



Academic Integrity Procedure

This procedure is aligned to Adelaide High School values, and it is underpinned by expectations of academic honesty and fairness.

Rationale

Assessment of student learning occurs on the premise that the submissions are the student's own work, produced without undue assistance from other people or sources (including artificial intelligence). This is important as meaningful learning and growth cannot occur unless a student does the thinking and reflecting.

Academic honesty underpins academic fairness, and it is a key element of ethical learning and personal integrity. Academic honesty is an expectation of all students at Adelaide High School.

This procedure clarifies:

- What is meant by academic misconduct
- Role of AI in learning
- Responsibilities of students, teachers and parents
- Consequences for breaches of rules

Academic integrity breach - plagiarism

Plagiarism occurs when another person's ideas, creations, words or results are reproduced in an assessment submission without giving due credit. With emerging generative artificial intelligence (AI), this definition has been extended to include AI as a source that must be used in alignment with the assessment task expectations and acknowledged.

Academic integrity breach - collusion

Collusion refers to a situation where a student knowingly allows another student to copy their work, or where examination or test information is shared thus providing an unfair advantage.

Academic integrity breach - duplication

Duplication occurs when the same piece of work is submitted in two subjects.

AI in learning

Artificial intelligence has a place in learning and can serve to enhance learning design and experiences. As such, Adelaide High School will develop clear frameworks and learning that will help our students make the most of the new tools available, and to develop a deep understanding of ethical decision making.

Responsibilities

Leaders

- Supporting consistent, explicit instruction regarding Academic Integrity Procedure expectations.
- Development of consistent submission procedures (Turnitin).
- Implementation of professional learning and resources to support the explicit teaching of ethical responsibility and source referencing.
- Development of learning frameworks for the responsible and meaningful use of generative AI in learning.
- Supporting the development and implementation of clear drafting protocols.
- Supporting teachers in the investigation and management of suspected breaches.

Teachers

- Utilise Turnitin as the submission portal for summative work.
- Explicitly teach Academic Integrity Procedure and AI expectations for each assessment task.
- Explicitly teach concepts of neuroplasticity and the impact of submitting work that is not their own, on their learning progress and skill development.
- Intentionally develop student understanding regarding ethical responsibility and referencing.
- Provide students with clarity regarding the required evidence of learning (planning documentation/drafts).
- Design learning experiences that support all students in the development of the skills and knowledge they need to achieve academic success.
- Explicitly teach students acceptable ways of using generative artificial intelligence to support learning.

Students

- Take ownership of their learning.
- Adhere to ethical behaviours and abide by the Adelaide High School Academic Integrity Procedure expectations
- Clearly reference all sources utilised.
- Submit required evidence of learning/planning/drafting.
- Submit all summative tasks via Turnitin.
- Be prepared to engage in assessment conversations that will evidence your understanding of the work that you have submitted.

Parents and caregivers

- Develop in partnership with the school, their young person's understanding of the importance of ethical decision making.
- In the instance where an unethical decision has been made, work in partnership with the school to help their young person understand the consequences and learn from this experience.

Response to suspected academic integrity breach

In cases where a teacher has reasonable grounds to suspect plagiarism, collusion or duplication, the teacher will undertake an investigation. This will include comparing student work samples, checking for AI content, speaking with the student to check for depth of understanding of the work submitted, and seeking additional information such as drafting/planning evidence.

If a teacher is unable to verify the work as belonging to a student or there is clear evidence of a breach, the following will occur:

Year 7-10 response

If a Years 7 to 10 student breaches the rules of academic integrity, they will be required to make the work up under supervision. Coaching will be provided to ensure that they are clear on the expectations and understand the concept of academic honesty and how it relates to personal integrity.

In the instance of a repeated breach in the same or another subject, the student will receive an N grade after consultation with the Learning Area Leader. Further coaching will be provided to help the student develop their ethical understanding. The N grade will count toward the student's final assessment. Families will be informed of each incident, the process and the decision regarding consequences.

Year 11-12 response

If a SACE student breaches the rules of academic integrity, only the portion of the work that can be confirmed to be their own will be assessed, and a zero grade may be assigned in consultation with the Learning Area Leader. Coaching will be provided to help the student develop appropriate ethical understanding. The zero grade will count toward the student's final assessment.

Families will be informed of the incident, the process and the decision regarding consequences.

Further information:

<https://www.sace.sa.edu.au/coordinating/admin/information-sheets/31>

<https://www.sace.sa.edu.au/teaching/assessment/assessment-and-academic-integrity>

<https://www.sace.sa.edu.au/coordinating/admin/information-sheets/03>

