



# AI PARENT DOCUMENTATION

Marymede Catholic College 2026

Dear Parents and Carers,

Artificial Intelligence (AI) is becoming a normal part of everyday life, and schools have an important role in helping young people understand and use it well. This document outlines how Marymede Catholic College is introducing AI across Years 7–12 in a way that supports learning and keeps academic integrity at the centre. Artificial Intelligence (AI) refers to technology that can perform tasks that usually require human thinking, including creating text, images, videos, and even code. In education, it can be helpful for things like planning ideas, revising content, or getting feedback, when used properly. At the same time, it presents challenges, such as ensuring accuracy, preventing over-reliance, and maintaining the authenticity of students' work.

Over the past two years, Marymede has taken a careful and deliberate approach to AI in the classroom. Our priority has been to protect the integrity of learning and assessment while we built the foundations for safe and responsible use. In 2026, we will begin opening access to selected AI tools to support learning, guided by the Australian Framework for Generative AI in Schools, MACS advice and our own AI Assessment Scale.

Next year, our added focus will be on teaching students how to use AI responsibly, ethically, and with purpose. We will also introduce two school-approved platforms that include AI features designed for safe, guided use. These tools will support learning, differentiation, and student engagement in a supervised way.

AI is now part of modern learning, and our goal is to ensure it supports students' understanding rather than replaces their thinking.

**Timothy Newcomb**  
**Principal**




## Responsible, Safe and Ethical Use of AI

Marymede’s approach to AI is informed by the Australian Framework for Generative AI in *Schools* and guided by MACS expectations for safe, ethical, and developmentally appropriate use in Catholic education.



Figure 1: Visualisation of Australian Framework for Generative AI in Schools



Principles	Guiding Statements
<p><b>1. Teaching and Learning</b></p> <p>Generative AI tools are used to support and enhance teaching and learning.</p> 	<p><b>1.1 Impact:</b> generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.</p> <p><b>1.2 Instruction:</b> schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.</p> <p><b>1.3 Teacher expertise:</b> generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.</p> <p><b>1.4 Critical thinking:</b> generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.</p> <p><b>1.5 Learning design:</b> work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.</p> <p><b>1.6 Academic integrity:</b> students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.</p>
<p><b>2. Human and Social Wellbeing</b></p> <p>Generative AI tools are used to benefit all members of the school community.</p> 	<p><b>2.1 Wellbeing:</b> generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.</p> <p><b>2.2 Diversity of perspectives:</b> generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.</p> <p><b>2.3 Human rights:</b> generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.</p>
<p><b>3. Transparency</b></p> <p>School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.</p> 	<p><b>3.1 Information and support:</b> teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.</p> <p><b>3.2 Disclosure:</b> school communities are appropriately informed when generative AI tools are used in ways that impact them.</p> <p><b>3.3 Explainability:</b> vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.</p>



Principles	Guiding Statements
<p><b>4. Fairness</b></p> <p>Generative AI tools are used in ways that are accessible, fair, and respectful.</p> 	<p><b>4.1 Accessibility and inclusivity:</b> generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.</p> <p><b>4.2 Equity and access:</b> regional, rural and remote communities are considered when implementing generative AI.</p> <p><b>4.3 Non-discrimination:</b> generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.</p> <p><b>4.4 Cultural and intellectual property:</b> generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.</p>
<p><b>5. Accountability</b></p> <p>Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.</p> 	<p><b>5.1 Human responsibility:</b> teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.</p> <p><b>5.2 Reliability:</b> generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.</p> <p><b>5.3 Monitoring:</b> the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.</p> <p><b>5.4 Contestability:</b> members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.</p>
<p><b>6. Privacy, Security and Safety</b></p> <p>Students and others using generative AI tools have their privacy and data protected.</p> 	<p><b>6.1 Privacy and data protection:</b> generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.</p> <p><b>6.2 Privacy disclosure:</b> school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.</p> <p><b>6.3 Protection of student inputs:</b> students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.</p> <p><b>6.4 Cyber-security and resilience:</b> robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.</p> <p><b>6.5 Copyright compliance:</b> when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.</p>

<https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>



## How These Principles Shape Our Approach

At Marymede, these principles guide the safe and purposeful use of AI in the classroom. Our priority is learning, supported by fairness, transparency, and strong attention to student wellbeing. By combining ethical guidance with clear privacy and safety measures, we aim to help students use AI confidently, thoughtfully, and creatively.


### AI Integration with School Vision

Our approach to AI reflects Marymede’s mission and values:

- **Encountering Christ**  
AI is used in ways that respect human dignity, encourage ethical thinking, and promote compassion.
- **Empowering Students to Flourish**  
Students learn to use AI safely, build digital confidence, and develop resilience.
- **Aspirations for All**  
AI helps personalise learning and support every student’s growth.
- **Fostering a Positive Culture and Environment**  
We use AI responsibly to ensure a safe, inclusive, and transparent digital learning environment.








