

Artificial Intelligence & Generative AI Policy

P-12 Acceptable Use Policy



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1.0 School philosophy underpinning the use of Generative AI (GenAI) in 21st Century teaching and learning

Artificial Intelligence (AI) is reshaping the landscape of education and equipping students with critical digital skills integral for their future success as life-long learners. This policy outlines the responsible and beneficial use of Artificial Intelligence (AI) and aims to guide the integration of AI in ways that enhance learning and teaching whilst upholding ethical and academic integrity standards, acknowledge student welfare and maintain the authenticity of assessment.

This policy aims to guide responsible, critical and ethical GenAI use:

- with students
- by students

This policy is underpinned by:

- Queensland Department of Education, ensuring that both staff and students can leverage AI tools effectively, using digital literacy skills to uphold the integrity of their work.
- Implementing the Australian Framework for Generative AI in Schools: from principles to practice (Department of Education: Education Queensland, 2024) to provide information for teachers, students, parents/carers about the roles, responsibilities, processes and procedures aligned to the Australian Framework for Generative Artificial Intelligence in Schools (Commonwealth of Australia , 2023)

2.0 Definitions

2.1 Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to computer systems that can perform tasks normally requiring human intelligence. These tasks include but are not limited to: recognising speech, understanding language, solving problems, or making decisions. Examples of AI include voice assistants like Siri or Alexa, recommendation systems on Netflix, and spam filters in email.

2.2 Generative AI

Generative AI is a type of AI that understands instructions and produces and delivers meaningful new data that has similar characteristics to information that it has been trained on: text, images, music, videos, the internet etc.

2.3 What's the difference?

- **AI** focuses on understanding, analysing, and making decisions based on existing information.
- **Generative AI** goes a step further by creating new content using what it has learned and based on prompted guidelines from a human user of the technology.

In a school setting, both forms of AI can be helpful tools for learning and creativity, but they should be used responsibly, under appropriate guidance and consider: teacher direction, the school's Assessment Policies P-12 as well as the school's Student Code of Conduct.

3.0 Acceptable use of Generative AI with students

3.1 Ethical and professional use of GenAI to support and enhance teaching and learning

- Teachers and the school leadership team commit to the deep knowledge of curriculum and pedagogy and view the use of AI tools to enhance teaching and learning as it aligns with the school's Whole School Approach to Pedagogy.
- Teachers will work within their faculties and subject area specialisations to ensure they develop expert curriculum knowledge and adopt the most effective practices around the use of Generative AI to enhance learning experiences and foster critical thinking.
- All AI-generated content will be used thoughtfully and purposefully to enhance education and support the value of human interaction. AI will complement traditional teaching methods to support students moving from dependent to independent learners.
- Teachers can utilise Generative AI to tailor and adapt learning materials to individual student needs and learning styles to foster an inclusive learning environment within the QCAA and ACARA guidelines.

3.2 Data privacy and confidentiality

- AI tools must comply with relevant privacy legislation and school policies on data protection.
- Staff will handle data provide by AI/generative AI responsibly and ensure its protection in accordance with applicable laws, regulations and school policies/procedures.
- Teachers and students should understand the data being collected, how it is processed and the purpose for which it is being used in an AI platform to ensure transparency of data usage and informed participation.

3.3 Parental consent for AI use by students

- In some instances, AI tools may involve data collections or access to student information, parental consent may be required before implementing AI technologies. The school will ensure compliance with relevant data protection regulations.
- Teachers requiring students to independently access AI tools outside of school, should seek approval from their Head of Department and the. School IT Department prior to their use with students.

3.4 Digital citizenship and responsible use of Generative AI

The school commits to implementing the Queensland Curriculum & Assessment Authority's (QCAA) Developing Artificial Intelligence Capabilities by:

- Integrating AI generated content in a way that enhances pedagogy and student engagement.
- Guiding students towards the ethical and responsible use of AI, following the school's Traffic Light System for AI use. (Figure 1 & 2)
- Supporting students to critically assess AI-generated content for accuracy and relevance to identify potential limitations, biases and hallucinations*.
- Communicating the opportunities and limitations of using Generative AI in both learning and assessment, as well as the conditions for the appropriate use of Generative AI
- Explicitly teaching the knowledge and skills students need to develop and submit their own work for assessment, including the referencing of digital and non-digital sources.
- Teaching students to value the creation of their own authentic work.

