



Geelong Lutheran College is committed to using AI in an ethical, transparent, and responsible manner. We acknowledge that AI has the potential to significantly enhance student learning and engagement.

This policy sets out requirements for schools that choose to explore the use of generative artificial intelligence (AI) tools. It provides advice for school leaders and teachers around how to use generative AI tools in a safe and responsible way, as well as advice on how to promote academic integrity in recognition of potential student use of generative AI tools.

Definition

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

Parents: Parents, Guardians, Caregivers

AI: 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.

Overview

This Policy applies to all members of the Geelong Lutheran College community, including students, teachers, administrative staff, and other stakeholders within our school who may use Artificial Intelligence (AI) technologies. It particularly relates to generative AI, such as Large Language Models, but also includes AI tools employed to generate images, video, music, computer code etc.

Rationale

AI resources are commonly accessible, readily available to teachers and students. These tools are also increasingly integrated into everyday digital resources employed by teachers and students. This policy is needed to ensure safe and acceptable use, school policy and both state and federal laws.

Purpose

The purpose of this Policy is to provide guidelines for the College community in the responsible use of AI, prioritising privacy, security, and ethical considerations.

The importance of AI

The use of AI at the College aligns with our mission to provide a high-quality education that prepares our students for success. AI has the potential to support personalised learning and help teachers identify areas where students need extra support. They can also support research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem-solving, and digital literacy.

This document serves as formal recognition at the College of the critical importance of AI in the future education and development of young people in our care. It observes our commitment to the ethical use of these tools and introduces their use within the College.

Our commitment

The College is committed to using AI in an ethical, transparent, and responsible manner. We acknowledge that AI has the potential to significantly enhance student learning and engagement. We also recognise the importance of protecting student and staff safety and privacy. The six (6) Principles of the Australian Framework for Generative AI in Schools are paramount to the safe use of AI. These are to support Teaching and Learning; Human and Social Wellbeing; Transparency; Fairness; Accountability and Privacy, Security and Safety.



Classroom Considerations, Transparency and Accountability

Teachers are responsible for explaining the limitations and opportunities afforded by AI to students, and the development of the necessary critical thinking skills to employ AI appropriately in support of their learning. It is a teacher's responsibility to appropriately prepare students if they are asked to employ AI within a sequence of learning, to understand the bias, limitations and possible ethical considerations that may arise when using AI.

The College leadership team will ensure that teachers are supported in this endeavour through the provision of professional development opportunities.

In our use of AI technologies, we commit to promoting a diversity of perspectives and safeguarding the wellbeing and safety of all community members. AI tools will be employed in a manner that respects the diverse backgrounds and needs of our students, fostering an inclusive and supportive learning environment as detailed in the [Australian Framework: Human and Social Wellbeing Principles](#).

Access and Equity, Data Privacy and Security

All AI software employed within the College must meet Privacy Policy guidelines and Child Safety Standards and must be reviewed by the ICT Team prior to any use within the College. Where further representation or broader consideration for the implications of introducing an AI resource are required, requests for the appraisal of AI resources may also be directed to Leadership team and/or ICT before approval is granted. Any further escalation will be considered by the Executive Leadership.

Where students are asked to use an AI service, they must be made aware of the need to protect their personal data and instructed in how to avoid uploading personally identifiable information.

The nominated and recommended AI resource to be used by staff and students (i.e. the user has a @glc.vic.edu.au email address) has been communicated to stakeholders.

Where a concern is raised regarding the access to and equity of AI use within the College, those inquiries should be directed first to the Heads of Schools, and may be escalated where appropriate to a member of the Executive Team for further consideration.

AI will be used to encourage opportunity and equity for young people at the College and may be used by teachers and students to further their education and support inclusion needs.

Teachers must at all times, ensure that student information is de-identified. This includes but is not limited to the removal of names or profile observations that may enable identification.

Where students may be required to register for an AI service at the request of their teacher, explicit permission from parents must be obtained if the registration requires more than a student's first name and email address.

