

Submission
No 50

INQUIRY INTO ARTIFICIAL INTELLIGENCE (AI) IN NEW SOUTH WALES

Organisation: Copyright Advisory Group

Date Received: 25 March 2024

CAG Submission to the Portfolio Committee's (Premier and Finance) Inquiry into Artificial Intelligence (AI) in New South Wales

This submission is made by the Schools and TAFE Copyright Advisory Groups (**CAG**) to the Portfolio Committee's (Premier and Finance) Inquiry into Artificial Intelligence (**AI**) in New South Wales (the **Inquiry**). CAG acknowledges the lateness of this submission but given the importance of this matter to NSW schools, CAG wanted to make a short submission to the Inquiry.

About CAG

The Schools Copyright Advisory Group reports to Australian Education Senior Officials Committee (**AESOC**) and is comprised of senior representatives from the Commonwealth, State and Territory Departments of Education, all Catholic Education Offices and Independent Schools Australia. On copyright matters, CAG represents the almost 9,550 primary and secondary schools in Australia and their approximately 4 million students.

The TAFE Copyright Advisory Group is the peak body responsible for copyright policy and administration for the Australian TAFE sector (other than in Victoria), including the management of obligations under educational statutory licences.

CAG is assisted by the National Copyright Unit (**NCU**), a small secretariat that is hosted by and sits within the NSW Department of Education.

The sector invests a significant amount of resources into promoting respect for copyright amongst students and teachers, as well as the broader community. Some of the copyright education initiatives undertaken by the NCU include:

- the [Smartcopying website](#), the official guide to copyright issues for Australian schools and TAFEs, which includes guidelines, information sheets, education resources and links to copyright presentations
- delivery of a comprehensive copyright education program (in 2022 the NCU delivered 32 free copyright webinars to 956 school and TAFE teachers and three seven-week Copyright 4 Educators programs)
- provision of extensive copyright advice to administering bodies and schools.

CAG's involvement in AI inquiries to date

CAG, assisted by its secretariat the NCU, is engaged in a range of consultations and initiatives concerning AI and education, including by:

- being a member of the National AI in Schools Taskforce that provides advice to and executes decisions on behalf of AESOC in relation to the use of Artificial Intelligence in Australian Schools¹
- making a submission and a supplementary submission² to the House Standing Committee on Employment, Education and Training's inquiry into the use of generative artificial intelligence in the Australian education system³
- appearing in the January 29, 2024 public hearing of the House Standing Committee on Employment, Education and Training inquiry into the use of generative artificial intelligence in the Australian education system⁴
- participating in the Attorney-General's Copyright and AI Reference Group⁵
- participating in the Attorney-General's August 2023 roundtable on AI and Copyright⁶
- making a submission⁷ to the Department of Industry, Science and Resources (DISR) consultation on Safe and Responsible AI in Australia⁸
- training and advising schools on AI, for example by:
 - developing a new '[Using Generative AI Platforms in Schools](#)' information sheet on the Smartcopying website
 - answering advice queries from schools and TAFEs on copyright and the use of AI platforms in education and
 - delivering an AI Copyright Hour webinar designed for educators that addresses practical copyright issues that arise when using AI in education.

¹ For more information, see <https://ministers.education.gov.au/clare/ai-framework-schools-released>.

² For CAG's submissions see submission 36:

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/Alineducation/Submissions.

³ For more information, see

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/Alineducation.

⁴ https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/Alineducation/Public_Hearings

⁵ [Copyright and AI reference group to be established | Our ministers – Attorney-General's portfolio \(ag.gov.au\)](#)

⁶ [Ministerial Roundtable on Copyright | Attorney-General's Department \(ag.gov.au\)](#).