*Hallucinations in AI exists where AI provides very realistic and convincing but incorrect responses. They require critical thinking skills to identify and evaluate.

4.0 Acceptable use of Generative AI by students

4.1 Data, privacy and security

Students will demonstrate their understanding of the significance of safeguarding personal and sensitive data while using AI/Generative AI by:

- Critically thinking about the data provided to AI to ensure data privacy and protections in accordance with applicable laws, regulations and school policies and practices; including the Student Code of Conduct and Acceptable Use of IT Agreements.
- Not using personal, friends' or staff data within the school community when prompting AI to generate information.
- Must not enter school assessment tasks or parts of assessment, logos or stimulus into AI to avoid breach of academic integrity and Australian copyright laws.
- Avoiding the use of prohibited or unauthorised AI tools, unauthorised software or applications.
- Reporting any accidental or purposeful security concerns related to AI applications.

4.2 Digital citizenship and ethical use of AI

As a member of the Varsity College Learning Community, students will recognise the importance of responsible AI use and treat both technology and individuals with respect by doing the following:

- Being ethical and honest in their conduct in all interactions involving AI.
- Refraining from using AI to spread misinformation, make threats, engage in cyberbullying, or any form of harmful behaviour.
- Understanding that the use of AI should not infringe upon the privacy, rights or dignity of others.
- When permitted to use AI by their teacher, student will attribute AI-generated information and produce a transcript of the cited materials from the Generative AI to their teacher to verify the accuracy of the citation.
- Reporting any potential vulnerabilities or security concerns related to AI applications to school authorities.
- Refraining from the generation of content that impersonates or generates content with the aim to deceive.

4.3 Digital citizenship and responsible use of Generative AI

Students will recognise that the use of AI tools is a resource to enhance and support learning, curiosity and knowledge acquisition. Students will:

- Use AI tools for positive and ethical means to learning, exploration of ideas and other academic endeavours but develop the skills to know when the AI tools compromise the authenticity of their response.
- Use AI in learning activities, when permitted, and within the school's Traffic Light System for AI use (Figure 1 & 2).
- Only use AI in assessment tasks when permitted and not for aspects of a task that are formally evaluated using a marking guide.
- Reference the use of permitted AI as outlines in Section 6

5.0 Student misuse of Generative AI

Varsity College's expectations around the responsible use of AI including Generative AI are underpinned by the principles of academic integrity, accessibility, the fair and equitable access to learning for all students, excellence in teaching and learning cycles as well as privacy, copyright and cyber-safe (e-safety) practices.

Varsity College supports the acceptable use of Generative AI tools; however, the following breaches of academic integrity will **not be tolerated and may lead to consequences for students**:

- a. Academic misconduct where student use Generative AI tools, that do not align with assessment tasks and marking guides, to generate a response, part of a response for assessment; draft or final submissions.
- b. Misrepresentation of AI-generated content as one's own in learning, research or assessment.
- c. Failure to submit an AI Assessment Statement for each assessment in tasks where the use of AI has been clearly outlined and permitted.
- d. Failure to reference the use of AI in the preparation of content in approved learning activities.
- e. Use of third-party resources generated through AI when not approved as part of the assessment, or any other form that compromises academic integrity.
- f. Cheating whilst under supervised conditions i.e., unauthorised use of AI in supervised conditions (exams).
- g. Creating and developing false information in data or sources such as:
 - listing of incorrect or fictitious references
 - false or misleading information
 - making up quotes, data sets or sources
- h. Plagiarism in any form including, but not limited to:
 - Downloading a complete or partial assessment item from an online service.
 - Using AI generators to: completely or partially copy, alter another person's work, assessment or create entire or parts of their assessment.
 - Using AI-generators or paraphrasing tools to:
 - paraphrase online and publish sources on their behalf.
 - alter the wording, sentence structure and similarity of work produce themselves, another person, or copied directly from online and published sources.
 - edit or enhance their own work to be used in an assessment submission.
 - Resubmitting draft work which was created by Generative AI as part of their final assessment submission.
 - Use third-party sites or tools that use AI content detection removers to mask AI detection and make words less recognisable to AI detections systems used by the school (i.e., Turnitin).
 - Use of third-party AI tools where the security of data storage and information privacy are unknown.
 - Lack of referencing; creating work using AI without attribution (this may include but is not limited to text, audio or audio-visual, figures, tables, design, images, information, or ideas).

