



AI SECONDARY STUDENT DOCUMENTATION

Marymede Catholic College 2026

Introduction

Artificial Intelligence (AI) is now part of everyday life; from the apps we use to the tools people use at work. Generative AI allow for creation of things like text, images, videos, and code, and it has become widely used since 2023. Even with these powerful tools, your own thinking and creativity matter the most. AI can support your learning, but it does not replace your ideas, your effort, or your judgement.

Responsible AI Use In Assessments

At Marymede, students are expected to uphold academic integrity, and breaches of the Assessment Policy can lead to serious consequences. As AI writing tools become more powerful, the risk of using them in the wrong way during assessments also increases. Because of this, it is important that you know exactly how much AI (if any) you are allowed to use for each task.

In 2026, students may use generative AI in assessments only as outlined in the AI Assessment Scale (AIAS). Unless your teacher clearly says you can, you must not use generative AI to write any part of your assessment or to edit your work for you. Doing so may be considered plagiarism and a breach of the College Assessment Policy. These expectations apply to all students, including those in Years 11 and 12 (Refer to the Assessment Reporting Policy).

Approved AI Tools For Students

At Marymede, students can only use AI tools that the school has reviewed and approved for learning. This ensures the tools meet privacy, safety, and educational requirements. The following generative AI tools are approved for use in 2026.

Approved AI Tools For Students

AI Tools for School
Education Perfect (Years 7-12) <i>(built-in AI features)</i>
Canva (Years 7-12) <i>(Magic Write, Magic Design AI, when tasks permit)</i>
Jacaranda Humanities (Years 7-10) <i>(built-in AI features)</i>
Microsoft Copilot (Years 8-12) <i>(when allowed by the task and teacher)</i>





AI Assessment Scale (AIAS)


The AI Assessment Scale (AIAS) applies to all assessment tasks. Each task will state which level of the scale you must follow, and your teacher will go through it with you in class.

The AI Assessment Scale

	<p>NO AI</p>	<p>You must not use AI at any point in this assessment. You are expected to demonstrate your own skills and understanding.</p> <p>This level applies to assessments completed independently, often in controlled conditions. Your work must rely entirely on your existing knowledge, reasoning, and skill, without AI support.</p>
	<p>AI PLANNER</p>	<p>You may use AI for planning, organising ideas, and research. Your final work must clearly show your own thinking and development of these ideas.</p> <p>AI can be used for early-stage tasks such as brainstorming, outlining, clarifying instructions, exploring topics, or gathering information. You are responsible for refining, expanding, and shaping these ideas into original work.</p>
	<p>AI PARTNER</p>	<p>You may use AI to help draft, refine, or evaluate your work. You must think critically, edit carefully, and make all final decisions yourself.</p> <p>AI can support idea generation, drafting, feedback, and improvement. However, you must review and modify all AI suggestions, ensuring the work reflects your understanding and meets task requirements. Do not submit AI-generated text unchanged.</p>
	<p>FULL AI</p>	<p>You may use AI throughout the task, either as required by your teacher or as you choose, while showing how you directed AI and used your own judgement.</p> <p>AI may assist with any part of the task. You are expected to demonstrate strong prompting, decision-making, and evaluation skills. Some tasks at this level may explicitly require you to explain or justify how AI contributed to your final work.</p>

The AI Assessment Scale (Assessment Cover Sheet Version)

The AI Assessment Scale (AIAS)	
 NO AI	Do not use AI at any time. Your work must show only your own thinking and skills.
 AI PLANNER	You may use AI to plan, brainstorm ideas, and explore information. Check everything carefully and make sure the final work is your own.
 AI PARTNER	You may use AI to refine, improve, or get feedback on your work. Do not submit work that is mostly or entirely AI-generated.
 FULL AI	You may use AI throughout the task as directed. Explain how you used AI and what part of the work is your own contribution.

