Policy 7.3

ACADEMIC INTEGRITY

PURPOSE

Walford Anglican School for Girls encourages students to pursue their education with honesty, commitment and integrity. Academic dishonesty will be taken seriously, and consequences applied. This policy outlines Walford's approach to academic integrity.

DEFINITIONS

Malpractice
Malpractice is using or attempting to use materials, information, notes, study aids, electronic technologies or other assistance in any type of examination or test which has not been authorised by the teacher.

Students completing any type of summative task are prohibited from viewing another student's materials and from using external aids or any sort (e.g. books, notes, calculators, conversation with others, digital messaging and artificial intelligence tools) unless the teacher has indicated specifically in advance in writing that this will be allowed.

Students may not acquire unauthorised information about a summative task and may not use any such information acquired by others.

Plagiarism
Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person or through the use of artificial intelligence. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources.

Students are prohibited from plagiarising material that includes but is not limited to: papers, reports, projects or other such materials prepared by someone else, and artificial intelligence tools. Students must consult with their teachers for clarification in any situation in which the need for documentation is an issue, and can expect to have been judged to have plagiarised in any situation in which their work is not properly documented.

Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by citation in the text or in a footnote or endnote as specified by the teacher. The recommended referencing style is the Harvard Referencing Style, as suggest in the Walford Online Referencing guide https://org.slasa.asn.au/harvard

When material from another source is paraphrased or summarised in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by citation in the text.

Information gained in reading or research that is not common professional knowledge must be acknowledged in a citation in the text or in a footnote or endnote.

Fabrication
Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery
Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.
Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorised by a teacher.

Students may not furnish to teachers fabricated or forged explanations of absences or of other aspects of their performance and behaviour. A medical certificate must accompany any absence for the presentation of a summative task in Stage 2 subjects and may be required in Year 10 or Stage 1 subjects.

Obstruction

Obstruction is any behaviour that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

Complicity
Complicity, also known as *collusion*, is assisting or attempting to assist another person in any act of academic dishonesty.

- Students may not allow other students to copy from their papers during any type of test or examination.
- Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to a teacher.
- Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorised to do so by the teacher. This does not apply to examinations that have been administered and returned to students in previous semesters.
- Breaches of the Academic Integrity Essential Agreement must result in a score of zero for the offending piece of work for all students involved. Any subsequent breach while attracting a score a zero for the work may attract other sanctions as determined by the Director of Learning and Teaching, Head of School or Principal.

CONSEQUENCES OF ACADEMIC DISHONESTY

All students suspected by a teacher of intentional academic dishonesty will be approached, shown evidence and given the opportunity to explain:

In the Junior School (Years 3 – 6):

- There will be the opportunity to review the Walford Academic Honesty Policy and to clarify the criteria for appropriate academic behaviour.
- Students may be given the opportunity for revision or re-submission of the work.
- Parents/caregivers will be notified.
- If this behaviour persists the issue will be referred to the Head of Junior School.

In the Middle School (Years 7 – 9):

- There will be the opportunity to review the Walford Academic Honesty Policy and to clarify the criteria for appropriate academic behaviour.
- Students may be given the opportunity for revision or re-submission of the work.
- Parents/caregivers will be notified by letter.
- If this behaviour persists the issue will be referred to the Head of Secondary School.

In the Senior School (Years 10 – 12):

- It is expected that students are familiar and well practised in academically honest behaviour, therefore work that breaches the Walford Academic Integrity policy will be given zero.
- There will be the opportunity to review the Walford Academic Integrity policy and to clarify the criteria for appropriate academic behaviour.
- Students may be given the opportunity for revision or re-submission of your work.
- Parents/caregivers will be notified by letter.
- If this behaviour persists the issue will be referred to the Head of Secondary School.
- For Senior School students, more information is available at the SACE website https://www.sace.sa.edu.au/coordinating/admin/information-sheets/31 .

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APPENDIX A - WALFORD ACADEMIC HONESTY ESSENTIAL AGREEMENT

WALFORD ACADEMIC HONESTY ESSENTIAL AGREEMENT

I have read and understood the Walford Academic Integrity Policy. I am aware of the consequences if I am academically dishonest.

Student's Name: _____ Mentor: _____

Student's Signature: _____ Parent's Signature: _____ Date: _____

APPENDIX B - TIPS FOR STUDENTS

- Avoid sharing with other students the details of a task done under test conditions
- Avoid handing in work that is not entirely your own (re-wording certain parts is still plagiarism)
- Avoid copying the work of another student or allowing another student to copy your work
- Avoid having someone else do your work for you (such as a parent or a tutor)
- Avoid directly copying from a language translator device and including it into your work as though it was your writing
- Avoid attaching your name to any group assignment to which you have contributed significantly less than other members of the group
- Avoid submitting an assignment you have already submitted in another subject
- Make sure that you fully understand a task that is set, seeking help from your teacher if you are at all unclear about the requirements
- Be organised and avoid leaving work to the last minute
- Keep accurate records of the sources of information you have used
- Acknowledge the images, ideas and writing of others using correct referencing protocols (referring to the Walford In-Text Referencing guides available in Library Resources: https://org.slasa.asn.au/harvard).
- Ask about policies regarding collaboration and citations at the beginning of each course. Teacher expectations may differ from one another.
- Ask questions - in class, immediately after class or as soon as practicable - about course content or course procedures. If you are confused, you might ask for more clarification, different examples or specific applications to help you understand. Other students will often have the same questions you do so your questions can enhance the overall effectiveness of the class. One of the best ways to learn is to ask questions.
- Prepare a revision sheet for the upcoming test. The process of making a revision sheet is a particularly effective method of improving your understanding of and memory for complex information.
- Refine your note-taking skills. Many students form the habit of transcribing whatever the teacher writes. To facilitate better review and study sessions, ask yourself frequent questions as you read or listen to a lesson: What is the key new idea here? How can I use this information? Can I anticipate what is coming next?
- Improve your time management, especially during the day and early evening. Procrastination more often leads to ineffective cramming and loss of sleep than to good performance under pressure. If you begin to work well before due dates and examinations, you are much more likely to learn the material, to be able to get help if you need it, to feel less stressed, to perform better, and to avoid poor decisions on very late nights. Little is learnt the night before a test. It is much more efficient to spend smaller blocks of time in the week leading up to a test. Plan Ahead!
- Make use of the help that is available to you to master course material and to be efficient in your work.

- Recognise the options you have, other than academic dishonesty, for dealing with academic pressure:
- Set priorities and adjust your expectations to reduce the pressure you put on yourself.
- Talk with one of the many people at school who may be able to offer you good suggestions: a teacher, your Mentor, the Director of Learning and Teaching, SACE Coordinator or Counsellor.
- If you feel tempted to act with a academic dishonesty, try to identify the underlying reasons (e.g. self- expectations, external stresses, fear of failure) and address them by talking with a friend, your parents, a teacher, your Mentor, the Director of Learning and Teaching, School Counsellor, or someone else with whom you feel comfortable discussing the difficulties you are having. It is often a simple matter for someone else to help develop a solution provided enough time is allowed.