



# Generative AI Policy

## INTRODUCTION

Mountain Creek State High School embraces technologies that enhance learning. Generative Artificial Intelligence offers both students and teachers, opportunities to extend creation of content and skills, helping improve learning opportunities and outcomes.

Traditional AI is the ability of computers or computer-controlled robots to perform tasks commonly associated with intelligence. Basically, if a human did it, it would be classified as intelligent. Advancements in AI have led to Generative AI (GenAI), where systems using machine learning have been trained using large amounts of data to perform, mimic or imitate tasks. This technology focuses on creating new content, such as text and images, from existing information. GenAI tools are evolving incredibly quickly and their impact on education and research is significant and ongoing. GenAI are tools that can be used to enhance and supplement your efforts, but not as a replacement for critical thinking and personal understanding.

GenAI can also mask student originality and inhibit skills development, through the conceptualisation and the production of original work. Teachers and students will work together to incorporate GenAI (where appropriate) into learning tasks and student formative feedback, helping develop student skills using GenAI

Staff considerations when using GenAI, are informed by the *Australian Framework (2024) and Education Queensland (2025)* and considered essential in promoting responsible use of this emerging technology.



From: Australian Government. (2024) Australian Framework for Generative Artificial Intelligence in Schools.  
Available at: [🌐 Australian Framework for Generative Artificial Intelligence \(AI\) in Schools](#)

# PURPOSE

This policy outlines the expectations and appropriate use of GenAI tools and technologies by students and teachers at Mountain Creek State High School to ensure GenAI is used ethically, responsibly, and in a manner that supports learning, critical thinking, academic integrity, and digital citizenship. This policy is to be used in conjunction with the School Assessment Policy as outlined in the Student Learning Journal for Years 7-10 and The Senior School Assessment Policy for Years 11-12 (found on the school website under 'Support & Resources').

## GUIDELINES FOR STAFF

1. **Integration into Curriculum**
  - a. Ensure that GenAI tools are embedded thoughtfully into instructional models and school programs, aligning their use with curriculum objectives and learning outcomes.
  - b. Clearly communicate expectations for GenAI use in teaching & learning and assessment activities, ensuring consistency with existing school-based policies.
2. **Promoting Ethical GenAI Use**
  - a. Model & encourage the ethical use of GenAI, ensuring students understand the importance of transparency, accountability and integrity when using these tools.
  - b. Referencing how GenAI is used in their own work to students, and the wider community, and supporting students to do the same.
  - c. Highlight the limitations of GenAI, including potential biases, inaccuracies and outdated information, and teach students to critically evaluate GenAI outputs.
3. **Building GenAI Literacy**
  - a. Incorporate GenAI literacy into teaching practices, helping students understand how GenAI tools function, their benefits and most importantly their risks.
  - b. Provide professional development for all staff to stay informed about emerging GenAI technologies and their applications in education as well as any updates to existing platforms.
  - c. Support colleagues in the understanding, use and application of GenAI in the areas of teaching and learning.
4. **Assessment Design**
  - a. Provide clear expectations to students around how GenAI can or cannot be used in each learning or assessment task. See Traffic Light Indicators in Assessment Process section of this Policy.
  - b. Regularly review and adapt assessment criteria to address the ethical use of GenAI and its integration into student work.
5. **Safe and Regulated Use**
  - a. Only use your MIS ID to access Corella or Education Perfect to ensure a higher level of data protection for work/school related tasks.
  - b. Do not input sensitive personal identifiable information into GenAI tools this includes but is not limited to personal, medical, financial, media or academic data that is linked to students or other persons.
6. **Wellbeing**
  - a. Advocate for and use secure, regulated GenAI tools/environments to ensure safe and appropriate student engagement with these tools.
  - b. Monitor and address any misuse of GenAI tools, report to Faculty HOD or YLMT.

# GUIDELINES FOR STUDENTS




1. **Ethical use of GenAI**
  - a. Understand that using GenAI may not be appropriate for all learning tasks or assessments, if on doubt check with your teacher.
  - b. Only use GenAI tools that are approved for your age group and are designated by your teacher.
  - c. Do not input any of your personal data or someone else's into a GenAI tool, this includes but is not limited to name, age, address, medical or financial information, images of yourself or others etc.
  - d. Always acknowledge the use of GenAI in your work, following the school's referencing and citation guidelines. See Referencing GenAI section of this policy.
  - e. Years 11-12 must complete the QCAA's Academic Integrity Course on myQCE.
2. **GenAI Literacy and Critical Thinking**
  - a. Develop GenAI literacy skills, including the ability to critically evaluate GenAI outputs and cross-reference information against reliable and trusted sources.
  - b. Understand the limitations of GenAI, including biases, inaccuracies, and its ability to provide context-specific insights and hallucinations.
3. **Transparency in Learning**
  - a. Clearly document and explain how GenAI tools were used in your work, detailing prompts and processes where required and this matches the task outline set by your teacher.
  - b. Do not use unauthorised or undisclosed of GenAI tools in assessments, as this may constitute academic misconduct.
4. **Responsibility and Accountability**
  - a. Use GenAI to support your learning process as directed and be prepared to take responsibility for errors or inaccuracies in GenAI outputs in your work.
  - b. Confirm assessment requirements with your teachers and seek guidance if unsure about how to appropriately use GenAI.
5. **Preparing for the Future**
  - a. Familiarise yourself with suggested GenAI tools relevant to your field of study or future profession, staying informed about industry-specific guidelines and standards.
  - b. Explore GenAI tools, and updates, in a safe and critical way that may benefit and support your learning.
  - c. Use GenAI as a supplement to, not a replacement for, your own creativity, critical thinking and problem-solving abilities.