⁷ The submission can be found here: [Consultation hub | Make a submission - Supporting responsible AI: discussion paper - Consult hub \(industry.gov.au\)](#)

⁸ [Consultation hub | Supporting responsible AI: discussion paper - Consult hub \(industry.gov.au\)](#)

In this submission, CAG provides general comments on AI and education to be considered as part of the Inquiry:

1. AI tools hold many opportunities for education with the potential to fundamentally change the way in which content is produced and used in the classroom. However, the use of these technologies also presents risks and challenges for Australian copyright law. Interestingly, these risks and challenges are not unfamiliar, and education has been grappling with them for more than a decade.
2. It is important to remember that copyright law grants protected rights to creators, but also carves out protections for the public interest known as exceptions. Exceptions exist alongside statutory licensing regimes which aim to fairly remunerate rightsholders for prejudicial uses of their works in certain circumstances (for example, in education or for Government uses).
3. The regulatory framework for the use of generative AI in the education system needs to be considered holistically, to ensure that Australia has an optimal legal framework for the use of all forms of digital technologies, including generative AI tools, in Australian schools and TAFEs. Fundamental to this consideration is the importance of ensuring appropriate use of copyright materials in the public interest, including education. This is enshrined in our international obligations, including the WIPO Copyright Treaty.⁹
4. AI will undoubtedly provide many benefits to teachers and students, with many opportunities yet to be realised. In order to facilitate this transition, it is imperative that copyright law is appropriately flexible and robust to allow for the legitimate, responsible and safe use of AI technologies in education. This will allow both our educators and students to engage with these platforms in a supported and confident manner.
5. Current licensing regimes and exceptions in the *Copyright Act 1968* (the **Act**) do not neatly apply to educational use of AI and leave gaps that should be addressed. For example, it is unclear whether or how schools are permitted to use AI tools for educational purposes, and the statutory licence is already unfit for purpose because

⁹ See

https://www.google.com/url?q=https://www.wipo.int/wipolex/en/text/295166&sa=D&source=docs&ust=1688357623829981&usg=AOvVaw2Gg_jfqK25NI8nJG1paUYc.

Australian schools pay to use freely available internet material for education purposes (and this will be exacerbated by the growth of AI).

6. Australia is out of step with jurisdictions that have exceptions for text and data mining or fair use covering use of digital technologies including AI in education. [Attachment A](#) summarises the legislative approaches taken in these jurisdictions.
7. A nuanced approach to setting policy dealing with AI in education is required, and different approaches are required for copyright issues arising on the input and output sides.¹⁰ CAG supports:
 - a. on the input side, a policy setting that ensures that students can learn necessary AI skills, whilst striking an optimal balance between compensating creators and preserving the public interest in access to information. This could entail appropriate licensing arrangements for uses of copyright works in AI that could prejudice the interests of the relevant copyright owners.
 - b. on the output side, a policy setting that ensures that the public interest exceptions that currently apply to teaching activities in the classroom will also apply to AI. This entails introducing a new public interest exception covering use of AI in education, to avoid a scenario in which Australian schools and TAFEs pay to use freely available materials in AI (and would be the only ones in the world to do so). [Attachment B](#) provides examples of non-prejudicial uses of AI in education, which CAG submits are uses that should be covered by such an exception.
8. These policy settings are necessary to give Australian schools clarity on how they can use AI and engage with the opportunities that AI technology and other digital technologies present for teaching and learning now and in the future.

Thank you for taking the time to consider these views. Please contact me if you would like further information on any of the issues raised in this submission.

Delia Browne

National Copyright Director

Copyright Advisory Group – Schools and TAFE

¹⁰ “Input side” refers to material used to create training datasets for AI models and the training process itself. “Output side” refers to material generated by AI models in response to user prompts.

Attachment A – Summary of international approaches to AI

In CAG’s view, Australia is currently out of step with other jurisdictions that have a legal framework that underpins the use of technologies including AI in education.

Jurisdiction	Text & Data Mining (TDM) exception or likely permissible under a Fair Use exception
United Kingdom	Text and Data Mining Exception ¹¹
Israel	Likely permissible under Fair Use ¹²
Singapore	Text and Data Mining Exception ¹³
USA	Likely permissible under Fair Use ¹⁴
Japan	Text and Data Mining Exception ¹⁵
European Union	Text and Data Mining Exception ¹⁶

¹¹ The UK has a text and data mining exception, which allows copies of copyright works to be made for the purpose of non-commercial research.

¹² Likely permissible under Fair Use, following an opinion from the Israeli Ministry of Justice. Israel’s fair use provision, section 19 of the Copyright Act, is modelled on the fair use provision in the U.S. Copyright Act, 17 U.S.C. § 107.

¹³ Singapore has an expanded exception in the Singapore Copyright Act that allows for text and data mining (the ‘Computational Data Analysis Exception’).

