

4. Policy

4.1 Original Work Submission

- a. All work submitted by students, including text, video, music or images needs to reflect the individual students' understanding, written expression and effort.
- b. Students are expected to engage in genuine learning experiences and express their ideas in their own words. The use of tools that are designed to rephrase or modify a student's original work compromise the academic integrity of the work.

4.2 Responsible Use of AI

- a. **AI as a Learning Tool:** Students and teachers are encouraged to explore and utilise Generative AI tools responsibly to support and enhance teaching and learning which develops critical thinking and creativity.
- b. **Clearly Identify AI-Generated Content:** In cases where AI tools have been used to assist in research or content generation, students need to clearly indicate this in their work and provide appropriate referencing. Students should follow the specified citation style accessible via the Harvard Online Referencing Generator on the Catherine McAuley Library Website for AI-generated content to ensure academic integrity.
- c. **Avoiding Harmful Applications:** Students should refrain from using AI in ways that could cause harm or promote unethical behaviour, such as generating inappropriate content, spreading misinformation, or engaging in cyberbullying.
- d. **Privacy, Security and Safety:** Students and staff must use AI tools in ways that respect and uphold privacy and data rights, ensuring that they do not collect or share personal or sensitive information, including but not limited to names, addresses, and school email addresses, within AI programs.
- e. **Copyright Compliance:** When using AI tools, students and staff are aware of, and take measures to comply with, applicable copyright rights and obligations.

4.3 Verification of Authenticity by Teachers

When excessive or unethical AI usage is suspected, staff will investigate to assess the extent and nature of the use.

Excessive or unethical use of AI may be detected using a combination of the following methods:

- a. Learning Checkpoints:** Teachers may include checkpoints in assignments, allowing them to assess students' progress throughout the task. This helps to verify that the work produced is an authentic representation of students' capabilities.
- b. Planning Notes or Drafts:** Teachers may request students to submit planning notes and/or drafts alongside final copies of their work. This assists to verify the student's thought processes and demonstrates the development of original ideas.
- c. Document Information (metadata):** Teachers may inspect document properties, including author, editing time, creation date and version history to verify that work submitted is the student's own.
- d. Professional Judgment:** Teachers' knowledge of students' prior work and sudden disparities in writing style or complexity may indicate potential reliance on AI-generated content.
- e. Detection Software:** St Aloysius College uses Turnitin to detect AI generated content, including that which has been AI created (e.g. a student has used ChatGPT to write their assignment) and AI paraphrased (a student has used an AI tool to improve their work).

It is acknowledged that these tools may have limitations ([AI Text Detectors, Trust, 2023](#))

4.4 Communication With Students

- a. Investigating unacknowledged AI contributions:** If AI use is suspected and/or detected, the subject teacher will inform the student and provide them with an opportunity to explain the use.
- b. Students may be asked to provide drafts or other notes to verify that the work they have submitted was produced by them.**

- c. Open communication will be encouraged to ensure a fair and comprehensive understanding of the circumstances.
- d. Where AI usage is confirmed, the student will be counselled about the importance of academic integrity and supported to develop ethical research and writing skills.

4.5 Outcomes of Detected Unethical AI Usage

- a. **Confirmed AI use:** When unethical AI usage is detected by a subject teacher, they will inform the Year Level Coordinator and Curriculum Coordinator.
- b. **Resubmission of work:** In the first instance where a student is confirmed to have unethically used AI to produce an assignment, they may be given the opportunity to resubmit their work, by negotiation with their subject teacher.
- c. **Communication with parents or guardians:** Parents or guardians will be informed by the subject teacher of the misuse of AI software and subsequent actions that will be taken.
- d. **Assessment of original work:** If the student is granted an opportunity to resubmit a task, and chooses not to, the subject teacher will assess the portion of the work, drafts or notes, that can be confirmed as the student's original work. If the student cannot verify or produce sufficient, or any, evidence of original work, they will receive an I result (Insufficient evidence of learning) or an N result (No evidence of learning) for that assessment task. Student overall achievement in a subject will be negatively impacted by an I or N result.
- e. **Ongoing monitoring:** Where a student has intentionally used AI to produce work in lieu of their own original efforts, ongoing monitoring of the student's future academic work by the subject teacher in consultation with the Curriculum Coordinator will occur to support students to produce original work.
- f. **Repeated misuse:** Subsequent instances of misuse of AI by the student will involve further follow-up conversations with a Curriculum Coordinator and/or the Deputy Principal (Teaching and Learning). Repeated misuse will impact student results and potentially affect a student's SACE completion (Year 10-12 students) and ATAR calculation (Year 12 students).