



Academic Integrity Policy

1. Purpose

Ebenezer Christian College focuses on promoting quality education. We comply with the NSW Education Standard Authority (formerly the NSW Board of Studies) requirement regarding curriculum outcomes which is in a constant state of development to ensure that all aspects of learning are implemented for the best interest of the students.

Our school is committed to the development of students' academic integrity. Values present in maintaining academic integrity provide a foundation for Godly behaviour in the lives of our students. This policy will act as a guideline to clarify our academic expectations, for students and prevent academic misconduct. If a student constantly fails to fulfil these expectations penalties will be imposed.

Our policy on Academic Integrity is based on Colossians 3:23-25: "And whatsoever ye do, do it heartily, as to the Lord, and not unto men; Knowing that of the Lord ye shall receive the reward of the inheritance: for ye serve the Lord Christ. But he that doeth wrong shall receive for the wrong which he hath done: and there is no respect of persons."

As Christians we want our students to strive to do their very best, knowing that their efforts are for the Lord and that when others see the product of those efforts that they will also be a testament to God as in Matthew 5:16, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." At the same time, we also want students to understand that being dishonest in our works is not only displeasing to the Lord, but also, sets a precedent for their future behaviour and paints them in an unflattering light.

2. Scope

This policy acts as a guide and reference of standard and procedure for Ebenezer Christian College's High School students' assessment tasks. It also acts as a point of reference for procedures for teachers and parents.

3. Definitions

3.1. Academic Integrity

Academic integrity involves the adherence to ethical standards in academic work. It involves Godly conduct involving using, generating and communicating information with responsibility, fairness and trust.

3.2. Academic Misconduct

Academic misconduct is when a student seeks to gain for himself/herself or another an unfair or unjustified academic advantage.

3.3. Acknowledgement

Acknowledgement involves respecting the work of others by adequately identifying and referencing and their words, ideas, designs, interpretations and so on.

3.4. Bibliography

A Bibliography is a list of texts/media referred to in an academic text.

4. Principles

In order to perform tasks 'heartily', that is, sincerely and to the best of their ability, students are to commit to values promoted by the Centre of Academic Integrity. From these values, honesty, trust, fairness, respect and responsibility, stem principles of behaviour that turn abstract ideals into specific courses of action.

4.1. Honesty & Trust

Students should be honest with themselves and others in their study and involvement in their assessment process. Students striving for honesty will not attempt to dishonestly secure achievements. Students should trust their teachers to uphold the Christian values to which our school aspires to guide their learning accordingly.

Ebenezer Christian College's teachers are committed to be honest in their interaction with their colleagues and students and trust students to perform their tasks honestly and to the best of their ability.

4.2. Fairness

Students should convey a sense of fairness for their teachers, classmates and themselves. Acts of academic misconduct nullify the work of teachers who spend time and effort to plan and execute their learning program as well as put classmates at an academic disadvantage. Students committing academic misconduct also rob themselves of useful learning opportunities.

Ebenezer Christian College's teachers will be accountable to respond to academic misconduct in fashion that is fair and consistent. Teachers will aim to address underlying causes of academic misconduct by monitoring the rate and nature of academic misconduct occurrences and taking note of the results of their interaction with students and the policy.

4.3. Respect

Through a range of action students can show respect to their teachers and classmates while in class. They can do so by attending their classes prepared and on time. They also show respect to their teachers and classmates by paying attention, listening to other points of view and contributing to discussions.

Students show respect in their assessments by meeting established deadlines and performing to the best of their ability. They must also show respect for the work of others by properly acknowledging their sources.

Acts of rudeness, disruption and condescension are disrespectful and will not be tolerated.

Ebenezer Christian College's teachers show respect by giving serious consideration to the ideas of students as well as providing honest feedback on their work.

4.4. Responsibility

Ebenezer Christian College shares responsibility of upholding the integrity of our academic endeavours which helps overcome apathy in both class tasks and assessments and encourages students to have a personal investment in maintaining academic integrity.

All students and teachers are responsible for their own honesty as well as for taking action against misconduct despite peer pressure, fear, loyalty, or compassion. Students can discourage and prevent misconduct by simply covering their answers during a test or reporting another student for cheating. Doing so shows that our school will not tolerate or ignore any academic misconduct.

5. Responsibilities

5.1. Timely Assessment Submission

Assessments are to be submitted by 9:30am on the due date unless an extension of time is approved beforehand. Unless an extension has been granted by prior arrangement with your teacher or special circumstances apply, late assessments will be penalised at the rate of 10% per day late.

If, due to the nature of the assessment, overdue work will not be accepted the teacher will clarify this and the reasons for this when the assessment is set.

5.2. Referencing Requirements

If students use any documents (including written, audio and visual material) for the purposes of any assessment, those documents must be acknowledged in a bibliography.

5.3. Assessment Cover Sheet

Students are required to complete and sign a provided Assessment Cover Sheet for assessment tasks which they sign, declaring the following:

- 5.3.1. A copy of the assessment is available if the submitted copy is lost or damaged.
- 5.3.2. No part of the assessment has been copied from any other source, including another student's work, except where acknowledgement has been made in the assessment.
- 5.3.3. No part of the assessment or product has been submitted by the student in another (previous or current) assessment, except where appropriately referenced, and with prior permission from the teacher for this subject.
- 5.3.4. No part of the assessment or product has been written or produced for the student by any other person except where collaboration has been authorised by the teacher of the subject.

