



ATHERTON STATE HIGH SCHOOL ACADEMIC INTEGRITY POLICY

Context and purpose

Atherton State High School recognises that integrity forms part of a young person's intellectual and personal development and is a core value that supports students to be successful. The purpose of this policy is to promote good academic practice and a school culture that actively encourages academic integrity. This policy describes the rights and responsibilities of all learning partners in regard to academic integrity and outlines Atherton High's expectations in the enactment of this, ensuring that the school's procedures and processes around academic integrity are transparent, inclusive, fair and consistent, and meet systemic and institutional requirements.

Definitions

Academic integrity refers to producing authentic pieces of work and undertaking research honestly and. This means always respecting intellectual property by acknowledging any and all ideas and work that have come from others. This may include written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts and maps, and any source material generated by artificial intelligence. Academic integrity also involves demonstrating proper conduct during examinations.

Academic misconduct is defined as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

Academic misconduct includes, but is not limited to:

- Plagiarism—the representation, intentionally or unintentionally, of the ideas, words or work of another person or entity, including AI generated, without proper, clear and explicit acknowledgment
- Paraphrasing—the restatement of someone's work, including AI generated work, in another form. For this to be allowed, the source needs to be acknowledged in-text and in a reference list
- Fabrication of data—manufacturing data for an experiment, mathematical exploration or any subject inquiry requiring statistical evidence
- Collusion—supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another
- Duplication of work—the presentation of the same work for different assessment components, whether in the same subject or different subjects
- Misconduct during an examination—for example, taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other students; or communicating with another student while an exam is in progress
- Unethical behaviour—for example, the inclusion of inappropriate material in any assessment materials; making up references; gaining access to a test or materials before they are intended to be available; any other behaviour that gains an unfair advantage for a student or that affects the results of another student, for example, falsifying a records, disclosure of information to and receipt of information from students about the content of an examination paper.



Ensuring academic integrity

Students will take responsibility and demonstrate integrity for their learning by

- doing their own work, and honestly demonstrating what they have learned
- understanding what is required of them and fulfilling the school's requirements for their studies
- being fair and honest in all aspects of their work and respecting the rights and integrity of their peers and teachers in doing the same
- ensuring that work submitted for assessment is authentically theirs, and declaring this on each assessment item
- ensure that all words, thoughts, ideas, arguments, or quotes from others, including those generated by ai, are correctly referenced using the APA7 style.
- submitting all rough drafts and final submissions for written assessments or components through Turnitin

Teachers take responsibility and demonstrate integrity for their teaching and learning by

- being role models of academic honesty and integrity in all aspects
- Skilling students to maintain academic integrity and avoid misconduct by:
 - providing instruction and scaffolding on what constitutes academic misconduct
 - explicitly outlining assessment and exam expectations and conduct
 - explicitly teaching how to correctly use evidence and data, cite sources using APA and ethically conduct research
 - providing clear guidelines on group work, especially concerning division of tasks and allocation of marks amongst group members
- being vigilant for changes in writing style such as font, language choices or tenor
- investigating any similarity report that is above 20% on Turnitin
- knowing the investigation process and consequences of academic misconduct

Atherton High takes responsibility for establishing a school culture that actively encourages academic integrity by:

- understanding what constitutes academic integrity and authentic pieces of work
- promoting the appropriate and ethical use of AI generated information
- scheduling completion of the QCAA academic integrity course in Year 10, 11 and 12
- providing teachers with effective training opportunities related to academic integrity
- sharing the aim of the Academic Integrity Policy with students, parents and carers on the school website
- providing ongoing education in academic honesty

Parents and carers can support their child to maintain academic integrity by:

- being familiar with the Atherton High Academic Integrity Policy and actively the importance of academic integrity and the implications of academic misconduct with their children
- approaching the school if their child needs additional support
- ensuring that tutors and others who support their child's learning are aware of and fulfill the requirements of the school's Academic Integrity Policy
- cooperating with the school in the event that their child is suspected or found to have breached the school's academic integrity policy



Use of Artificial Intelligence (AI) tools

Artificial Intelligence, known as AI, can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text or images) and emulating them when tasked with producing something. The growing accessibility and sophistication of generative AI tools provides opportunities to develop human-like text and rich multimedia content in a way that has not previously been possible. This requires schools to understand and appropriately managing a range of privacy, security and ethical considerations (Commonwealth of Australia, 2023).