 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
1 - No AI	Do not use AI at any stage. You are expected to show your understanding and skills independently.	All in-class assessment tasks.	N/A
2 - AI Planner	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"> • Clarifying or unpacking assessment instructions • Explaining complex concepts • Brainstorming ideas, topics, or research questions • Planning research steps or study timelines • Finding, summarising, or evaluating sources • Creating revision materials or mock datasets 	<ul style="list-style-type: none"> • "Explain these concepts simply." • "List credible sources on globalisation's effect on local cultures." • "Summarise research and writing steps for this essay." • "Find relevant journal articles on this topic."

<p>3 - AI Partner</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"> • Checking grammar or spelling • Suggesting clearer organisation or structure • Giving feedback based on criteria or rubrics • Checking clarity, coherence, or persuasiveness • Reviewing problem-solving approaches • Generating examples or counterarguments 	<ul style="list-style-type: none"> • Check this paragraph for grammar and clarity, and suggest improvements. • Give feedback on this draft using the uploaded instructions and rubric. • Evaluate my conclusion for clarity and conciseness.
<p>4 – Full AI</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>

Academic Integrity

Academic integrity means completing and submitting your own original work, using only the support that is allowed (see the Academic Integrity Policy). Plagiarism includes copying, rewording, or summarising someone else’s work without proper acknowledgment.

These expectations apply to all students in Years 7–12. Teachers will guide you through your learning, but *you* are responsible for showing evidence of your progress during each task. If you cannot show your thinking or progress, this may be treated as academic misconduct.

Your key responsibilities when using generative AI are outlined below.

While completing the assessment task	After submitting the assessment task
Write in your own words and cite all sources properly.	Complete any validation activities honestly. These may include short questions or tasks that help your teacher confirm the work is your own.

AI Referencing

Students must acknowledge any AI tools used in their assessments. Add the following sentence at the top of your reference list:

I have used [insert AI tool(s)] to [explain how you used it, e.g., “generate ideas and review draft responses”].

Teachers may ask to see your AI transcripts or chat logs. Any information you get from AI must be checked against reliable sources, and anything you use must be properly cited.

When to reference AI in your writing

You only need an in-text reference to AI when you directly refer to something the AI produced, such as a prompt, paragraph, explanation, or idea that you are quoting or discussing.

You must reference AI when:

- you quote something an AI tool generated
- you describe or discuss a specific AI output
- you analyse or critique what an AI tool produced

Important

AI-generated content is not always reliable. Always check information from AI against trusted sources. If you use information from those sources, cite the source, not just the AI tool.

For more guidance

The Office of Artificial Intelligence provides interim advice on citing AI. There are currently no formal national or international standards.

<https://ai.georgia.gov/guidance/guidelines-state-organizations/how-properly-cite-ai-generated-content>

Approved AI Tools at Marymede

Marymede uses a small number of AI tools that are safe, reliable, and designed to help you learn effectively.

Education Perfect (AI Features)

Used for Languages 7-12 and VCE Mathematics

Education Perfect is already a core learning platform at the College. Teachers use it to deliver lessons, track progress, and support your learning across subjects.

From 2026, the platform's built-in AI features will mainly be used to:

- give feedback
- help you improve your understanding
- introduce AI as an educational tool in a safe, structured way

These AI features are designed to support your learning, not replace your thinking.

Jacaranda Humanities (AI Features Years 7–10)

Jacaranda Humanities includes built-in AI that helps you understand topics more clearly. These tools act like a study assistant inside the textbook platform.

You can use them to:

- ask questions about the content
- get explanations in simpler or clearer language
- summarise sections of text
- practise with quick questions

The AI is designed to support your understanding, not to complete your work for you.

Your thinking, analysis, and writing must always be your own.

Canva – AI Features (Years 7–12)

Canva includes built-in AI tools that help you create clear, engaging visuals. At Marymede, students use Canva AI in subjects like Visual Arts, Media, Humanities, and for presentations and digital storytelling across year levels.

Its AI features can suggest layouts, improve designs, generate graphics, and organise content. These tools make it easier to turn your ideas into polished, creative work, while you stay in control of the final design and creative decisions.

