

NOOSA DISTRICT STATE HIGH SCHOOL

ARTIFICIAL INTELLIGENCE (AI) FRAMEWORK, POLICIES AND PROCEDURES 2026

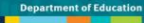







What is Generative AI?

Generative AI can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text or images) and emulating them when tasked with producing something. For example, generative AI can produce engaging curricular activities to assist students in their learning.

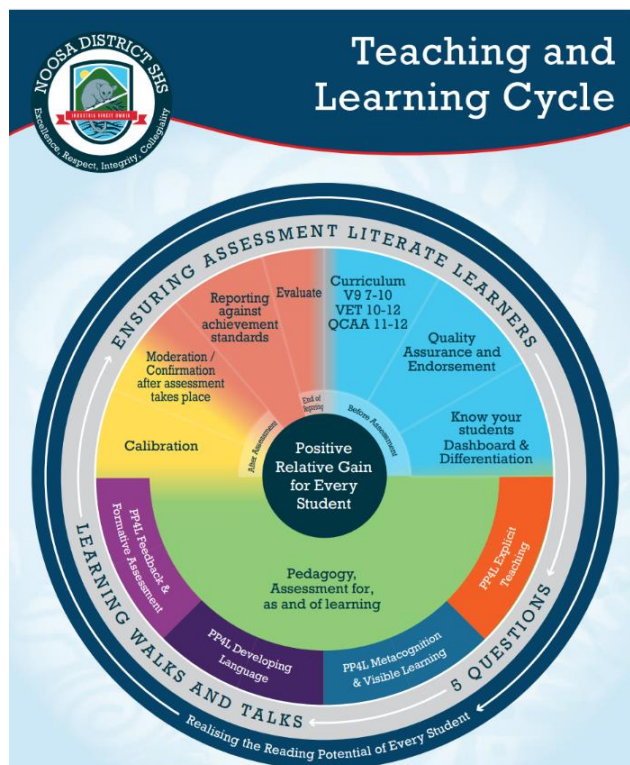
Purpose and Audience

The purpose of the Framework is to provide guidance on understanding, using and responding to generative AI at Noosa District State High School. It supports school leaders, teachers, support staff, and students. It does not address other forms of artificial intelligence, including predictive AI and is not designed to create and predict planning documentation. The purpose of generative AI at Noosa District State High School is to assist in engagement and differentiation of curriculum materials and support the learning of our student’s achieving excellence in Curriculum, Teaching and Learning.

The Framework is aspirational in nature, defining what safe, ethical and responsible use of generative AI should look like to support better school outcomes and support success targets as defined in the school’s Annual Implementation Plan, having a direct impact on learning and teaching.

