



Pompallier Catholic College AI Policy

Staff and Student Use of AI

AI Policy: Navigating Artificial Intelligence at Pompallier Catholic College

Preamble: Preparing for a Future with AI

At Pompallier Catholic College, we believe in equipping our students to thrive in a rapidly changing world, ready for future work and tertiary study. Artificial Intelligence (AI) is a powerful tool that presents both exciting opportunities and important risks. This policy guides our college community – students, staff, and parents – in understanding and using AI responsibly, ethically, and effectively, ensuring it enhances learning and teaching while upholding our Catholic values and commitment to academic integrity.

Guiding Principles

Our approach to AI is guided by the principles of **integrity, discernment, and responsible innovation**. AI should be used to support and enhance human effort, not replace critical thinking, creativity, or personal responsibility.

Use of Google Docs

Students must use Google Docs for the full process when completing learning tasks. This allows for greater verification of original work during teacher marking processes. Failure to do so means that students are at risk of receiving a lower grade, or may be failed.

When AI Cannot Be Used

To maintain academic integrity and ensure genuine learning, AI **must not** be used in the following circumstances:

- **To complete any assessment task or part of an assessment task** where the work is expected to be entirely a student's own, unless explicitly permitted by the teacher for that specific task.
- **To generate ideas, text, code, images, or any content** that is then presented as original work without proper acknowledgement.

- **To plagiarise** or misrepresent the work of others, including AI-generated content, as your own.
- **To bypass learning processes** or avoid developing essential skills.

For Students

AI is a tool to support a student's learning journey, not to do the work for them. At Pompallier Catholic College we use the '**PCC AI Scale**' to determine levels of acceptable use of AI for different learning tasks. This scale is informed by the following general principles:

- Teachers can enable student AI use in the following ways, depending upon the nature of the learning task:
 - For **learning, exploration, and non-assessed work** to deepen understanding.
 - For some **assessed work**, under strict conditions, including acknowledging use of AI, as per PCC AI Scale.
 - **Transparency is key.** AI must be cited, eg: AI (Gemini) was used for generating ideas; Gemini edited; AI (Gemini) assisted research. Teachers will specify how best to declare AI use.
 - At PCC, **only Google tools (Gemini) will be used.** This ensures security of user data.

For Teachers

AI can be a powerful assistant to enhance professional practice. The limit to this is that AI should not replace a teacher's professional judgment.

- When can a teacher use AI?
 - AI use for all school-related activities must be through a **teacher's signed-in school Google Gemini account**. This is the only AI use that provides the security of school data.
 - AI can be used as a tool to **assist** teaching, planning, and administrative tasks, but **not to abdicate teaching responsibilities**.
 - AI use should always be **critically reviewed** and adapted to meet the specific needs of students and the curriculum.
- What can it be used for?
 - **Lesson planning:** Generating ideas for activities, discussion prompts, or differentiated learning approaches.
 - **Resource creation:** Drafting rubrics, creating example questions, or summarising content for student handouts.

- **Administrative tasks:** Drafting communications ('drafting' is key. AI generated communications should never be used without thorough review and appropriate editing), organising data, or creating schedules.
- **Professional development:** Exploring new pedagogical approaches or researching subject content.

- **It must NOT be used for:** Generating student grades, writing student reports that are generic and not personalised to specific student's learning, providing direct feedback on student work without critical review, or creating content that is then presented as original pedagogical thought without proper human oversight and adaptation.

- **Transparency: How do we know/label when AI has been used?**
 - While not always required for internal planning documents, it is good practice to be transparent with colleagues and students about how AI tools have assisted teachers, especially when it impacts learning materials or assessment design. This models responsible AI use.

Transparency and Declaration

Whether you are a student or a staff member, **clear and honest declaration of AI use** is essential. This ensures academic integrity, fosters trust, and helps everyone understand the role of AI in our learning environment.

Critical use of AI

Students should learn as part of their education at Pompallier Catholic College to **assess AI content critically**. AI 'hallucinations' occur often, with incorrect information and assumptions. Students should be taught to check the veracity of AI content in order to become aware of the limits and pitfalls of AI.

Alignment with NZQA AI Policy

This policy aligns with the principles and expectations set forth by the New Zealand Qualifications Authority (NZQA) regarding the ethical and responsible use of AI in education, particularly concerning academic integrity and the authenticity of student work.

This policy is a living document and will be reviewed regularly to adapt to the evolving landscape of Artificial Intelligence.

Disputes

Processes for disputes can be found in the document [Assessment Guidelines for Senior Students](#)

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