6.0 Referencing expectation for AI platforms

As Generative AI produces material that is not recoverable, the material itself cannot be cited. Additionally, the information produced is not communicated by a person so it cannot be, it cannot be treated as personal communication.

Instead, a reference in-text to the use of the software is needed along with a citation to the software. If using content generated by the software, use quotation marks or a block quote just like any other quoted text.

6.1 Examples of text generation: in-text:

ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2023).

In the reference list:

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

6.2 Examples of text generation: text-to-image generation

In-text:

Image of robot holding a flower generated using Midjourney (2023).

In the reference list:

Midjourney. (2023). Midjourney (V5) [Text-to-image model]. <https://www.midjourney.com/>

7.0 Acceptable use of AI/Generative AI at Varsity College: Traffic Light System

Varsity College adopts a Traffic Light System the use of Generative AI in learning and assessment to provide guidance to teachers and students around where in the learning Generative AI tools can be used by students and in what parts of the learning and assessment cycle.

Varsity College acknowledges that Generative AI tools have the potential to act as a learning partner; however, it is the human in this scenario that retains all the control and responsibility over the responsible and ethical use of Generative AI to maintain the academic integrity of student assessment outcomes. This applies to both teachers and students.

The Traffic Light System underpins these considerations to support both students and teachers to use Generative AI ethically and responsibly at Varsity College.