¹⁴ A concept within Fair Use is something called ‘transformative use’, which means you can exploit a copyrighted work in a way that was not otherwise intended, to do something new and novel like training an AI to make art.

¹⁵ Japan was one of the first jurisdictions to amend its copyright legislation to meet future demands in AI and big data. Japan’s copyright laws have permitted machine learning techniques since 2009. It was the first country in the world to update its copyright laws to enable text and data mining by introducing a new Article 47(7), which authorised text and data mining by all users and for all purposes (commercial and non-commercial).

¹⁶ Articles 3 and 4 of the DSM Directive permit reproduction of copyrighted works and extraction of information from databases where the user performing TDM has “lawful access” to the protected work. Lawful access is described as “access to content based on an open access policy or through contractual arrangements between rightsholders and research organisations or cultural heritage institutions, such as subscriptions, or through other lawful means. Article 4 permits reproductions of, and extractions from, “lawfully accessible works” for TDM for any purpose provided that this activity has not been “expressly reserved by rightsholders in an appropriate manner”.

Attachment B – Examples of non-expressive, non-prejudicial uses of generative AI in education

The following are examples that CAG submitted should be covered by a public interest exception.

1. A student asks ChatGPT to give a worked example of multiplication during a maths class.

03 + 2.

You
give me a worked example of multiplication

ChatGPT
Certainly! Let's work through a simple multiplication problem. Suppose we want to multiply 24 by 13.

Here's how the long multiplication process works:

```
vbnet Copy code  
  
  24  
× 13  
----  
 72 (24 multiplied by 3)  
240 (24 multiplied by 1, shifted one position to the left)  
----  
312 (Sum of the two partial products)
```

1. Multiply the ones digit of the bottom number (3) by the top number (24). This gives us 72.
2. Multiply the tens digit of the bottom number (1) by the top number (24). Since this is a tens digit, shift the result one position to the left. This gives us 240.
3. Add the two partial products: $72 + 240 = 312$.

So, $24 \times 13 = 312$.

📄 👍 🗣️ ↻

2. A primary school teacher uses ChatGPT to convert a free [Kids Helpline bullying factsheet](#) to easy English for a student with reading difficulties.

You
Convert this free online factsheet to easy English with key information bolded: "How should I respond to bullying?
Because bullying is repetitive (it happens over and over again), you can plan what you might say or do next time it happens. Below are some examples of things you can try, which have worked for other people.
Before trying we recommend planning things you could say or do with a professional support like a Kids Helpline counsellor or a teacher.
Call it out, e.g. Frown and say, "Oh wow, that was actually really mean!"
Pretend to agree with them (to show you don't really care), e.g. "You're right, I am a loser. Thanks for being so open and honest with me."
Act unbothered, like you don't care, e.g. "Nice insult. A bit unoriginal though - I give it 3 stars out of 5. Better luck next time."
Use humour (if appropriate), e.g. Laugh, and say: "Haha, good one. I would insult you back, but I am not sure that you would get it."
Pretend you don't understand the insult and make them explain it to you - this works well for more subtle insults or when people act like, 'It was just a joke; lighten up'. e.g. "I don't get it. Explain it to me?"
Directly ask someone to intervene or help, eg. "Jordan, back me up here!""

ChatGPT
Responding to Bullying - Easy English Factsheet

Bullying happens again and again. You can get ready for it by planning what to say or do. Here are some ideas that have helped others. It's good to talk with a professional like a Kids Helpline counselor or a teacher before trying these.

1. Call it out:

- Frown and say, "Oh wow, that was actually really mean!"

2. Pretend to agree:

- Act like you don't care and say, "You're right, I am a loser. Thanks for being so open and honest with me."

3. Act unbothered:

- Show you don't care by saying, "Nice insult. A bit unoriginal though - I give it 3 stars out of 5. Better luck next time."

4. Use humor (if it fits):

- Laugh and say, "Haha, good one. I would insult you back, but I am not sure that you would get it."

5. Pretend you don't understand:

- If the insult is subtle or they say it's just a joke, ask, "I don't get it. Explain it to me?"

6. Directly ask for help:

- Ask someone to intervene, for example, "Jordan, back me up here!"