AI technology has great potential to assist teaching and learning and students can safely and appropriately use AI tools to:

- access vast amounts of information quickly
- aid diverse learners with different learning abilities, linguistic backgrounds or accessibility needs
- accelerate exploration and creativity, spark curiosity, suggest new ideas and ways of thinking
- be more efficient with course work and tasks
- help with studying
- generate ideas for brainstorming
- get further explanation of a topic a teacher is covering for class
- improve their writing
- get instant feedback

To ensure that academic integrity is preserved and a student’s mark is a genuine acknowledgment of their knowledge, skills and abilities, it is critical that students acknowledge the use of AI and that AI output (including paraphrasing) not be used directly in student summative response unless specified in the task conditions.

If the use of AI is appropriate in a response to an assessment, the assessment conditions on the task will stipulate how and to what extent AI may be used. This will typically fall into one of three categories:

Assessment allowing some use of AI to support learning	These assessment tasks are designed to be challenging, authentic and complex. Students may use AI technologies in the planning or conceptualising phase, but successful completion of assessment will require students to critically engage in specific contexts and respond to these in their own words. Students must clearly reference any use of AI in their final response. Failure to do this will constitute academic misconduct.
Assessment tasks prohibiting use of AI	These assessment types evaluate a student’s abilities, knowledge, and skills without the aid of Artificial Intelligence. Students are advised that the use of AI technologies to develop responses is strictly prohibited and may constitute academic misconduct.
In-person assessment not permitting use of AI	This assessment task is to be completed in-person as an exam, speech, multimodal or practical demonstration. The use of AI tools is not permitted. Any attempted use of AI may constitute academic misconduct.

To demonstrate the development of their response and its authenticity over time, students must meet assessment checkpoints and drafts for all assessments. If, during the checkpoint and drafting phases, or on final submission of the task, there is suspicion that a student has submitted a response inappropriately containing AI, the student and their parents will be advised by the Head of



Department via email (*Suspected submission of AI generated content* email template - Appendix 1) and phone call and invited to a meeting to discuss the next steps. If the student cannot verify the authenticity of all or part of their response, they will be advised to remove the suspected section/s, rewrite entirely in their own words, and, if appropriate, reference the AI generator both in-text and in the reference list as the source of their ideas or evidence.

In all circumstances, the onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their final response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to the summative result for the task (Appendices 2 & 3).

Student declaration of authenticity

To further support authenticity of student work, and appropriate acknowledgement of sources, students will complete and submit the following authentication statement for each piece of summative assessment submitted:

I am aware of and understand the policies regarding assessment, and I certify that:

- *this is my own ideas and work, except where indicated by referencing*
- *I have not received undue assistance or unauthorised help from others, inside or outside of school*
- *I have not used any AI generative software or internet websites/software to copy, rework, rephrase or edit any part of my final submission.*
- *I have not shared my assessment with any other students, nor allowed other students to copy any part of my assessment*

I acknowledge that it is my responsibility to be able to verify where the information and concepts in my response have come from and discuss the development of my ideas. I understand that any evidence in my response that is suspected of being AI generated or enhanced that I cannot substantiate as my own will be omitted from drafting and marking.

I understand that making a false declaration of authenticity constitutes an academic breach and will incur a major behaviour consequence under the school's behaviour response process, in addition to any impact on my result for the assessment task and term or semester report.

Declared by (Student name): _____

Date: _____ *Teacher and subject:* _____



Appendix 1 – Suspected submission of AI generated content email template

Date

Dear Parent name and Student name,

This email is to let you know that concerns have been raised about the authentication of the response Student Name submitted for Year level Subject Name for the Assessment name task. As you can see in the reports below, this response has raised flags for AI generated content in a number of AI detection processes. We understand these can be incorrect, so to progress this we invite you to come and have a conversation with us.

To help us understand what has taken place, can you please bring along any supporting documentation that helps demonstrate how you generated this response and how it links to what we saw produced in class. This may be a draft, planning notes, or editing, research or other documents from the conceptualising or development phases.

