ACADEMIC HONESTY POLICY YEARS 6 TO 12

St Dominic's Priory College

Date introduced	Last Review Date	Next Review Date
June 2014	Feb 2018	June 2020

RATIONALE

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

> "The value of inner discipline in the development of character and in the achievement of individual excellence."

To this end, students will develop personal integrity through good practice in learning and assessment that develops and promotes a culture of academic honesty.

This policy encompasses the practice of staff and students from years 6 to 12, and it is intended to inform parents/guardians and the whole school community.

PRINCIPLES

There are three main areas that influence academic honesty. These can be found and embedded in the Approaches to Learning and the Learner Profile.

1. Personal

Students at St Dominic's Priory College are principled and act with integrity and honesty. Teachers encourage honesty and 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.

- Students need to understand what constitutes academic honesty and why it is essential to follow guidelines set by the College.
- Students must be aware that there are laws protecting intellectual and creative expression.
- Students need to be able to recognise the difference between working collaboratively in group tasks and allowing another student to copy their work.
- Students must understand that an authentic piece of work is based on their individual and original ideas, and which acknowledges the words and thoughts of others, at all times.

EXAMPLES OF ACADEMIC DISHONESTY

St Dominic's Priory College defines academic dishonesty as any action that would result in a student gaining an unfair advantage. (See Appendix 1)

Plagiarism

- The act of representing as one's own original work the creative work of another, without appropriate acknowledgment 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 another 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 collusion, due to compromising the author's authenticity.

Duplication of work

- Presenting the same work for different assessment components 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 unfair advantage to self or 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 expertise available when planning creative and research processes, as well as all forms of assessment. (e.g. Teacher-Librarian, Faculty Coordinators)

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 shown the scenarios (See appendix 1) regarding potential breaches of academic honesty
- 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
- 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 through instruction and practice
- They can verify the authenticity of the student's work to the best of their ability.
- They work within the Redrafting Policy of SACE in Stage 1 and Stage 2:
  - ➢ In many subjects, a student may submit a piece of work to the teacher for feedback only once (e.g. in the case of an extended piece of writing such as an investigation)
  - ➢ When a subject outline does not specify conditions about redrafting, the teacher determines the number of times a student can obtain feedback before the piece of work is assessed.
- They work within the redrafting guidelines of St Dominic's Priory College for Years 6 to 10:
  - ➢ Informal feedback may be given in discussions with students at any time during the completion of the task
  - ➢ One final draft may be submitted for formal feedback
  - ➢ In drafting work, the focus of teacher assistance should be on informing the student rather than making changes to drafts.

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 examinations are checked for any unauthorised material

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 and the consequences that may result. From Year 6, students may be asked to sign a verification declaration supplied with the task sheet, which declares that all work submitted is the student's own original work. (See Appendix 3)

They are expected to:

- Work authentically to develop and present their own work.
- Use in-text referencing and bibliographies (Harvard Referencing System) to acknowledge sources, ideas or information.
- 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 called 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 to check their own work for unintended copying, and make the appropriate changes.

  ➢ **Anti-plagiarism software** allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases.
  Every Originality Report provides instructors with the opportunity to teach their students proper citation methods as well as to safeguard their students' academic integrity.

  ➢ **Administrator – Teacher Librarian**
  Role: Manage anti-plagiarism software at the College, educate staff & students, activate users, set up accounts

  ➢ **Instructor – Subject Teachers**
  Role: Set up classes and assignments using anti-plagiarism software. Use program to check the work of students if necessary

  ➢ **Students:**
  Role: Use anti-plagiarism software as a learning tool to review and check their work. Submit assignments with 'originality report' to teachers where requested.

Responsibilities of Parents

Parents/guardians are a great source of support for their daughter/s as they work on assignments.

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 using the Harvard Referencing System.
- 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.

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

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.

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.

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.

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. 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.

Collusion

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.

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

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 for 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 he let me re-write the work.

Fabrication of data

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 me 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 her the truth she let me do a quick survey of the class and I was able to use that data.

My process journal for the Personal Project 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. He 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.

Misconduct in tests/examinations and other summative assessments

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.

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 he took them and put them on his desk so I could collect them later.

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.

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.

Students must use the Harvard system for referencing. 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 should 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)

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.