3. A primary school teacher uses DallE on Canva to create a “book display silhouette” colouring-in sheet for Book Week.



4. A teacher uses Studyable to “design a marking rubric for a Year 9 History assignment” they’ve set.



Studyable

Certainly! Here’s a sample marking rubric for a Year 9 History assignment:

Criteria	Excellent (5 points)	Good (3 points)	Fair (1 point)	Poor (0 points)
Knowledge and Understanding	Demonstrates a thorough understanding of the historical period/event, including key events, significant figures, and their impact. Provides accurate and detailed information.	Shows a solid understanding of the historical period/event, including key events, significant figures, and their impact. Provides mostly accurate and detailed information.	Has a basic understanding of the historical period/event, but lacks depth and detail. May have some inaccuracies.	Displays a limited understanding of the historical period/event. Contains significant inaccuracies and lacks depth and detail.
Research and Use of Sources	Provides extensive and varied research from reliable sources, including books, articles, and reputable websites. Cites all sources accurately.	Presents sufficient research from a variety of sources, including books, articles, and websites. Cites most sources accurately.	Uses limited research with some reliable sources. Citations may be inconsistent.	Lacks research and proper use of sources. Citations are missing or inaccurate.
Analysis and Interpretation of Information	Effectively analyzes and interprets information, drawing insightful conclusions and connections. Provides evidence to support arguments.	Analyzes and interprets information, drawing reasonable conclusions and connections. Provides some evidence to support arguments.	Provides limited analysis and interpretation of information. Conclusions and connections may lack depth or clarity.	Lacks analysis and interpretation of information. Conclusions and connections are missing or inaccurate.
Communication and Presentation	Presents ideas clearly and logically with a well-structured and coherent argument. Uses appropriate language and terminology. Writing is engaging and demonstrates a strong command of grammar and punctuation.	Communicates ideas clearly with a mostly well-structured and coherent argument. Uses appropriate language and terminology. Writing is mostly clear and demonstrates a good command of grammar and punctuation.	Communication of ideas is adequate, but may lack some clarity and cohesiveness. Language and terminology may be inconsistent. Writing contains some errors in grammar and punctuation.	Communication of ideas is unclear and lacks coherence. Language and terminology are inconsistent or inappropriate. Writing contains numerous errors in grammar and punctuation.
Engagement and Effort	Actively engages with the topic, showing enthusiasm and curiosity. Demonstrates a high level of effort in completing the assignment.	Shows engagement with the topic, demonstrating interest and effort. Completes the assignment with a satisfactory level of effort.	Demonstrates some engagement with the topic, but may lack enthusiasm or effort. Completion of the assignment may be lacking.	Lacks engagement with the topic, showing little interest or effort. Assignment completion is insufficient or missing.
Presentation and Visuals	Utilizes appropriate visuals (e.g., images, charts, graphs) to enhance understanding and engage the audience. Presentation is visually appealing and well-organized.	Includes visuals to support the content, but may lack some relevance or aesthetics. Presentation is mostly organized and visually appealing.	Limited use of visuals, with little relevance or aesthetics. Presentation may lack organization.	No visuals included or they are irrelevant and unappealing. Presentation lacks organization.
Overall Impression	Exceptional work that demonstrates a comprehensive understanding of the historical period/event, exceptional effort, and engagement.	Good work that shows a solid understanding of the historical period/event, effort, and engagement.	Adequate work, but lacks depth, effort, or engagement.	Unsatisfactory work that shows a lack of understanding, effort, and engagement.

Remember, rubrics can be customized based on specific assignment requirements and grading criteria.

5. A teacher asks ChatGPT to “Create a list of Australian native flora for year 6 students”.



ChatGPT

Absolutely! Here's a list of some fascinating Australian native flora that Year 6 students might find intriguing:

1. **Kangaroo Paw (*Anigozanthos spp.*):** Known for its unique flowers resembling a kangaroo's paw, found in various vibrant colors like red, yellow, and green.
2. **Banksia (*Banksia spp.*):** Diverse group of plants with distinctive cone-like flower heads, attracting native birds like honeyeaters. Each species has a unique shape and size.
3. **Waratah (*Telopea spp.*):** An iconic native flower of New South Wales, known for its large, bright red flower head with long green leaves.
4. **Grevillea (*Grevillea spp.*):** These plants have diverse flowers, ranging in color from reds and oranges to pinks and whites, attracting birds and insects for pollination.
5. **Bottlebrush (*Callistemon spp.*):** Named for its cylindrical, brush-like flowers, which resemble a bottle brush. They come in various colors and attract nectar-feeding birds.
6. **Wattle (*Acacia spp.*):** Australia's national floral emblem, with fluffy golden flowers in spring, representing resilience and endurance.
7. **Eucalyptus (*Eucalyptus spp.*):** Widely known as gum trees, these trees have aromatic leaves and unique fruits known as gum nuts, and they are home to koalas.
8. **Boronia (*Boronia spp.*):** Fragrant native plants with small, bell-shaped flowers found in different colors such as pink, purple, and white.
9. **Bluebell Creeper (*Sollya heterophylla*):** A climbing plant with small, blue, bell-shaped flowers, attracting butterflies and bees.
10. **Flannel Flower (*Actinotus spp.*):** Recognized for its soft, white petals resembling a flannel cloth, often found in coastal areas.

These native Australian flora showcase the country's rich biodiversity and unique plant species. Exploring these plants can offer insight into Australia's natural beauty and its importance in local ecosystems.

6. A teacher then asks ChatGPT to “create a three part worksheet on Australian native flora for year 6 students”.

Australian Native Flora Worksheet for Year 6 Students

Name: _____ Date: _____

Part 1: Matching Game

Instructions: Match the descriptions of the Australian native flora with their names from the list below.

1. This flower has vibrant colors like red, yellow, and green, resembling a kangaroo's paw. What is it called?

2. An iconic flower of New South Wales with a large, bright red flower head and long green leaves. What is its name?

3. Known for its diverse flowers, ranging in colors from reds and oranges to pinks and whites, attracting birds and insects. What is this plant called?

4. These plants have cone-like flower heads and attract native birds like honeyeaters. They vary in shapes and sizes. What are they known as?

5. Recognized as Australia's national floral emblem, this plant bears fluffy golden flowers in spring. What is its name?

6. These trees have aromatic leaves and unique fruits known as gum nuts, and they are home to koalas. What are they called?

7. Named for its brush-like flowers in various colors, attracting nectar-feeding birds. What is this plant known as?

8. Fragrant native plants with small, bell-shaped flowers found in different colors such as pink, purple, and white. What are they called?

9. A climbing plant with small, blue, bell-shaped flowers that attract butterflies and bees. What is its name?

10. Recognized for its soft, white petals resembling a flannel cloth, often found in coastal areas. What is this flower called?

Part 2: Label the Plants

Instructions: Label the images of the Australian native flora using the names from the list provided.

1.
2.
3.
4.

Part 3: Describe and Draw

Instructions: Choose one Australian native flora from the list. Describe its appearance, characteristics, and where it is commonly found. Then, draw a detailed picture of the plant in the space provided.

Selected Flora:

