject Teacher reports plagiarism to Year Level Coordinator and Director of Teaching & Learning.

### STEP 2: CONVERSATION

Year Level Coordinator and Director of Teaching & Learning have a conversation with student(s) involved.

### STEP 3: CONSULT

Year Level Coordinator and Director of Teaching & Learning consult with Subject teacher, College Counsellor and Deputy Principal to build the whole picture.

### STEP 4: ACTION

Year Level Coordinator and Director of Teaching & Learning reach a decision based on: Collective Evidence, Context, Severity. Outcome recorded in student's SIP

| STUDENTS | PARENTS/GUARDIANS | MEETINGS |
|---|---|---|
| Year Level Coordinator cautions all students involved on the implications of plagiarism | Director of Teaching & Learning communicates incident, interview process and outcome with parents/guardians. | Depending on circumstances: |
| Plagiarising student is assessed on percentage of original material. | | • All students involved |
| See SACE Breach of rules for more information on how penalties are determined. | | • Student and Subject Teacher |
| The SACE Board will apply an appropriate penalty for a breach of rules in an external assessment. | | Facilitated by Year Level Coordinator and Director of Teaching & Learning |