 Noosa District State High School 2024 – 2027 SCHOOL STRATEGIC PLAN			
<p>School profile</p> <p>Noosa District SHS is a unique three-campus Independent Public School that fosters care and compassion whilst striving for excellence in Secondary schooling. We offer a world class education for our students, providing a diverse educational program that caters for academic, vocational, civic, sporting and cultural pursuits in a 21st Century learning environment.</p> <p>Our academic success, vocational pathways, early tertiary programs, school based traineeships, quality teaching as well as a wide range of extra-curricular activities enable Noosa District State High School to truly provide excellence through our diversity so that every student has the opportunity to achieve success.</p>	<p>Vision</p> <p>Noosa District State High School, creating a safe and caring learning environment that enables the diversity, resilience, creativity and success of all students</p> <p>Values</p> <ul style="list-style-type: none"> Excellence, Respect, Integrity, Collegiality 		
 Educational achievement  Wellbeing and engagement  Culture and inclusion			
<p>School review key improvement strategies</p> <p>Domain 1: An explicit improvement agenda</p> <ul style="list-style-type: none"> Embed agreed ways of working amongst all members of the leadership teams to successfully drive the school’s improvement agenda, with particular attention on shared understandings, consultative practices, change implementation, and consistency of implementation. <p>Domain 6: Systematic curriculum delivery</p> <ul style="list-style-type: none"> Develop processes to monitor and evaluate alignment of curriculum and assessment across Years 7 to 10, to ensure the full and systematic implementation of the Australian Curriculum (AC). <p>Domain 7: Differentiated teaching and learning</p> <ul style="list-style-type: none"> Quality assure school-wide systems of multi-tiered support to drive effective structures and processes, to deepen understanding, enhance case management, and align resources to maximise student achievement, engagement and retention. Build the confidence and capability of teachers and leaders to consistently implement differentiated strategies to ensure all students access, participate and progress through the curriculum. <p>Domain 5: An expert teaching team</p> <ul style="list-style-type: none"> Investigate ways to develop a culture of teamwork and collaboration within and across campuses in order to develop a school-wide cohesive expert teaching team, with agreed ways of working for seamless delivery of curriculum. 	<p>School priorities</p> <ul style="list-style-type: none"> Achieve excellence in Curriculum, Teaching and Learning Achieve meaningful engagement, learning and growth for every student Advance to our desired culture <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Budjwadji Strengthen</p> </div> <div style="text-align: center;">  <p>Wantama To rise up</p> </div> <div style="text-align: center;">  <p>Muddja Ba Happy place</p> </div> </div>		
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>			
<p>Principal Stacy Wilmore</p>	<p>School Council Mark Tyler</p>	<p>School Supervisor Leasa Smith</p>	

Embedding AI in the Teaching and Learning Cycle



Teaching and Learning Cycle

Artificial Intelligence can be embedded in the T&L Cycle as pedagogy, assessment for as and of learning can be generated that assists students at all stages of the cycle. Creating engaging activities that can be used to for:

- Feedback and Formative assessment
- Metacognition and Visible learning.
- Explicit Teaching

Appropriate use of AI

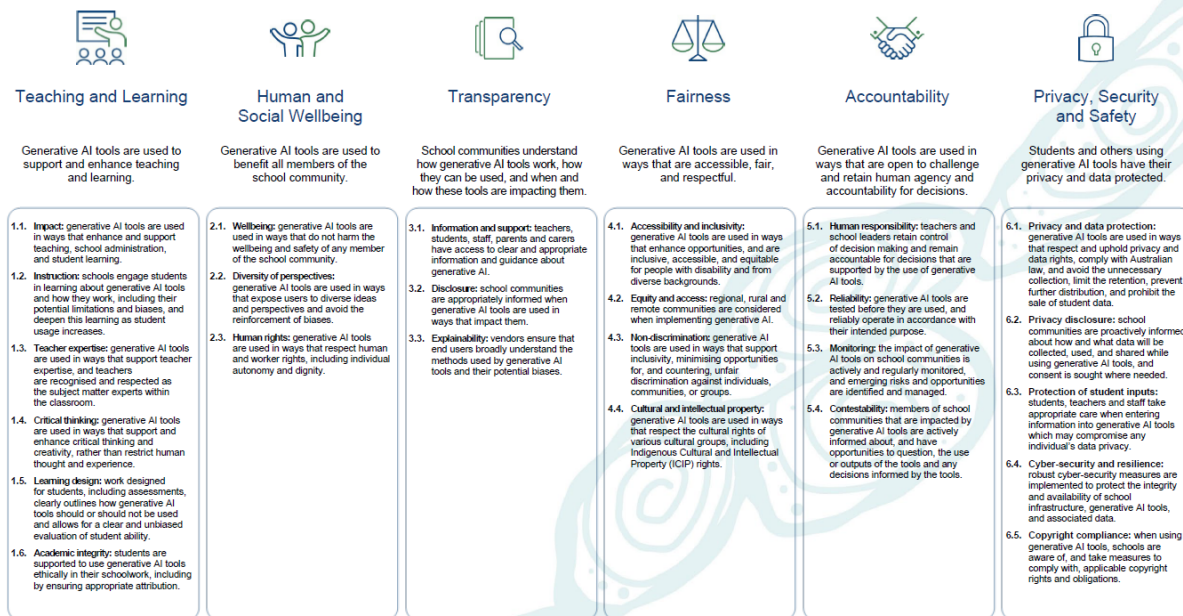
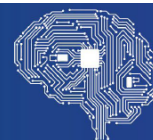
Assessment items serve as valuable opportunities for students to demonstrate their acquired knowledge and their skills. They play an integral role in improving learning and informing teaching. Fundamentally, the purpose of assessment is to establish where learners are, in an aspect of their learning at the time of assessment. Noosa District State High School uses the authentication strategies reflective of syllabus requirements, which will be specified on the assessment instrument.

NDSHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved.

Noosa District State High School's AI Framework, Policy and Procedures align to the *Australian Framework for Generative Artificial Intelligence in Schools*:

Australian Framework for Generative Artificial Intelligence in Schools

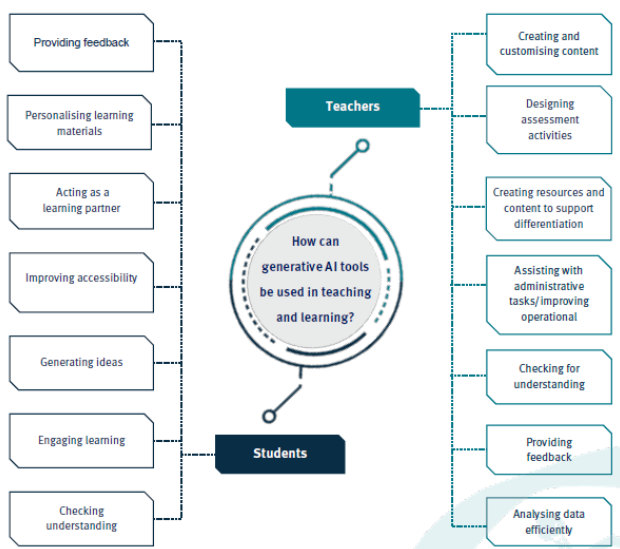
The *Australian Framework for Generative Artificial Intelligence in Schools* (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.



Satisfactory use of AI by students include:

- Research
- Providing creative inspiration or suggestions to assist students in starting their assignments or projects
- Recommending authoritative sources of information relevant to the subject matter
- Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information
- Demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities
- Task comprehension.

There are many opportunities for students and teachers to use AI in teaching and learning:



When a teacher is planning on using AI, or deciding on the level of use for students in their learning and assessment, they should consider the purpose:



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.

Limitations of Generative AI

While AI usage can have great benefits, there are some limitations to its purpose:

<p>Lack of true understanding</p>	<p>While generative AI can be a powerful tool for teaching and learning, it still has limitations. One of the main challenges is that no current generative AI tool possesses the ability to truly understand the concept or idea it is writing about in the same way a human can.</p> <p>For example, generative AI tools may be able to generate a long and detailed text about a cup of coffee, but they do not actually know what a cup of coffee is. Instead, they rely on probability-based algorithms to select what appears to be the right sequence of words and phrases to use in the response.</p>
<p>Inability to provide reliable value judgements</p>	<p>Current generative AI models are not capable of providing reliable value judgements. In the context of making judgements about student work, while they will generate convincing outputs based on a given prompt, generative AI models lack the subjective reasoning and nuanced understanding of achievement criteria that teachers possess.</p>
<p>Limited access to real-time data</p>	<p>Generative AI models might be limited in their ability to access real-time information unless it has been explicitly included in the prompt. This means that they may not be able to provide certain types of information or insights that require access to real-time data.</p>
<p>Incorrect or fabricated answers and data (hallucinations)</p>	<p>Current models are still in the very early stages of being trained and refined. Accuracy and reliability will improve over time, but currently hallucinations (wrong answers) and fabricated data remain an issue. Examples include convincing but ultimately incorrect information, and completely fabricated sources and references.</p>

Authenticating Student Responses Including Use of Artificial Intelligence

Ensuring Assessment Integrity is Upheld

Teacher will:

When developing an assessment instrument:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use student responses from previous years
- provide class time for students to work on the assessment task and for teachers to monitor the development of the response.