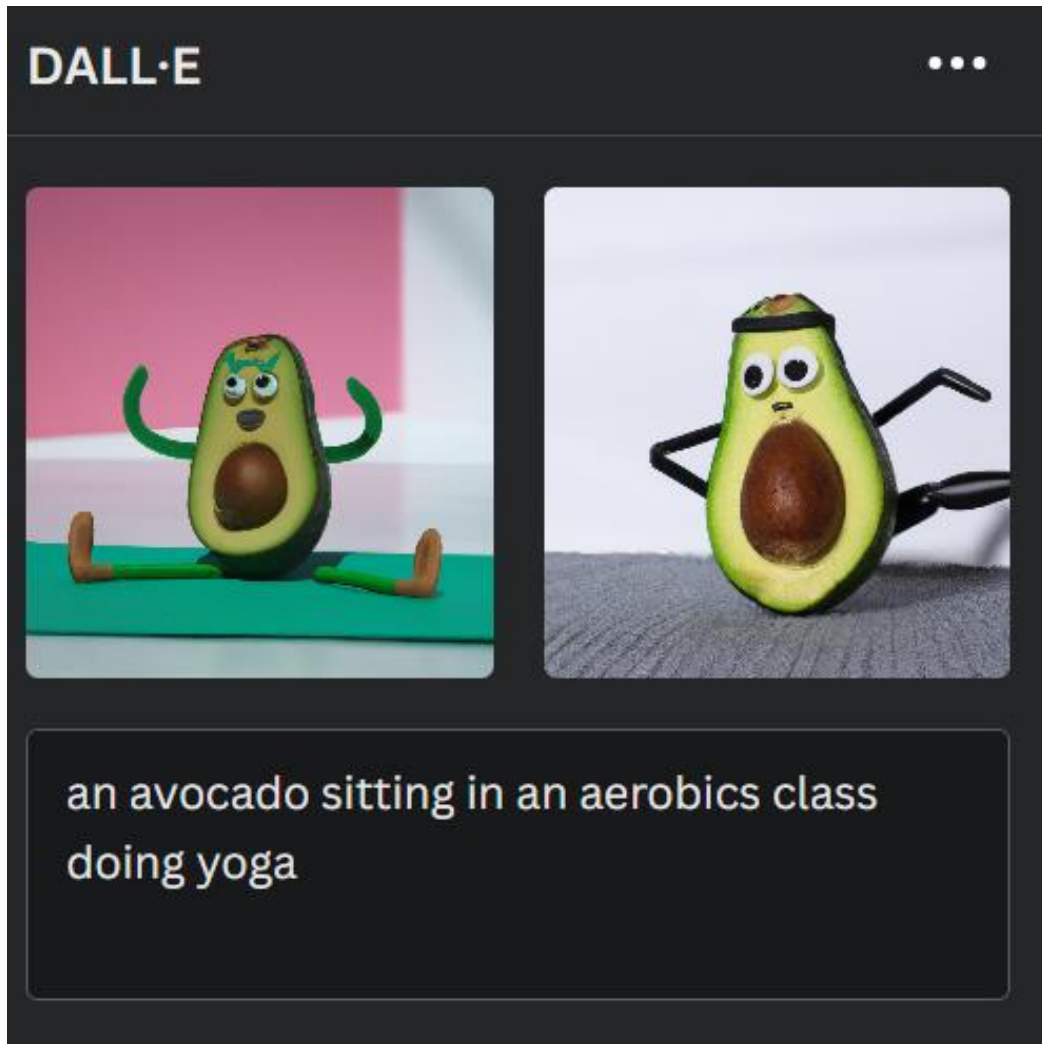
Teacher's Note:

This three-part worksheet engages students in matching, labeling, describing, and drawing Australian native flora, reinforcing their understanding of these unique plants. Encourage creativity and detailed descriptions in Part 3.

This worksheet is designed to engage Year 6 students in various activities related to Australian native flora, including matching descriptions, labeling images, and describing/drawing a chosen plant. Adjust the complexity according to students' abilities and knowledge level.



7. A teacher asks students to use DallE to draw “an avocado sitting in an aerobics class doing yoga”.



8. A home economics teacher asks ChatGPT to “give me a recipe for ANZAC cookies”.



ChatGPT

Certainly! Here's a classic recipe for ANZAC cookies:

ANZAC Cookies Recipe

Ingredients:

- 1 cup (90g) rolled oats
- 1 cup (150g) all-purpose flour
- 1 cup (85g) desiccated coconut
- 1 cup (220g) brown sugar, firmly packed
- 1/2 cup (125g) unsalted butter
- 2 tablespoons golden syrup
- 1/2 teaspoon baking soda
- 2 tablespoons boiling water

Instructions:

- 1. Preheat Oven:**
 - Preheat your oven to 160°C (325°F). Line baking trays with parchment paper.
- 2. Combine Dry Ingredients:**
 - In a large bowl, mix together the rolled oats, all-purpose flour, desiccated coconut, and brown sugar.
- 3. Melt Butter and Golden Syrup:**
 - In a saucepan over low heat, melt the butter and golden syrup together. Stir until well combined.
- 4. Combine Baking Soda and Water:**
 - Dissolve the baking soda in boiling water, then add it to the melted butter and golden syrup mixture. Stir well.
- 5. Combine Wet and Dry Ingredients:**
 - Pour the liquid mixture into the bowl of dry ingredients. Stir until well combined and forms a sticky dough.
- 6. Form Cookies:**
 - Take spoonfuls of the mixture and roll them into balls. Place them on the prepared baking trays, leaving enough space between each for spreading.
- 7. Flatten Cookies:**
 - Flatten each ball with the back of a spoon or your fingers. The cookies will spread during baking.
- 8. Bake:**
 - Bake in the preheated oven for approximately 12-15 minutes or until the cookies are golden brown.
- 9. Cool:**
 - Allow the cookies to cool on the trays for a few minutes before transferring them to a wire rack to cool completely.
- 10. Enjoy:**
 - Once cooled, your ANZAC cookies are ready to be enjoyed! They should have a crispy exterior and a chewy interior.