Teachers, students, and parents will have access to clear information about how these tools function, their limitations, and potential biases. This transparency is crucial for informed use and understanding of AI technologies. ([Refer to the Australian Framework: Transparency Principles](#))



Where a parent determines the use of AI is not appropriate for their child, an alternate activity will be provided by the teacher to accommodate that request.

We extend our commitment to access and equity to encompass fairness, accessibility, and inclusivity, ensuring AI tools enhance opportunities for all students, including those with disabilities and from diverse backgrounds. Our aim is to provide an equitable educational experience that reflects the diverse needs of our community. ([Refer to the Australian Framework: Fairness Principles](#))

Acceptable Use

AI tools should be employed transparently, with clear guidelines to maintain academic integrity, particularly in assessments where their use should support but not replace, human judgment.

It is the responsibility of teachers at the College to ensure that students understand and are equipped to appropriately pursue the acceptable use of AI in their work. Teachers must develop an understanding of the limitations of these resources, how they can be used beneficially, and how students might best pursue academic integrity in their work.

Teachers may use AI to support the critical evaluation of student work, but not as the main assessment method. Given AI tools are known to provide assessments of understanding in a way that can be biased or factually inaccurate, these resources must only be used in support of and not in place of assessment. It is expected that teachers will use a broad range of data and multiple forms of assessment to support student learning.

Where AI is employed by students, teachers may require students to identify the types of AI resources they drew on in the development of their work.

Where AI has been used by staff, particularly in program development, it should not be employed as a single point of reference, nor should it be used without appropriate citation. Where an AI platform for example, has been used to support the development of content for a course, it should be acknowledged.

To ensure the responsible use of AI in teaching and learning, all instructional materials that include AI use must clearly outline how AI tools should or should not be utilised. This guidance supports teachers in designing activities that enhance critical thinking and creativity, while ensuring a fair and unbiased evaluation of student abilities. This aligns with our commitment to academic integrity and supports the development of essential skills among our students. ([Refer to the Australian Framework: Teaching and Learning Principles](#)).

Responsibilities

The following individuals and groups are responsible for the implementation and maintenance of this guiding document:

- College leadership: responsible for providing resources, guidance, and support for implementing these guidelines.
- Teachers: responsible for implementing the guidelines in their classrooms, including providing instruction on the ethical and responsible use of AI.
- Administrative staff: responsible for ensuring that AI is used in compliance with the guidelines, including data privacy and security policies.



- Students: responsible for using AI in an ethical and responsible manner, as outlined in the guidelines.
- Parents: responsible for supporting their children's appropriate and ethical use of AI in compliance with these guidelines.
- Decisions supported by AI tools will remain under the ultimate control of our educators and leadership team, ensuring human responsibility and accountability. We will establish procedures for monitoring AI use and managing its impact, providing opportunities for our community to question and challenge the use of these technologies. ([Refer to the Australian Framework: Accountability Principles](#)).
- The ICT Team will pursue robust cybersecurity measures to protect the integrity and availability of our infrastructure and data.
- Compliance with copyright laws will be rigorously enforced, ensuring the respectful and lawful use of AI tools. (Refer to the [Australian Framework: Privacy, Security, and Safety Principles](#))

Communication

These guidelines will be communicated to the College community in the following ways:

- Available publicly on the College's website
- Included in transition and enrolment information
- Hard copy available from school administration upon request

Further information and resources

[The Framework for Generative AI in Schools](#) provides a broad structural point of reference for any Policy or process developed within the College related to AI.

This document draws in part on the [National Framework](#) released by the Federal Education Minister in 2023. As this national Policy is further developed, our own College guidance document will be adjusted to reflect any movement in national and state directions and focus.

Guidelines: review and approval

The use and impact of AI tools within our community will be actively and regularly monitored, with procedures in place to identify and manage emerging risks and opportunities.

This commitment includes a yearly review of AI Policy to ensure our AI practices remain aligned with the evolving educational landscape and technological advancements. This is in response to the [National Framework](#) recommendation of regular reviews and updates.

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