

# GENERATIVE ARTIFICIAL INTELLIGENCE POLICY

## Mooroolbark College



### Help for non-English speakers.

If you need help to understand the information in this policy, please contact Mooroolbark College 97278100.

Mooroolbark College is committed to creating and maintaining a child safe and child-friendly organisation. The Child Safe Standards are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359](#) provides the framework for child safety in schools.

## Purpose

The purpose of this AI Policy is to establish a framework for the responsible use, integration, and management of generative artificial intelligence (AI) technologies within Mooroolbark College. This policy aims to enhance educational outcomes while ensuring that AI use aligns with ethical principles, legal requirements, and the school's commitment to student well-being and privacy. This policy aims to reaffirm robust teaching pedagogy when delivery teaching in line with building a safe learning environment for all students.

## Scope

This policy applies to all staff, students, parents and stakeholders involved in the use of AI technologies within the school environment, including classroom activities, administrative processes, and extra-curricular programs. The policy applies to parents and guardians of students at Mooroolbark College in terms of guidance and understanding of stakeholders in the school's use of Generative AI.

## Definitions

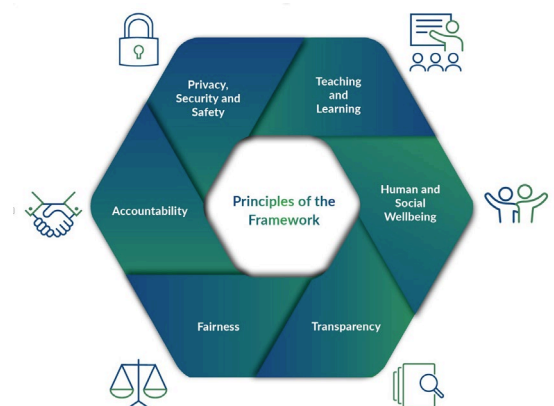
**Child-related work:** As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

**Generative Artificial Intelligence (AI)** refers to technology that can create new content, like text, images, or music, by learning from existing information. In our school, AI tools should be used responsibly to support teaching and learning while ensuring ethical use, privacy, and accuracy.

## Guiding Principles

The guiding principles for this policy are based on the [Australian framework for generative artificial intelligence in schools](#):

- **Equity and Inclusion:** AI applications should support equal access to educational opportunities and promote inclusion for all students.
- **Transparency:** The school community must be informed about how AI is used, the data it processes, and the decisions it supports.
- **Data Privacy and Security:** All data collected and used by AI systems must comply with data protection laws and maintain the confidentiality of student and staff information.
- **Accountability:** The use of AI should be overseen by qualified personnel to ensure ethical practices and adherence to school policies.
- **Bias Prevention:** AI technologies should be reviewed for potential biases and measures taken to mitigate them to promote fairness.



## Policy Overview

Mooroolbark College strives to create a transparent and inclusive school community and encourages parents and carers to be actively involved in their child's development and education.

## Framing

### I. To build a culture of integrity and trust

The integration of artificial intelligence (AI) into education presents opportunities to enhance personalised learning, streamline administrative tasks, and foster creative and critical thinking. However, to ensure the responsible and ethical use of AI in a secondary school setting, it is essential to cultivate a culture of integrity and trust among all stakeholders, including students, staff, and parents. This culture establishes the foundation for a successful AI policy, ensuring that technology serves as a tool for empowerment rather than a source of division or harm.

**Integrity** begins with **transparency**. The school must openly communicate how AI tools are used, the data they process, and the safeguards in place to protect privacy. Students and parents should be informed about the benefits and limitations of AI, including potential biases and errors in automated systems. Through educating students and upholding trust, the school demonstrates its commitment towards ethical practices.

Another key pillar of integrity is **equity**. AI systems must be employed in a way that ensures fair and unbiased access to resources and opportunities for all students, regardless of background. By continuously evaluating AI tools for bias and promoting inclusivity, the school reinforces its dedication to fairness, which is crucial for maintaining trust and integrity.

