



## Introduction

The College endorses this Policy from October 2025

## Definition

**College:** Geelong Lutheran College, St John's Newtown and Armstrong Creek

**GAI:** Generative Artificial Intelligence References to AI resources or tools should be assumed to include, unless stipulated otherwise, generative text, image and music software amongst others that employ these technologies.

## Purpose

The purpose of this document is to set forth the tenets and responsibilities critical for safeguarding academic integrity standards within the College's community.

## Applicability

- This Policy pertains to all students and to anyone else who submits academic work for evaluation at our institution.
- For senior academic undertakings (e.g., VCE, VET, VM), students must conform to this Policy alongside any associated conduct standards.
- Faculty and administrative staff are also bound to this Policy, ensuring they not only embody but also enforce and uphold these academic integrity standards.
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## Understanding Academic Integrity

- At its core, academic integrity is anchored in principles of trust, honesty, respect, and fairness, creating a respectful educational environment for all stakeholders.
- Such integrity guarantees that educational outcomes reflect genuine understanding and are intrinsically tied to an ethos of ethical professionalism.
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## Generative AI and Academic Integrity

Recognising the advent of digital tools like Generative AI (GAI), the College establishes the following:

- **GAI in Academic Work:** Be it for classwork, homework, or assessments, any task should be the authentic creation of the student, whether GAI is used or not.
- **GAI Modes:** Understand that GAI has various modes, including text, audio, and visual content generation. All of these should be approached with the same standards of integrity.
- **Crediting GAI:** If any form of GAI, be it text, visual or audio, contributes to one's task, it is imperative to acknowledge the specific tools or methods utilised.

## Key Principles in Upholding Integrity

The Australia Framework for GAI in schools underpins the use, reference, and security of data sourced to benefit student and staff learning.

- a) **Transparency and Authenticity:** Commit to being open about all sources and contributions. Honesty should be paramount in every academic endeavour.
- b) **Seeking Assistance:** If challenges arise, students should not hesitate to consult relevant educators for guidance, additional resources, or extensions.



## Violations of Academic Integrity

Potential breaches encompass:

- **Plagiarism:** The act of borrowing from others' works without due credit.
- **Outsourcing:** Entrusting academic tasks to third parties or entirely by GAI tools without attribution.
- **Collusion:** Working in tandem with peers to present shared work as individually crafted.
- **Misrepresentation:** Deliberately distorting or falsifying data, findings, or information.
- **Academic Dishonesty:** Gaining an undue edge through deceptive documents or actions.

## Roles and Responsibilities

### a) Students' Duties:

- Engage diligently with academic resources.
- Grasp and adhere to the College's expectations around integrity.
- Practice and champion integrity in academic and interpersonal activities.

### b) Educators' Obligations:

- Model integrity in professional conduct.
- Design assignments that inherently reduce chances of integrity violations
- Educate, support, and guide students in understanding and upholding integrity.

### c) Institutional Responsibilities:

- Equip educators to perform their roles effectively in this regard.
- Investigate, address, and adjudicate on reported breaches of integrity.
- Ensure all external collaborations and partnerships are in alignment with our integrity ethos.

## Policy Revision

Periodically, the College's governing board will evaluate this policy for its ongoing relevance, ensuring it continuously promotes the essence of academic integrity.

## Evaluation

This policy will be reviewed as part of the College's annual review cycle.

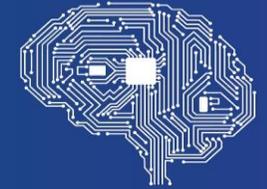
## Policy Administration

Responsible Person/s	Approver	Date Approved	Next Review
Executive Principal	College Board	October 2025	October 2026



## Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) 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.



### Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

- 1.1 **Impact:** generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.
- 1.2 **Instruction:** schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.
- 1.3 **Teacher expertise:** generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.
- 1.4 **Critical thinking:** generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.
- 1.5 **Learning design:** work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.
- 1.6 **Academic integrity:** students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.



### Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

- 2.1 **Wellbeing:** generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.
- 2.2 **Diversity of perspectives:** generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.
- 2.3 **Human rights:** generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.



### Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

- 3.1 **Information and support:** teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.
- 3.2 **Disclosure:** school communities are appropriately informed when generative AI tools are used in ways that impact them.
- 3.3 **Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.



### Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

- 4.1 **Accessibility and inclusivity:** generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.
- 4.2 **Equity and access:** regional, rural and remote communities are considered when implementing generative AI.
- 4.3 **Non-discrimination:** generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.
- 4.4 **Cultural and intellectual property:** generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.



### Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

- 5.1 **Human responsibility:** teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.
- 5.2 **Reliability:** generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.
- 5.3 **Monitoring:** the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.
- 5.4 **Contestability:** members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.



### Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

- 6.1 **Privacy and data protection:** generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.
- 6.2 **Privacy disclosure:** school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.
- 6.3 **Protection of student inputs:** students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.
- 6.4 **Cyber-security and resilience:** robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.
- 6.5 **Copyright compliance:** when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