## ASSESSMENT PROCESS

The Principal is responsible for establishing policies and procedures to ensure GenAI is used ethically, responsibly, and in a manner that supports learning, critical thinking, academic integrity, and digital citizenship.

- The GenAI Policy is collaboratively developed by the School Executive Team and the Senior Leadership Team in alignment with the Department of Education's policies and guidelines.
- All staff members are required to adhere to the GenAI Policy and Procedures.
- All students enrolled at Mountain Creek State High School who access or use GenAI tools and platforms are required to adhere to the GenAI Policy and Procedures— both at school and during school-related activities or assignments conducted at home or online.

To inform this practice staff and students need to adhere to the following guidelines in developing learning tasks and assessment items for students. Consideration is given to where and how GenAI may be used for learning. The below headliners will be used when explaining, developing or distributing learning tasks or assessment tasks for students and families.




	Prohibit the use of generative AI where it interferes with the student developing foundational understanding, skills and knowledge.
	Allow, with attribution, the use of generative AI as a valuable resource for tasks such as augmenting ideas, grammar, vocabulary and structure, or providing feedback. The teacher is aware of its use by the student, with the student taking responsibility for accuracy and correct attribution of all AI-generated content.
	Encourage and actively integrate generative AI into the learning process where students can leverage it to focus on learning objectives, explore creative ideas or otherwise support their learning.

## GUIDING PRINCIPLES





### Teacher responsibilities:

- be clear – verbally and/or in writing - when the use of GenAI is appropriate for a specific task or activity in class.
- guide students to use sources of GenAI technologies that are safe and appropriate.
- actively monitor student progress during the development of written tasks or activities.

This will be supported through the design and implementation phase of assessment by being clearly displayed on task sheets and scaffolding documents. These will also be included in parent communication. One of the following headliners will be on all Task Sheets:

		
<p>This assessment task does not permit the use of generative AI tools for any component.</p>	<p>This assessment task permits the use of generative AI for the following components of this task:</p> <ul style="list-style-type: none"> <li>• [component 1]</li> <li>• [component 2]</li> </ul> <p>Students are required to cite/reference their use of generative AI tools using [reference style].</p>	<p>This assessment task permits the use of generative AI tools for the entire assessment task.</p> <p>Students are required to cite/reference their use of generative AI tools using [reference style].</p>

Guide for engaging with GenAI in assessment tasks:

Level of GenAI Use	Level of GenAI description	Examples of Learning & Assessment (including but not limited to)
	<p>The assessment task is completed entirely without GenAI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills.</p> <p><b>GenAI must not be used at any point during the assessment.</b></p>	<ol style="list-style-type: none"> <li>1. Students complete a traditional multiple-choice exam.</li> <li>2. Students write an in-class essay on an assigned topic.</li> <li>3. Students solve a series of mathematical problems on paper during a timed examination.</li> </ol>
	<p>GenAI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p><b>No GenAI content is allowed in the final submission.</b></p>	<ol style="list-style-type: none"> <li>1. Students use GenAI to generate ideas.</li> <li>2. Students use GenAI tools to brainstorm potential solutions and develop innovative ideas.</li> </ol>
	<p>GenAI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no new content can be generated using GenAI.</p> <p><b>GenAI can be used to edit your original work, but GenAI content must be cited.</b></p>	<ol style="list-style-type: none"> <li>1. Students use GenAI to convert their handwritten notes into a typed copy.</li> <li>2. Students use GenAI to organise their research findings.</li> <li>3. Students use GenAI to assist with spelling, punctuation and grammatical structures.</li> </ol>
	<p>GenAI is used to complete certain elements of the task, with students providing discussion or commentary on the GenAI content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p><b>GenAI can be used to complete specified tasks in the assessment item. Any GenAI content, including prompts, must be cited.</b></p>	<ol style="list-style-type: none"> <li>1. If the task permits, students can use AI tools to generate content and/or structure.</li> <li>2. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided.</li> </ol>

# REFERENCING GENAI

At Mountain Creek SHS the use of Generative Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. As with any resource, any use of Generative AI must be referenced.

## Examples of Harvard Referencing for GenAI:

- **Example Reference List:**

OpenAI. (2024) *ChatGPT* (Mar 14 version). Available at: <https://chat.openai.com/chat> (Accessed: 15 March 2024).