Figure 1: Generative AI Traffic Light System: AI use by students

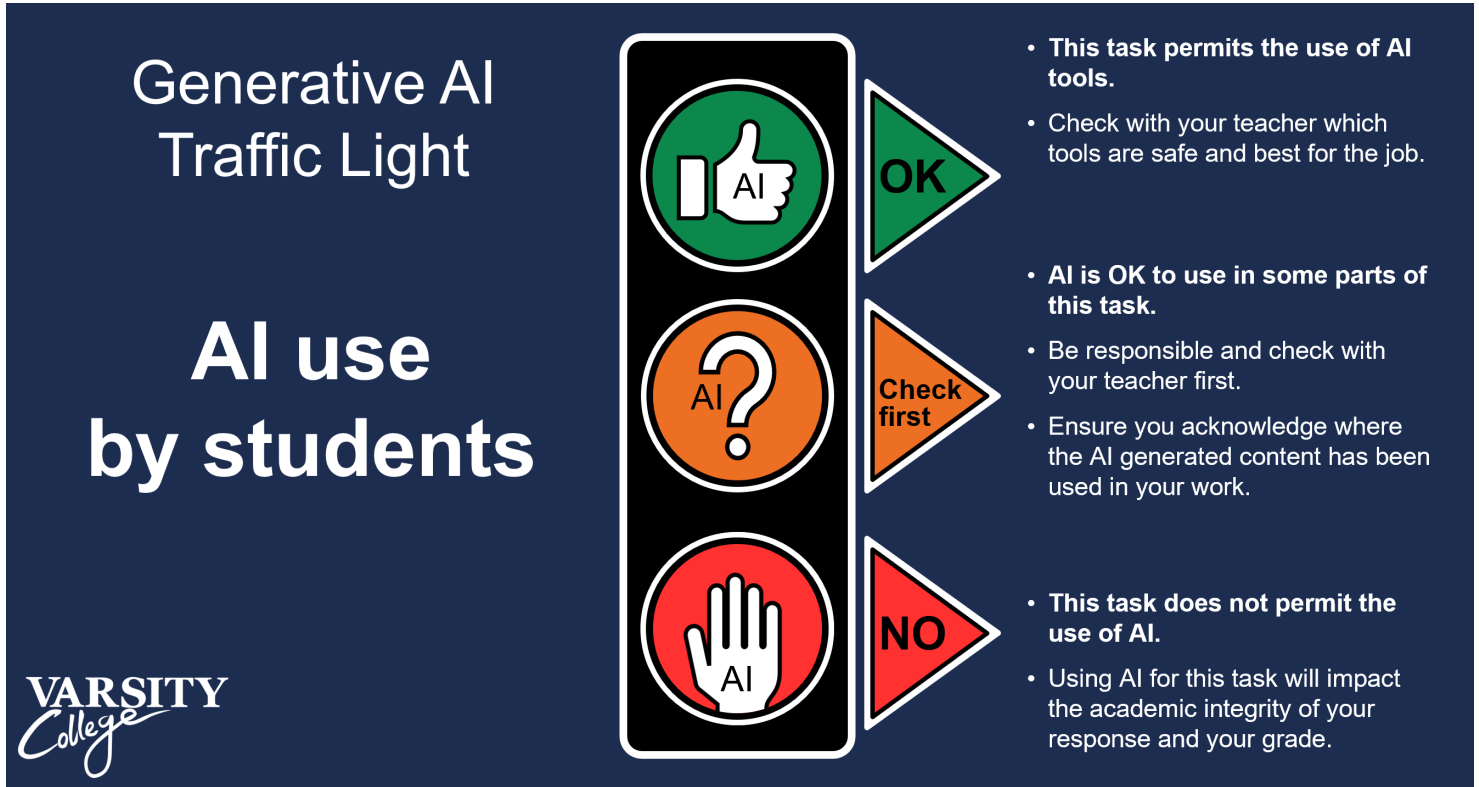
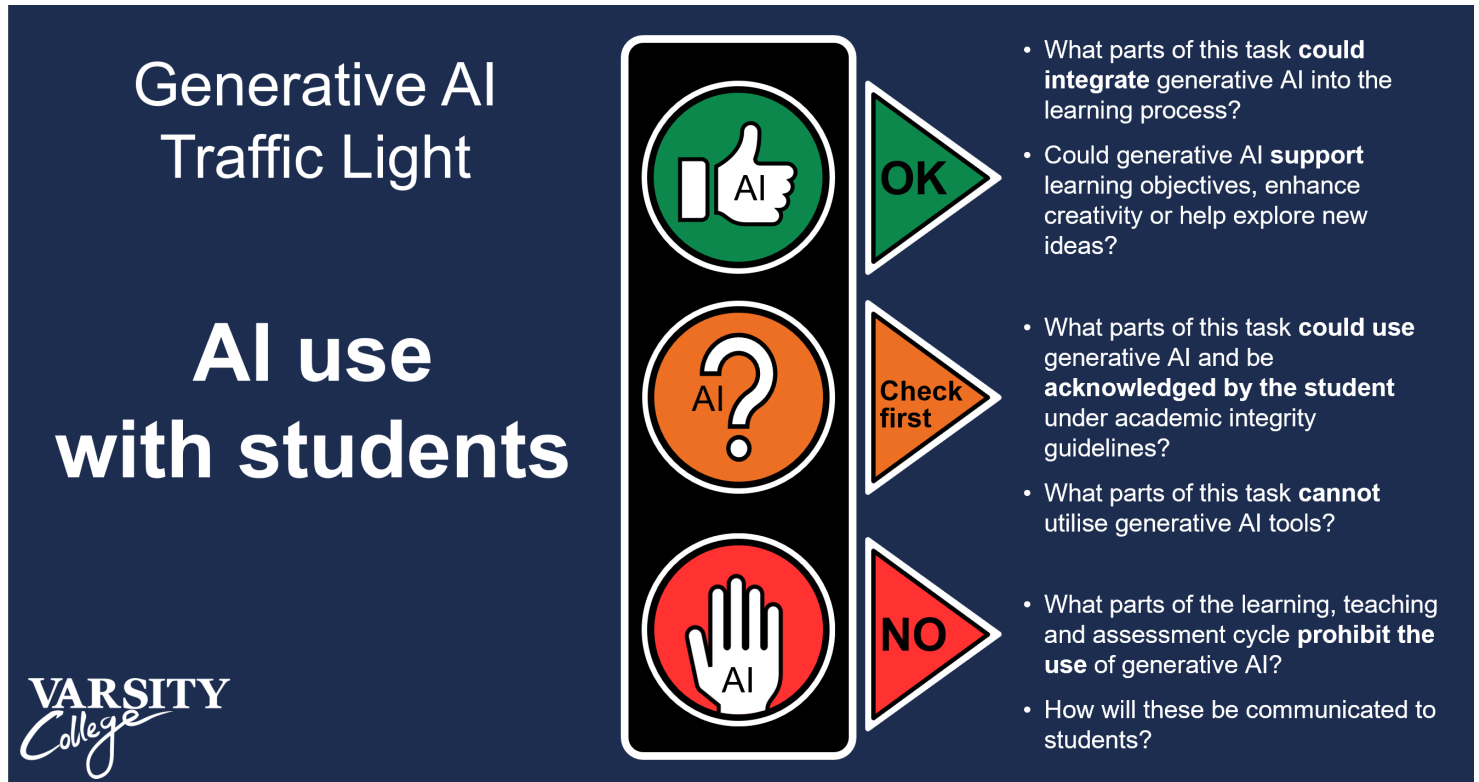