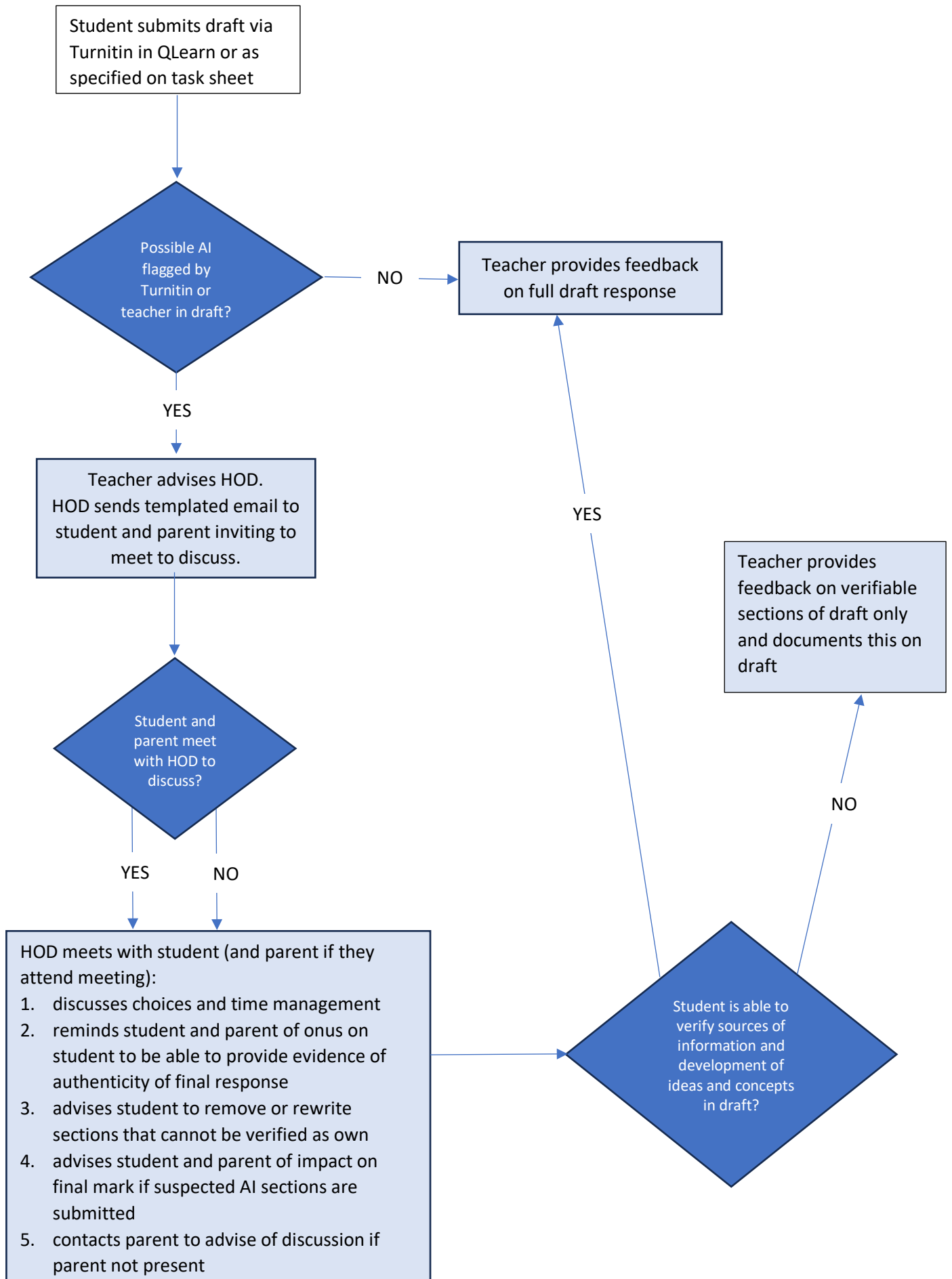
I look forward to resolving this with you as a priority and am available to meet with you at Time, Day and Date.

Kind regards

Teacher name



Appendix 2 – Flowchart when AI detected in draft response





Appendix 3 – Flowchart when AI detected in final response