Trust is further strengthened through collaboration. Developing an AI policy should involve input from a diverse group of stakeholders, including students, parents, teachers, and administrators. By incorporating multiple perspectives, the school demonstrates respect for the community's values and concerns, ensuring the policy reflects collective priorities.

Finally, **accountability** mechanisms are essential for sustaining integrity and maintaining trust. Establishing clear guidelines for AI use, regularly auditing its applications, and providing accessible channels for reporting misuse or concerns help maintain confidence in the school's commitment to ethical practices.

In building a culture of integrity and trust, the school not only lays the groundwork for a robust AI policy but also fosters a community that values transparency, fairness, and shared responsibility. Fostering such a culture ensures that AI works by educating students through personalising learning and ensuring that a focus on critical and creative thinking skills provides opportunities for them to use this technology judiciously.

### II. To empower students to become responsible for their learning

**Educating and empowering students** are central to building a culture of integrity and trust. Students should be taught not only how to use AI responsibly but also how to critically evaluate its application and use. By equipping students with the skills to engage with AI thoughtfully and ethically, the school empowers them to become informed digital citizens. Likewise, professional development for teachers ensures they are confident in integrating AI tools into their pedagogy while upholding ethical standards.

## Implementation

The technological advancements in artificial intelligence (AI) can empower secondary school students to produce cohesive and informative responses to assessment tasks in class. The ease and widespread use of AI raises ethical and educational concerns for teachers, students as well as the broader school community. Mooroolbark College aims to address these issues with the implementation of this policy.

The following sections identify how the policy will be implemented:

### I. Teacher Responsibility

It is crucial that teachers at the beginning of each year revisit co-create Codes of Conduct in their classrooms in conjunction with school wide positive behaviour values. These protocols should be revisited regularly throughout the year and must be developed in conjunction with school wide policies and incorporated into classroom

behaviours. Curriculum guidelines, developed by the Curriculum Committee will include an audit of learning and assessment tasks to ensure that students continue to develop critical, creative and independent thinking skills. Further to this, it is crucial that Mooroolbark College's School Wide Positive Behaviour model is held at the core, ensuring that learning resilience, respect and academic integrity are upheld.

## II. Parent Education

Communication to educate and support parents navigating student working in partnership with teachers to educate students on how to use Generative AI ethically. This communication will occur through several opportunities, including the Mooroolbark Newsletter, Compass Chronicles and through House and Cluster Leaders contacting parents.

## III. Student Education

It is crucial that ethical education be the focus for student use of Generative AI. The emphasis on teacher pedagogical practice is paramount in terms of developing student understanding of how to use Generative AI. It is important that teachers are not punitive but recognise the opportunities to build learning resilience and empowering students to take responsibility for their learning.

Mooroolbark College will:

- Promote Ethical Literacy
- Encourage Creative and Critical Thinking
- Educate students on ethical use and misuse

## Resources

Compass Templates

## Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request
- Communicated to students during Connect (HG) and House, assemblies twice annually

## Related Policies and Resources

Mooroolbark College policies:

- [Statement of Values and School Philosophy](#)
- [Child Safety Code of Conduct](#)
- [Child Safety and Wellbeing policy](#)
- School Wide Positive Behaviour Model
- Instructional Model

Department policies:

- [Child Safe Standards](#)
- [Generative Artificial Intelligence Policy](#)

Online Resources:

- [Australian Framework for Generative Artificial Intelligence in schools](#)
- [Proposed Harvard AI Code of Conduct](#)
- [Victorian Teaching and Learning Model 2.0](#)

## Policy status and review

Assistant principal is responsible for reviewing and updating the Generative Artificial Intelligence Policy at least every two years.

## Approval

<b>Policy last reviewed</b>	April 2026
<b>Consultation</b>	College Community, Teaching and Learning Exec, Education Executive & College Council March 2026
<b>Approved by</b>	Principal – Ann Stratford
<b>Next review date</b>	April 2028