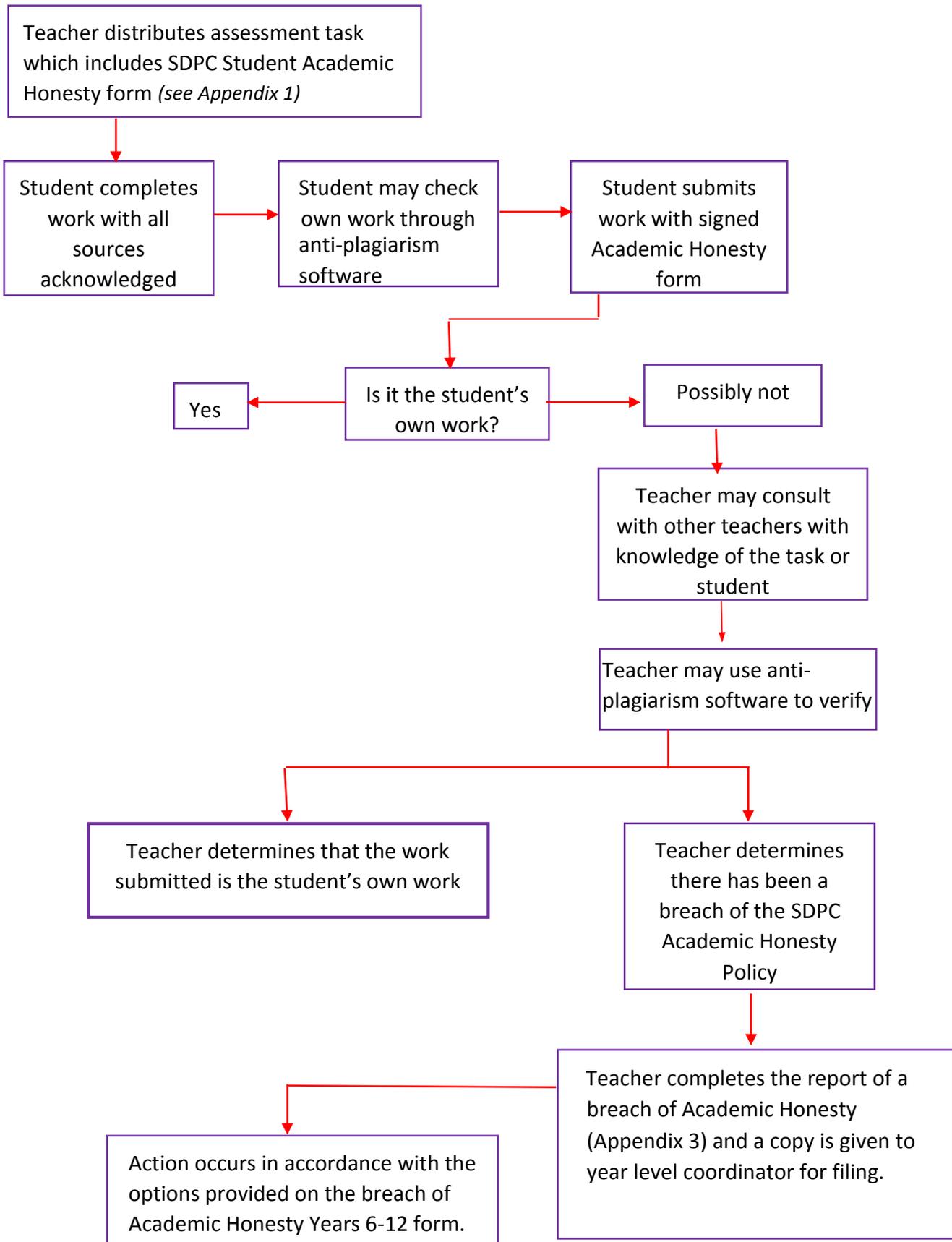Smith, A 2000, *Learning Karate,* interview, Adelaide, November 24th.

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

STUDENT ACADEMIC HONESTY STATEMENT

Teachers should use this, or a simplified version of the 'Acknowledgement of Academic Honesty' on all MYP tasks.

ACKNOWLEDGEMENT OF ACADEMIC HONESTY

The work you submit for assessment must be your own. You are responsible for ensuring that all work submitted is your own original work and where appropriate the ideas and words of others are acknowledged.

I declare that this assessment is my own work. I have acknowledged all source materials in the work using where appropriate the Harvard Referencing System (Author/Date system).

STUDENT NAME:_____

STUDENT SIGNATURE: _____

DATE:_____

Academic Honesty Policy Process Years 6-12

Teacher distributes assessment task which includes SDPC Student Academic Honesty form *(see Appendix 1)*

Student completes work with all sources acknowledged

Student may check own work through anti-plagiarism software

Student submits work with signed Academic Honesty form

Is it the student's own work?

Yes

Possibly not

Teacher may consult with other teachers with knowledge of the task or student

Teacher may use anti-plagiarism software to verify

Teacher determines that the work submitted is the student's own work

Teacher determines there has been a breach of the SDPC Academic Honesty Policy

Teacher completes the report of a breach of Academic Honesty (Appendix 3) and a copy is given to year level coordinator for filing.

Action occurs in accordance with the options provided on the breach of Academic Honesty Years 6-12 form.

Report of a Breach of Academic Honesty Years 6-12 (Internal)

Refer to our Academic Honesty Policy guidelines

STUDENT

Student name:	
Subject:	

NATURE OF THE BREACH. *Please tick the appropriate description*

Plagiarism	☐
Collusion	☐
Duplication of work	☐
Fabrication of data	☐
Misconduct in tests / examinations	☐

ACTION TAKEN

Student counselled by subject teacher about appropriate academic practice	☐
If the teacher can determine which parts of the assessment work have been plagiarised, those sections can be removed and the remainder can be marked	☐
Student provided with the opportunity to resubmit the work	☐
No mark is awarded for the piece of work and may impact on the overall achievement for this subject (SACE ONLY)	☐

Has the student previously breached Academic Honesty Policy?   ☐ YES ☐ NO

☐ Letter sent to the parent/guardian informing them of the above decision.

Report submitted by:

Teacher: _____ Signature: _____ Date: _____

Completed form to Year level Coordinator: ☐ Yes ☐ No

APPENDIX 6

Letter to parents/guardians re: Breach of Academic Honesty Policy

Dear

Following a conversation with your daughter *(name)* held on *(date)* about her task submitted for *(subject),* I wish to advise that she has breached the requirements of the SDPC Academic Honesty Policy. It has become evident that she has

Plagiarised

Colluded

Duplicated a task

Fabricated data

Contravened appropriate examination/test practices

The following consequence has been applied at this time: *(details)*

A record of the nature of the breach, the action I have taken and the fact that she has been advised of appropriate academic conventions will be maintained by the Year Level Coordinator, *(name).*

Should you wish to discuss this further, please feel free to contact either myself of the Year Level Coordinator.

Yours sincerely,

(name)   *(name)*

Subject Teacher   Year Level Coordinator