

## ACADEMIC INTEGRITY POLICY (FOR STUDENTS STUDYING YEAR 11 AND 12 SUBJECTS)

Academic integrity refers to the expectation that students behave honestly and ethically in the completion and assessment of student work. Maintaining academic integrity ensures students are assessed fairly, and teachers, students, and parents/carers get an accurate understanding of student progress to help guide further teaching and learning.

*Plagiarism (noun): The process or practice of using another person's ideas or work and pretending that it is your own. This includes directly quoted material, as well as paraphrased work (e.g., taking someone else's writing and changing some words around).*

(<https://dictionary.cambridge.org/dictionary/english/plagiarism>). Plagiarism is considered to be intellectual theft. In the adult world, there are serious legal consequences for this behaviour. At a school level, it is a form of cheating. Both Wangaratta High School and VCAA have strict guidelines for if a student is suspected of not submitting their own work or acknowledging the work of others.

### RATIONALE

Wangaratta High School is committed to creating and sustaining a learning community where everyone continually learns and grows. We expect our students to take responsibility for their learning and progress. It is important to develop honest and ethical lifelong learning practices.

This policy is intended to promote care for self, others, school and learning by advocating the importance of completing one's work, honesty in learning and assessment, and respect for the work of others.

### SCOPE

The policy applies to all students enrolled at Wangaratta High School.

### EXPECTATIONS

The High School maintains high academic standards in its courses and subjects and expects students to conduct themselves in a manner that is fair, honest and consistent with the principles of academic integrity, particularly when undertaking assessment and research. Work submitted for assessment purposes must be the independent work of a student or approved groups of students to demonstrate their proficiency in course and subject objectives and learning outcomes.

### Students:

- have a clear understanding of referencing conventions
- are expected to submit their own work.
- accurately acknowledge any sources of statistics, facts or opinions expressed or presented by others through the use of referencing

### Teachers:

- At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures for VCE school-based assessments
- advise students of academic integrity policy
- advise students of the Department's Generative AI policy and Australian Framework
- model and teach expected referencing techniques
- monitor lessons, assessment tasks and submitted work
- Domains to establish consistent expectations and protocols for conducting assessment tasks

### Parents/Carers:

- support and reinforce the Wangaratta High School Academic Integrity policy
- support their child without completing the work for them

Types of Plagiarism	<b><u>Intentional:</u></b> plagiarism that has been done with the intent to deceive or trick someone into thinking that the work is your own.
	<b><u>Unintentional:</u></b> plagiarism resulting from a lack of understanding of plagiarism, or a lack of skill in referencing or acknowledging others' work (still a breach of this Policy).
	<b><u>Collusion:</u></b> the act of students directly working together in order to deceive someone into thinking that the work is their own
Examples of plagiarism	<ul style="list-style-type: none"><li>• Copying out part/s of a document or image and presenting it as your own</li><li>• Copying text or images straight from the internet or another source.</li><li>• Copying work from different people and rearranging them without proper acknowledgement</li><li>• Incorporating another person's words or phrases within your own work without proper referencing or acknowledgement.</li><li>• Sharing information on a test, homework, project or other assessment piece where it was intended as an individual assessment</li><li>• Let someone else complete the work for you</li><li>• Knowingly allow others to copy your work</li><li>• Submitting a group assignment or another students' work as your own</li><li>• Passing on or receiving test answers</li></ul>

