Senior Secondary | Formal Guidelines for student use of AI

Purpose

These guidelines support the ethical and responsible use of Artificial Intelligence (AI) in Years 10 to 12 and should be used in conjunction with the SIDE Artificial Intelligence Use Policy for SIDE, the SIDE Senior Secondary Assessment Policy and the SIDE Digital Citizens resources.

1. Acceptable use of AI

AI can assist with research, writing, and problem-solving, but it should never complete assignments or tests for you. Your work must reflect your own learning and effort. If what comes out of the AI tool looks very different from what you put in, then it's no longer your work.

Using AI for ideas, suggestions, or guidance is fine, but your final work should show your own thoughts, creativity, and effort.

Teachers will provide clear guidelines to support you on when AI use is or is not acceptable.

2. Academic Integrity

Plagiarism and academic dishonesty include using AI-generated content and presenting it as your own. Always disclose if AI helped with your assignments.

If you are uncomfortable sharing with your teacher how your assignment was completed, that indicates there may be a problem.

Ensure that any AI-generated content (such as text, images, or analysis) is properly referenced.

Teachers may use AI and plagiarism detection tools to help verify that your work is your own and meets the school's assessment policy requirements.

Follow the SIDE Senior Secondary Assessment Policy.

Referencing guidelines

In-Text Citation	Reference List/Bibliography Entry
(Name of AI tool, Year) Eg: (OpenAI, 2025)	AI tool (2025) *Answer to a question about [topic]*, 29 April. Generated with: [URL of AI tool homepage] Eg: OpenAI (2025) *ChatGPT response to a question about [topic]*, 29 April. Generated with: https://chat.openai.com/chat or OpenAI (2025) *ChatGPT response to a question about [topic]* [AI-generated], 29 April. Generated with: https://chat.openai.com/chat

3. Fairness and Responsibility

Using AI to cheat, manipulate data, or mislead others is a serious breach of academic integrity. Treat AI use like any other academic rule - honestly and fairly. Work with teachers to use AI to improve your skills, not to avoid learning or assessment expectations.

Follow the SIDE Senior Secondary Assessment Policy.

4. Digital Citizenship and Critical Thinking

Use AI responsibly by checking the accuracy and reliability of information. AI isn't always correct or unbiased, so critical thinking is essential.

Be respectful when using AI and avoid creating misleading or harmful content. Ethical AI use supports fairness in learning and beyond.

5. Involving Your Parents/Caregivers

Discuss any use of AI for school with your parents/caregivers. They can help you make smart and honest choices about AI.

Examples

When It's OK to Use AI at School		
Type of help	*Example*	*Why it's OK*
Planning a Research Assignment	A Year 11 student uses AI to brainstorm inquiry questions and structure a research plan.	It helps you get organised, but you're still doing the research and writing yourself.
Clarifying Complex Concepts	A Year 12 student uses AI to explain a complex concept in simpler terms before tackling their assignment.	It helps break down difficult ideas, but the student is still responsible for mastering the material and applying it to their own work.
When It's NOT OK to Use AI at School		
Type of help	*Example*	*Why it's NOT OK*
Using AI During a Test or Quiz	During an online assessment, a Year 12 student uses AI to find the answers.	That's cheating. Assessments are there to check your understanding.
Relying on Incorrect or Unverified Information	A Year 11 student uses AI to search for information on a historical event, but the AI provides inaccurate facts.	AI doesn't always have the most reliable information. Always double-check facts with trusted sources, like textbooks or teachers.
Handing in AI Work as Your Own	A Year 12 student copies an AI-generated essay and submits it without any changes.	That's plagiarism. It's not your own work and it doesn't show what you've learnt.