Figure 2: Generative AI Traffic Light System: AI use with students



8.0 Consequences for academic misconduct or unacceptable use of Artificial Intelligence

Students who enrol at Varsity College agree to participate in learning and assessment under the following College policies:

- [Varsity College Student Code of Conduct](#)
- [Varsity College Assessment Policy – Years 11 & 12](#)
- [Varsity College Assessment Policy – Years 7-10](#)
- Varsity College Assessment Policy P-6

Breaches of academic integrity will be handled as per the Assessment Policy relevant to the student's campus and year level under the Managing Academic Misconduct sections.

Figure 3: Secondary Campus Management of Student Code of Conduct Academic Integrity Breaches Using Generative AI Flowchart

The following flowchart outlines the steps that will be followed when dealing with but not limited to: cases of academic misconduct, including plagiarism, the suspected use of Generative AI in either draft or final assessment submissions, or, within social and community settings within the College. Please see over page for the flowchart.

Figure 3: Secondary Campus Management of Student Code of Conduct Academic Integrity Breaches Using Generative AI Flowchart

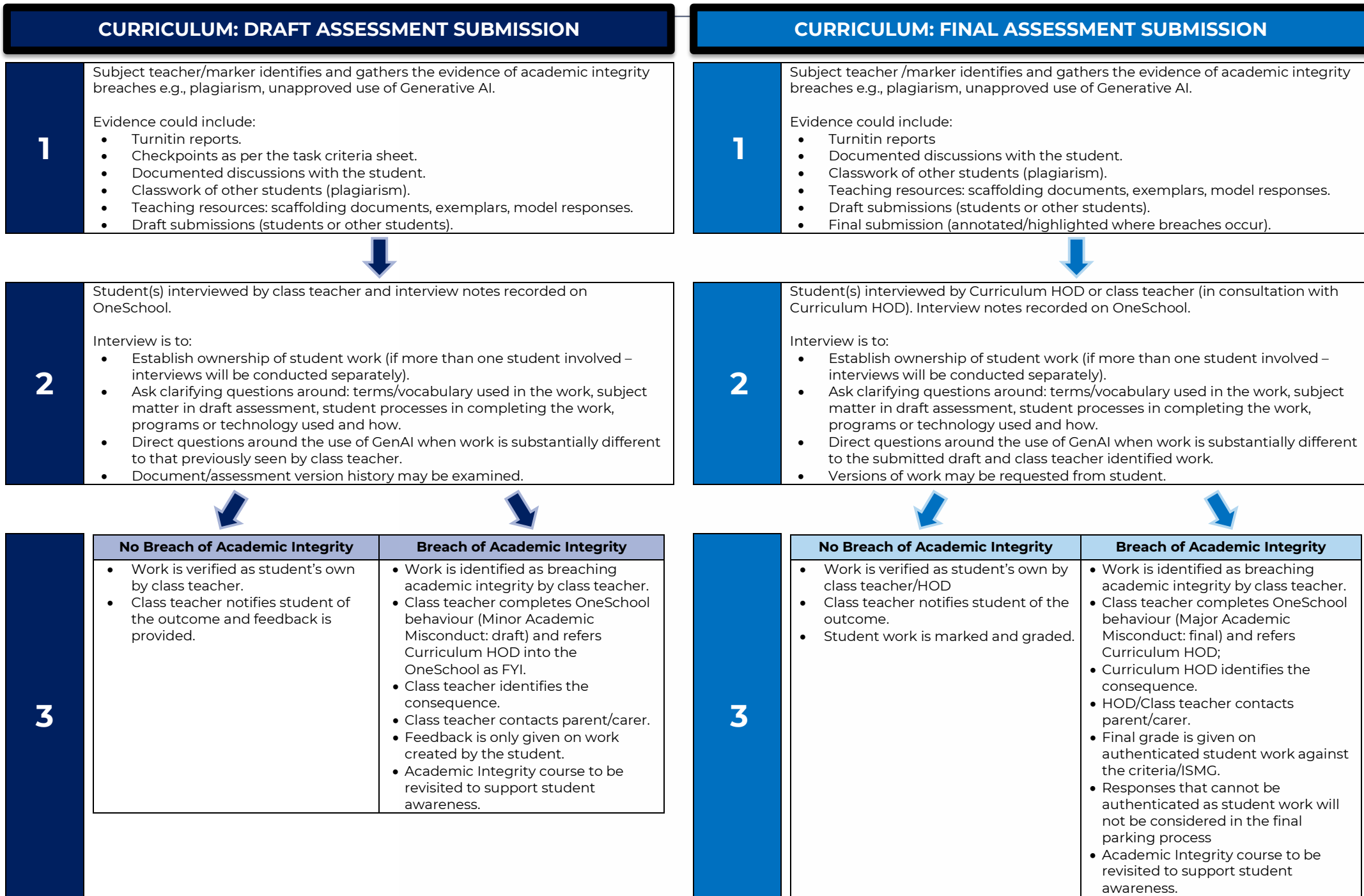


Figure 4: Secondary Campus Management of Student Code of Conduct Non-Curriculum Breaches Using Generative AI Flowchart

NON-CURRICULUM

1 Dean of Student collects information around the breach of Student Code of Conduct (using Generative AI).
 Evidence could include (but not limited to):

- Stymie reports
- Student behaviour incident statement
- Community provided footage or information for example but not limited to: phone calls, emails and/or CCTV footage
- Screen shots, recordings etc. on student school or personal devices
- OneSchool entries from teachers or other school administrative staff

Dean of Students will work with the Phase of Learning HOD to determine the category of the issue: wellbeing, safety etc.



2 Dean of Students and/or Phase of Learning team collates evidence and where required interviews students. Phase of Learning HOD and/or sector Deputy Principal conducts interviews with student(s) to:

- Clarify or authenticate incident statement information.