During the assessment process:

- monitor or collect progressive samples of each student's work at various stages. This could be documented by checklists or photographs
- interview or consult with each student at checkpoints during the development of the response
- use the School's Turn It In processes for final submissions, and when requested on the assessment task sheet at draft submissions.

On submission of final responses:

- directly compare responses of students who have worked together in groups
- use internal quality assurance processes such as cross-marking.

Students will:

- be required to demonstrate authenticity of their work including complying with processes established for the task such as:
- complete responses during the designated class time to ensure teachers are able to observe the development of work
- provide work required at set checkpoint dates and draft date
- use the School's Turn It In processes for final submissions, and when requested on the assessment task sheet at draft submissions
- participate in HoD requested interviews during and/or after submissions to verify authenticity.

Parents/Carers will:

support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of the guidelines for establishing authorship.

Embedding Managing Integrity Breaches including Misuse of Artificial Intelligence

Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution, or using AI tools to produce work for assessments without appropriate understanding and effort, is strictly prohibited.

Students are provided with checkpoints and/or drafts appropriate to subject syllabus conditions to demonstrate the development of their response and its authenticity over time. It is mandatory for students to meet all checkpoints and submit a complete draft in order to demonstrate original ideas and development of a response. If a student does not meet the due dates for these, they are still required to submit afterwards, however will not receive feedback.

Concerns of Integrity or AI misuse:

NDSHS is committed to supporting students to complete assessment and to submit work that is their own, as well as minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

Managing Academic Integrity at Checkpoint, Draft or Final Submission:

Where a teacher, in conference with their Head of Department, identifies concerns of academic integrity or misuse of AI, the steps forward to resolve may include:

- Teacher meets with the Head of Department to discuss actions and resolution.
- The Head of Department will provide the student with a further opportunity to authenticate their response. These opportunities may include:
 - student-teacher conferencing
 - multiple choice questions by the HoD to the student about the task or the student response
 - further stimulus provided by the student to demonstrate understanding
 - the use of version history and/or tracking from the Office 365 Applications.

The onus is on the student to be able to demonstrate authentic development of their response over time.

- All student submissions that are confirmed not their own work will be recorded on OneSchool as an academic misconduct, and communication home sent using the School assessment email templates found here: [Assessment communication templates](#)
- Only parts of the assessment that are confirmed the student's original ideas will be marked, or a checkpoint or draft feedback given.
- If the entirety of the assessment submission has been deemed plagiarised, the student's draft or any class work on or before the due date will be graded. In the instance of plagiarism for the entirety of a final submission, a full draft or complete checkpoint, no feedback will be given.
- In circumstances where a student is enrolled in a subject but does not submit an original final response to an assessment (other than unseen examinations) and has not given evidence at prior checkpoints, a 'Not-Rated' (NR) must be recorded. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
- At the discretion of the Deputy Principal and only for first integrity misconduct, attend an appointment with the Head of Department to be provided with an opportunity to re-submit original work under supervised conditions that aligns to the draft and checkpoint concepts. This

must occur within 24 hours of the submission date. Repeat academic misconduct will not be provided this option.

- All student submissions that are confirmed misusing AI will be recorded on OneSchool as an academic misconduct, with referral to Head of Department and Deputy Principal. Parents/carers and student will be notified using either the School Notice of Academic Misconduct email or a phone call home.

Reference List

Queensland Government. (2026) *Queensland generative artificial intelligence guidance for schools*. Retrieved from The Department of Education, Queensland Government: <https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/digital-innovation-in-teaching-and-learning/generative-ai-in-schools>

Australian Government (2026) *Australian Framework for Generative Artificial Intelligence (AI) in Schools*. Retrieved from Department of Education, Australian Government: <https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>