Some processes to mitigate potential plagiarism	<ul style="list-style-type: none"> <li>• Accurately acknowledge any sources: statistics, facts &amp; expert opinions</li> <li>• Develop efficient and effective note taking strategies</li> <li>• Have a clear understanding of referencing conventions ... teachers to model and teach referencing conventions; students and apply them to their work</li> <li>• Develop good time management skills to allow time for accurate referencing and proof reading</li> <li>• Do not allow other students to copy work</li> <li>• Ensure students are advised of policy early on in the academic year</li> <li>• Students may be asked to verify their work via interview and/or a test which may be completed orally or written</li> </ul>
Cheating	<p>Cheating occurs when a student avails themselves of an unfair or disallowed advantage which includes but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ Theft of or unauthorised access to an exam, answer listing or other graded work from previous semesters or years.</li> <li>▪ Use of an alternate, stand-in or proxy during an examination (ie. Someone completing a test on your behalf either online or in-person_.</li> <li>▪ Copying from the examination or work of another person or source.</li> <li>▪ Submission or use of falsified data.</li> <li>▪ Using false statements to obtain additional time or other accommodation.</li> </ul>
Unauthorised assistance	<p>This is a lesser concern in a secondary school setting but is especially important in a university context. Notwithstanding, it is included intentionally and is important.</p> <p>Unauthorised assistance refers to the use of sources of support that have not been specifically authorised in this policy statement or by the teacher in the completion of academic work to be graded. Such sources of support may include but are not limited to advice or help provided by another individual, published or unpublished written sources, and electronic sources. Examples of unauthorised assistance include but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ A tutor providing detailed assistance to the extent that the work can no longer be considered the student's own (i.e.. external help can compromise the originality of a student's work)</li> <li>▪ Collaboration on any assignment beyond the standards authorized by this policy statement and the teachers.</li> <li>▪ Submission of work completed or edited in whole or in part by another student person.</li> <li>▪ Supplying or communicating unauthorised information or materials, including graded work and answer keys from previous course offerings, in any way to another student.</li> <li>▪ Use of unauthorised information or materials, including graded work and answer keys from previous course offerings.</li> <li>▪ Use of unauthorised devices.</li> <li>▪ Submission for credit of previously completed graded work in a later or subsequent class (ie using work completed in English in Year 11, and resubmitted in Year 12, or using work in History and submitted in English) without first obtaining permission from the teacher of the second subject.</li> </ul>

## Use of Generative AI

Certain assignments within some VCE courses may permit or even encourage the use of generative artificial intelligence (AI) tools, such as ChatGPT. When AI use is permissible, it will be clearly stated in the assignment prompt and assessment criteria. **Otherwise, the default is that the use of generative AI is not allowed.**

In assignments where generative AI tools are allowed, their use must be appropriately acknowledged and cited. For instance, if you generated the whole document through ChatGPT and edited it for accuracy, your submitted work would need to include a note such as "I generated this work through Chat GPT and edited the content for accuracy."

Paraphrasing or quoting smaller samples of AI-generated content must be appropriately acknowledged and cited.

## YEARS 11 - 12

### CONSEQUENCES: VCE & VCE-VM

VCAA states that: Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

### If a teacher suspects a breach has occurred:

- Notify Senior Years Leader (SYL) & Year Level Leader (YLL)
- Interview with student, classroom teacher, SYL &/or YLL and possibly parent/guardian before deciding on a course of action – in accordance with VCAA rules and guidelines
- Notes, outcomes, consequences and a copy of the plagiarised work to be signed by student & WHS representative and then posted on the student file on Compass
- Principal to be advised of events

### Consequences. The school may impose any or all of the following penalties:

- A zero grade for that SAC/SAT (or relevant component)
- Resubmit work to achieve a 'Satisfactory' for that piece of work
- The student may run the risk of receiving an N for the VCE Unit unless they are able to demonstrate achievement of the outcome by other means of assessment
- Students who plagiarise a SAC/SAT, once given a zero grade, will not be given an opportunity to redeem their SAC/SAT performance

## COMMUNICATION

This policy will be communicated to our school community in the following way:

- Available publicly on our school's website and on Compass
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following Department policies and guidelines:

- Department of Education [Generative AI Policy](#) (Victoria)
- [Australian Framework for Generative Artificial Intelligence \(AI\) in Schools](#)
- VCAA [VCE Administrative Handbook](#)

The following school policies are also relevant to this Policy:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2025
Consultation	Staff
Approved by	Executive Principal Dave Armstrong, 4 <sup>th</sup> February 2025
Next scheduled review date	February 2028