These cookies are a classic and delicious treat, often associated with ANZAC Day in Australia and New Zealand. Enjoy them with a cup of tea or coffee!



9. A Department of Education literacy and numeracy team uses ChatGPT to “create a maths worksheet for year 2 students”.



ChatGPT

Of course! Here's a simple addition and subtraction worksheet suitable for Year 2 students:

Math Worksheet for Year 2 Students

Name: _____ Date: _____

Addition Section:

1. Solve the following addition problems:

• $5 + 3 =$

• $7 + 4 =$

• $2 + 9 =$

• $6 + 2 =$

• $8 + 6 =$

2. Add the numbers and fill in the missing digits:

• $4 + ___ = 9$

• $6 + ___ = 11$

• $3 + ___ = 7$

• $9 + ___ = 15$

Subtraction Section:

1. Solve the following subtraction problems:

• $9 - 3 =$

• $8 - 5 =$

• $10 - 4 =$

• $7 - 2 =$

• $6 - 4 =$

2. Subtract the numbers and fill in the missing digits:

• $10 - ___ = 7$

• $12 - ___ = 8$

• $9 - ___ = 3$

• $15 - ___ = 10$

Bonus Challenge:

1. **True or False:** Circle 'T' for True and 'F' for False.

• $6 + 3 = 10$

• $12 - 5 = 7$

• $4 + 5 = 9$

• $9 - 2 = 7$

Teacher's Note:

Feel free to assist students who might need help understanding concepts. Encourage them to check their answers and explain how they reached their solutions.

This worksheet covers addition, subtraction, and a simple true/false section to reinforce basic math skills for Year 2 students. Adjust the difficulty as needed based on their proficiency level!



10. A school uses ChatGPT to “prepare a list of Australian novels with female protagonists for year 6 students”, in preparation for Book Week.



ChatGPT

Absolutely, here's a list of Australian novels featuring female protagonists suitable for Year 6 students:

1. **"Polly and Buster" series by Sally Rippin:** Follows the adventures of Polly the witch and Buster the monster as they navigate friendship, magic, and acceptance.
2. **"Rowan of Rin" series by Emily Rodda:** Rowan, a timid village boy, becomes an unexpected hero in this fantasy series full of courage and determination.
3. **"Our Australian Girl" series (various authors):** Each book in this series focuses on a different young girl's life in a particular period of Australian history, offering diverse perspectives and adventures.
4. **"Alice-Miranda" series by Jacqueline Harvey:** Alice-Miranda Highton-Smith-Kennington-Jones is a young, adventurous girl who attends boarding school and unravels mysteries.
5. **"Friday Barnes" series by R.A. Spratt:** Friday Barnes is a young detective who solves mysteries at her high-society boarding school, blending humor and intellect.
6. **"Lemony Snicket's A Series of Unfortunate Events" by Lemony Snicket (Daniel Handler):** Although not Australian, this series features Violet Baudelaire as a resourceful and intelligent protagonist who leads her siblings through various trials and tribulations.
7. **"The Adventures of Pipi McGee" by Eileen Merriman:** Set in 1932, Pipi McGee is an adventurous and determined young girl who embarks on a journey to find her father.
8. **"Clementine Rose" series by Jacqueline Harvey:** Clementine Rose is a lively young girl who goes on adventures while living in a hotel with her mother, Lady Clarissa, and pet teacup pig.
9. **"The Mapmaker Chronicles" series by A.L. Tait:** Quinn, a boy disguised as a girl to escape a brutal ruler, navigates a world of adventure and discovery.
10. **"The Mulberry Tree" by Allison Rushby:** A historical mystery featuring Immy, a young girl who discovers a hidden painting and unravels secrets from the past.

These books feature strong, diverse female protagonists navigating various adventures, mysteries, and challenges that should captivate Year 6 students.