- **Example Reference and citing prompts:**

OpenAI (2026) *ChatGPT response to a query about 5<sup>th</sup> Century Athens*, 18 March. Available at: <https://chat.openai.com/> (Accessed: 18 March 2026).

*(Replace date and description with your actual prompt topic.)*

- **In-text Citation Example:**

(OpenAI, 2024)

## Examples of APA (7<sup>th</sup> Edition) Referencing for GenAI:

- **Example Reference List:**

OpenAI. (2024). *ChatGPT*. <https://openai.com/chatgpt>

- **Example Reference and citing prompts:**

OpenAI. (2026, March 18). *Response to prompt about 5<sup>th</sup> Century Athens* [ChatGPT response]. ChatGPT. <https://chat.openai.com/>

*(Replace date and description with your actual prompt topic.)*

- **In-text Citation Example:**

(OpenAI, 2024)

# STUDENT GUIDING PRINCIPLES

## Student responsibilities

Students will:

- appropriately reference or declare the use of GenAI in the generation of works for their classes.
- Submit planning documentation as part of verification of draft process.

The work submitted by a student in an assessment task will be verified for accuracy following the principles of **All My Own Work**.

The student should be able to evidence:

- Ideation: the thought around task creation in response to the question posed.
- Creation: research considered in putting together a task
- Planning: draft assessment items and planning tools used
- Enactment: final drafts and assessment item submitted

Students may be required to provide further evidence that their submitted work complies with GenAI permitted in the task and the principles of **All My Own Work**.

Students who do not provide evidence required by the task for their work to be verified as **All My Own Work** at the time/date a task is submitted and as stated in the assessment notification, may face an Academic Misconduct consequence.

Students have a responsibility to 'declare' when GenAI has been used in the creation of both formative and summative assessment items. Teachers will also compare 'in class' samples of work, to help evidence student non-disclosure.

Disclosure statements on task sheets should include a sign off area for students.

**Example:**

### **Example genAI attribution statement:**

*I acknowledge the use of [Name of generative AI tool] (accessed [Month Year]) to develop the [list component/s of the assessment genAI contributed to]. Prompts, outputs, and my responses are available upon request. All AI-generated output was critically reviewed. All other work in this assessment is my own.*

## **CONSEQUENCES OF INAPPROPRIATE USE OF GENAI IN ASSESSMENT**

All teachers have a professional responsibility to report suspected Academic Misconduct to the relevant Faculty Head of Department. All reports of suspected academic misconduct from the school community or wider community should be referred to the relevant Head of Department.

These cases should always be investigated thoroughly with evidence gathered. Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that is suspected to have been completed as a result of certain types of academic misconduct will be provided with a further opportunity to authenticate their response.

These opportunities may include:

- Student-teacher conferencing
- Multiple choice questions about the task or the student response
- Further stimulus for the student to demonstrate understanding

- The use of version history from Office 365 Applications

The onus is on the student to be able to demonstrate authentic development of their response over time and demonstrate the concept of *All My Own Work*.

**Consequences for inappropriate use of GenAI may include:**

- Re-submission of work.
- Loss of access to school technology resources.
- Disciplinary action in accordance with the School's Behaviour Management Policy.
- All incidents of Academic Misconduct should be communicated to Parents/Caregivers, and both an Academic Infringement and a Record of Contact should be recorded on the student's OneSchool profile. Further disciplinary consequences may be given where appropriate.

**Years 7-10 inappropriate use of GenAI:**

On the First occasion the classroom teacher will inform the Faculty Head of Department, and the student will be reprimanded by the class teacher. At the discretion of the teacher and/or Head of Department, one of the following consequences may apply:

- The GenAI section of work will be clearly labelled on the task. Students will be required to demonstrate where they sourced information from and for what purpose.
- The student maybe required to resubmit the task or a modified task.
- An academic penalty based on the percentage of GenAI work maybe recorded (ie. 100% GenAI may be marked as an E).

On any subsequent occasions the classroom teacher will inform the Faculty Head of Department, and the student will be reprimanded by the class teacher. At the discretion of the teacher and/or Head of Department, one of the following consequences may apply:

- The GenAI section of work will be redacted and marks will be awarded with any work that can be proven to be the student's own work.
- The student may be required to complete future tasks without the use if technology and/or under the direct supervision of the teacher.
- The student's enrolment in a particular subject with multiple breaches of GenAI use, may be revised.

**Years 11-12 inappropriate use of GenAI:**

- Students in Years 11 and 12 who are found to have engaged in academic misconduct, will be required to complete the QCAA Academic Integrity Course a second time with the relevant Deputy Principal or Head of Department.
- In Years 11 and 12 the plagiarised or Gen AI section of work will be clearly labelled on the task and redacted and will be disregarded in the awarding of criteria standards.

# RELATED SCHOOL POLICY AND PROCEDURES

From time to time this policy may be updated. In all cases the policy update will be broadcast to the school community in a timely and consistent manner.

Documents:

- Senior School Assessment Planner
- Non-Submission Policy