- Determine the origin, authenticity and ownership of any materials collected.
- Determine the role of all individuals who participated in the Student Code of Conduct breach.



	No Breach of Student Code of Conduct	Breach of Student Code of Conduct
3	<ul style="list-style-type: none"> • Materials collected or student actions are determined as not breaching the Student Code of Conduct. • Student is cleared of involvement in the breach of the Student Code of Conduct. • No consequence allocated to student. • Any student who has been impacted by the incident will be offered support from the school wellbeing team: guidance officer, school nurse, or outside agencies as required. 	<ul style="list-style-type: none"> • Student Code of Conduct has been breached and Phase of Learning HOD and sector Deputy Principal and/or Principal determine the consequences. • OneSchool record is made by the Phase of Learning HOD or Deputy Principal. • Consequences are considered incident by incident and student by student. • Where the breach breaks the law, external agencies will be contacted. • Where suspension is deemed appropriate, the following school roles manage the process and the parental/carer contact: <ul style="list-style-type: none"> • Deans (5 -9 days). • Phase of Learning HOD (10-15 days). • Deputy Principal/Principal (20 days and 20 days pending exclusion). • Any student who has been impacted by the incident will be offered support from the school wellbeing team: guidance officer, school nurse, or outside agencies as required.

References

- Commonwealth of Australia . (2023, November 17). *Australian Framework for Generative Artificial Intelligence (AI) in Schools*. Retrieved from Commonwealth of Australia Department of Education: <https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>
- Department of Education: Education Queensland. (2024, October 21). *Generative artificial intelligence in schools*. Retrieved from Queensland Government: OnePortal Department of Education: <https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/Pages/generative-ai-in-schools.aspx>
- QCAA, Q. C. (2025, February). *QCE and QCIA Handbook*. Retrieved from QCE and QCIA policy and porcedures handbook V6.0: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>