## The AI Assessment Scale

	<p><b>NO AI</b></p>	<p><b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b></p> <p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.</p>
	<p><b>AI PLANNER</b></p>	<p><b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b></p> <p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p>
	<p><b>AI PARTNER</b></p>	<p><b>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</b></p> <p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p>
	<p><b>FULL AI</b></p>	<p><b>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</b></p> <p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p>



## The AI Assessment Scale (Assessment Cover Sheet Version)

<b>The AI Assessment Scale (AIAS)</b>	
 <p><b>NO AI</b></p>	<p><b>Do not use AI at any time</b></p> <p>You are expected to show your abilities independently.</p>
 <p><b>AI PLANNER</b></p>	<p><b>Use AI to plan, generate ideas, explore new ideas and research information.</b></p> <p>Check the output is true, refine AI suggestions and make sure the final work is still your own.</p>
 <p><b>AI PARTNER</b></p>	<p><b>Use AI to refine, evaluate your work and get feedback.</b></p> <p>Be critical of the suggestions and don't submit work that is fully AI generated.</p>
 <p><b>FULL AI</b></p>	<p><b>Use AI throughout your work as appropriate.</b></p> <p>Include with your final submission; how you used AI and the extent of your own contribution to the work.</p>
 Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale . adapted for Marymede Catholic College, 2026	



## The AI Assessment Scale Elaborations

Level	Description	Example Uses	Example Prompts
<b>1 - No AI</b>	Do not use AI at any stage. You are expected to show your understanding and skills independently.	All in-class assessment tasks.	N/A
<b>2 - AI Planner</b>	You may use AI to plan, brainstorm, explore ideas, and gather or explain information. You must check accuracy, refine suggestions, and make sure the final work is your own.	<ul style="list-style-type: none"> <li>• Clarifying or unpacking assessment instructions</li> <li>• Explaining complex concepts</li> <li>• Brainstorming ideas, topics, or research questions</li> <li>• Planning research steps or study timelines</li> <li>• Finding, summarising, or evaluating sources</li> <li>• Creating revision materials or mock datasets</li> </ul>	<ul style="list-style-type: none"> <li>• "Explain these concepts simply."</li> <li>• "List credible sources on globalisation's effect on local cultures."</li> <li>• "Summarise research and writing steps for this essay."</li> <li>• "Find relevant journal articles on this topic."</li> </ul>



<p><b>3 - AI Partner</b></p>	<p>You may use AI to refine, review, and evaluate your work. Be critical of the suggestions and make sure the final writing remains your own. AI must not substantially write or rewrite your assessment text.</p> <p><u>Note:</u> At this level, generative AI tools should not be used to substantially create or modify the text you write and submit for an assessment task.</p>	<ul style="list-style-type: none"> <li>• Checking grammar or spelling</li> <li>• Suggesting clearer organisation or structure</li> <li>• Giving feedback based on criteria or rubrics</li> <li>• Checking clarity, coherence, or persuasiveness</li> <li>• Reviewing problem-solving approaches</li> <li>• Generating examples or counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>• Check this paragraph for grammar and clarity, and suggest improvements.</li> <li>• Give feedback on this draft using the uploaded instructions and rubric.</li> <li>• Evaluate my conclusion for clarity and conciseness.</li> </ul>
<p><b>4 – Full AI</b></p>	<p>You may use AI throughout the task as appropriate. You must include a short statement with your submission explaining how AI was used and which parts were your own work. Always follow any specific guidelines on the task sheet.</p>	<p>Uses depend on the assessment instructions provided by your teacher.</p>	<p>Prompts will vary based on the task. Refer to the task sheet for guidance.</p>

Adapted from 'The AI Assessment Scale' (Furze 2023).



# FREQUENTLY ASKED QUESTIONS (FAQ)

## About AI Use at Marymede Catholic College

### **1. Why is the College introducing AI now?**

Over the past two years, Marymede has limited the use of AI while reviewing emerging technologies, developing clear guidelines, and ensuring staff and students were prepared. From 2026, we are introducing AI in a structured and supervised way to support learning, not replace it.

### **2. Will AI replace teachers or the way students learn?**

No. AI is a support tool, not a teacher. It can help students with ideas, explanations, and feedback, but teachers remain the experts who guide learning and make all instructional decisions.

### **3. What AI tools will students be allowed to use?**

Marymede has approved a small number of safe, education-focused tools (to be reviewed each year):

- Education Perfect (AI feedback) Years 7–12
- Canva AI features – Years 7–12
- Microsoft Copilot – Years 8–12
- Jacaranda Humanities (AI tools within the platform) – Years 7-10

Students must not use external AI tools unless permitted by the teacher.

### **4. How will AI be used in learning?**

AI may help students with:

- generating ideas
- clarifying concepts
- organising information
- checking understanding and receiving feedback
- creating revision materials

It will not be used to write assessments for students.



## **5. How will the College ensure academic integrity?**

Each assessment will state exactly how much AI students may use.

We use the AI Assessment Scale (AIAS), which has four levels ranging from No AI to Full AI with declaration. Students must follow the level set by their teacher.

Using AI outside the allowed level may be considered academic misconduct.

## **6. How will my child be taught to use AI safely?**

Students will learn:

- what AI can and cannot do
- how to check accuracy and reliability
- how to use AI responsibly and ethically
- how to protect their privacy
- how to create effective AI prompts
- how to be transparent about AI use

These skills are taught as part of digital literacy and regular learning practice.

## **7. Is my child's data safe when using AI tools?**

Yes. Marymede only uses AI tools that meet strict privacy, safety, and security requirements. Student data stays within the school's Microsoft environment and is not used to train AI models. Students are also taught not to enter personal information into AI tools.

## **8. Will AI disadvantage students who do not have access at home?**

No. All approved AI tools are available through the school's platform. Teachers design tasks so that all students can participate fairly, regardless of what technology they have at home.

## **9. Can parents use AI to help their child with homework?**

Parents can support their child's learning, but AI must not complete assessment tasks for students. For each task, students need to follow the AI guidelines set by the teacher to maintain academic integrity.



### **10. What should I do if I'm unsure about something related to AI?**

If you're uncertain about a tool, an assessment requirement, or your child's use of AI, please contact your child's teacher or the relevant Learning Leader. We are here to support you.

## **Final Notes**

If you have further questions about AI at Marymede or how it will be used in your child's learning, please reach out to your child's teacher or Learning Leader. We appreciate your partnership as we continue to support students in developing confident, responsible, and ethical use of technology.