Microsoft Copilot (Years 8–12)

Microsoft 365 Copilot adds AI features to the Microsoft apps students already use at school. From Year 8 onward, students can use Copilot to explain concepts, brainstorm ideas, organise information, and improve the clarity of their writing, when the task allows it.

Students aged 13 and above also have access to Copilot Chat, which provides more interactive questioning and feedback. All Copilot tools operate within Microsoft's secure education environment. Access is provided through the school's Microsoft 365 licence, and all data stays within Marymede's system. None of your information is used to train AI models.

How Students Should Use Copilot

Appropriate use:

Students may use Copilot to:

- brainstorm and explore ideas
- clarify concepts or get explanations
- organise information or outline tasks
- improve clarity in their writing (when allowed by the task)
- get feedback on structure or expression
- create revision summaries or practice questions
- properly credit sources and acknowledge the use of AI-generated content where applicable

Inappropriate use:

Students must not:

- enter personal or sensitive information (e.g., name, DOB, address)
- submit AI generated text as their own work
- rely on Copilot without checking accuracy
- interact with AI in a disrespectful or inappropriate manner
- copy and paste AI output without adapting it
- use AI in ways not allowed by the task or teacher
- use AI to harm, embarrass, or target others

Students are to consult Marymede’s Students Acceptable Use of ICT Agreement for comprehensive information regarding the appropriate use of ICT and AI.

Guiding Publications for AI Use at Marymede

Marymede’s approach to AI in learning and assessment is shaped by the following publications to help ensure our practices are safe, ethical, and aligned with best practice standards in education.

Key references include:

- *MACS Recommendations for Teacher Use of AI*
- *MACS Purposeful Use of AI in Schools*
- *MACS Digital Tools Used by Schools*

- *Australian Framework for Generative Artificial Intelligence in Schools*
- *UNESCO: Guidance for Generative AI in Education and Research*
- *Victorian Government – Generative Artificial Intelligence in Schools*

Generative AI Prompting (Years 8 to 12)

To help students use generative AI safely and effectively, Marymede supports two simple prompting models. These frameworks help you get clearer, more accurate results while ensuring the work remains your own thinking.

1. ACU Prompt Model: Role – Task – Format – Restrict

This model helps you build strong prompts by combining four parts:

- **Role – Who should the AI act as?**

tutor, coach, researcher, designer

- **Task – What do you need it to do?**

explain, summarise, outline, review, generate ideas

- **Format – How should the response look?**

list, table, paragraph, steps, short sentences

- **Restrict – Any limits or rules?**

simple language, dot points only, academic tone, short answer

Example:

“Act as a research tutor. Summarise the main causes of climate change in 5 bullet points using simple language.”

2. CLEAR Framework (Lo, 2023)

Guiding principles for writing effective prompts:

Element	Description	Example
C – Concise	Be clear and specific	“Summarise the Big Bang theory for a Year 9 audience.”
L – Logical	Give context	“Explain loops in programming as if I’m new to coding.”
E – Explicit	Set structure and style	“List the human causes of climate change in 10 short sentences.”
A – Adaptive	Refine based on outputs	“Rewrite with clearer, simpler examples.”
R – Reflective	Review and adjust	“What’s missing from this explanation?”

Why Prompting Helps

Good prompting helps you:

- understand content more clearly
- generate ideas responsibly
- organise and summarise information
- check or improve your explanations
- get feedback without replacing your thinking
- stay within academic integrity expectations

Prompting is a tool to support your learning, not do the work for you.

IMPORTANT REMINDERS

Using AI at Marymede is about supporting your learning, not replacing your thinking.

When used responsibly, AI can help you understand content, explore ideas, and improve your work. If you are ever unsure about what is allowed, always ask your teacher before using an AI tool.

Need Help or Clarification?

- If you're unsure how to use AI for a task, talk to your teacher.
- For questions about AI, contact the Director of Digital Learning.

Remember

Always use AI to support your learning, never to replace your effort, judgement, or originality.