The Assessment Cover Sheet also requires students who have gained assistance during the formation of their assessment to identify the assisting personnel and the percentage of work not attributed to them. This percentage should not be over 20%.

5.4. Extensions and Changes of Due Dates

Students should make every effort to submit assessments by the date assigned by the teacher.

If events beyond a student's control, such as illness and misadventure, result in their not being able to meet a deadline, they should, before the due date, ask their teacher whether an extension of a short amount of additional time may be granted (between one day and one week) to complete a written assessment.

Students must attach a copy of their approved extension request to their completed assessment. Extensions of more than a week are only granted to students in certain circumstances who meet the criteria for consideration.

5.5. Consideration

Consideration is for students who experience, or anticipate that they will experience, significant difficulty, in meeting requirements for their assessment due to circumstances beyond their control, such as serious illness or misadventure.

Significant difficulty refers to

- 5.5.1. Serious illness or psychological condition such as hospital admission, serious injury or illness, severe anxiety or depression.
- 5.5.2. Loss or bereavement such as death of a close family member, family/relationship breakdown.
- 5.5.3. Hardship or trauma such as victim of crime.

Students must formally request consideration before or on the due date of the assessment. If a student performs badly in a test or assessment due to major illness or misadventure beyond their control they may also request consideration within three days of the assessment due date. The teacher may then consider the student's circumstances in their assessment.

6. Academic Misconduct

6.1. Definitions

Academic misconduct is inclusive of a student's acts or attempted acts committed with the objective of receiving an advantage or advancement in their or another's academic work to which they or another are not entitled. This includes, but is not limited to:

6.1.1. Cheating

Cheating is, broadly, seeking to gain an advantage through dishonest or unfair actions which can include:

- 5.1.1.1 Accessing, buying, trading or selling anything with the purpose of submission for academic examination.
- 5.1.1.2 Using or possessing prohibited equipment or material during an examination.

5.1.1.3 Sending, receiving, accessing or intending to send, receive or access information during an exam without explicit permission from the supervising teacher.

6.1.2. Collusion

Collusion is the unauthorized collaboration on assessment tasks with another person or persons.

6.1.3. Deception

Deception includes, but is not limited to, a student giving false information regarding:

6.1.3.1. Contribution to group work

6.1.3.2. Date of assessment submission

6.1.3.3. Exclusive submission of work for a specific subject

6.1.4. Fabrication

Fabrication includes, but is not limited to, generating false data, citation(s), or referee reports.

6.1.5. Intellectual Theft

Intellectual theft is the act of claiming ownership of another's words, ideas, designs, interpretations and/or results or conclusions.

6.1.6. Plagiarism

Plagiarism is when a student uses another's words, ideas and/or manner of expressing them and, intentionally or not, presents them as his/her own without clear acknowledgement of the source. This includes, but is not limited to:

6.1.6.1. Copying, in which the student exactly reproduces some or all of another's work.

6.1.6.2. Paraphrasing, in which the student expresses the meaning of another's work.

6.1.6.3. Summarising, in which the student reproduces the main points of another's work.

6.1.6.4. Cobbling, in which the student utilises the three aforementioned tactics on more than one work and pieces them together to produce one body of text.

These practices become plagiarism when the student does not adequately acknowledge the source of the words, ideas, designs, interpretations and/or influences they used.

6.2. Procedure for Academic Misconduct

If Academic Misconduct is suspected the Teacher will

6.2.1. Detection: Take note of several indicators such as:

6.2.1.1. Unusual formatting and/or inconsistencies in formatting and/or referencing style.

6.2.1.2. Inconsistent spelling (American/Australian), terminology and/or language style.

- 6.2.1.3. Suspicious file properties regarding first creation date and author.
- 6.2.1.4. Suspicious and or inappropriate references in bibliography.
- 6.2.2. Consultation: Consult with a colleague to determine if academic misconduct is determined and, if so, the appropriate penalty.
- 6.2.3. Penalty: The decided course of action will then be put into effect.
- 6.2.4. Report: If there proves to be an escalation or pattern of academic conduct, the evaluation will be reported and referred to the Principal for approval of further action.
- 6.2.5. Notification: Student will be informed of their misconduct and will be issued a letter to be received by their parents outlining the details of their misconduct and the penalty. Parents may take this time to appeal the decision, in which case, they must write a formal letter or email and make an appointment to meet with the Principal and teacher to discuss.
- 6.2.6. Escalated Penalty: The decided course of action will then be put into effect.

If the investigation yields no evidence of academic misconduct no action will be taken.

6.3. Penalties for Academic Misconduct

If Academic Misconduct is determined the following consequences may apply according to the seriousness of the misconduct and the discretion of the teacher.

6.3.1. Resubmission

If academic misconduct was committed as a result of misunderstanding or a lack of proficiency students may be required to resubmit their assessment. Resubmission must take place within the period determined by the teacher and will only be allowed once for the assessment. Resubmitted assessments will be marked down at 10% per day that it has not been submitted.

6.3.2. Grade Annulled or Reduced to Zero

The grade on their assessment may be reduced to zero if a student has

6.3.2.1. Refused to resubmit their assessment per the instruction of their teacher.

6.3.2.2. Displayed a continuous pattern of academic misconduct.

6.3.2.3. Been discovered committing acts of academic misconduct wilfully and in full knowledge of their actions and the consequences.