

Generative AI Policy

1. Purpose

This policy outlines our school’s guidelines and expectations around the appropriate use of Generative Artificial Intelligence (GenAI) tools by teachers and students to support learning, critical thinking and digital citizenship. It aims to ensure GenAI is used ethically, responsibly and in alignment with the College’s Values, School Wide Positive Behaviour Support matrices and the Student Computer and Mobile Phone Use Agreement.







2. Policy

Definition

GenAI refers to tools such as Microsoft Copilot, Google Gemini and other similar applications which use natural language prompts to generate text, images, audio, video, code and more, that resemble what humans can produce. These tools evolve rapidly and require critical and ethical use at all times.

Principles for the Use of Generative AI at VUSC

Our school supports the use of GenAI tools in ways that align with the following principles:

<p>1. Teaching and Learning</p> <p>Generative AI tools are used to support and enhance teaching and learning.</p> 	<p>2. Human and Social Wellbeing</p> <p>Generative AI tools are used to benefit all members of the school community.</p> 
<p>3. Transparency</p> <p>School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.</p> 	<p>4. Fairness</p> <p>Generative AI tools are used in ways that are accessible, fair, and respectful.</p> 
<p>5. Accountability</p> <p>Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.</p> 	<p>6. Privacy, Security and Safety</p> <p>Students and others using generative AI tools have their privacy and data protected.</p> 

Source: Australian Framework for Generative AI in Schools

2.1 Alignment with Victorian Department of Education Policy

Victoria University Secondary College aligns this policy with the guidance and expectations of the [Victorian Department of Education](#) regarding the use of generative artificial intelligence in schools.

The Department supports the use of generative AI where it:

- Enhances student learning outcomes and supports inclusive education
- Operates within secure, department-approved digital environments



Generative AI Policy

- Maintains strong privacy protections consistent with Victorian privacy legislation
- Retains human oversight and professional judgement in all teaching, assessment and decision-making processes
- Upholds child safety and student wellbeing as a priority.

At VUISC:

- Generative AI does not replace teacher expertise, professional judgement, or curriculum planning responsibilities.
- All AI use must align with the Victorian Curriculum, VCE/VCAA assessment requirements (where applicable), and the school's academic integrity standards.
- Staff and students must prioritise Department-approved platforms (e.g. Microsoft Copilot within the school environment) to ensure data security and compliance.
- Any AI use must comply with existing Department policies, including [Digital Learning in Schools](#), [Privacy and Information Sharing](#), [Records Management](#), and [Child Safety](#) policies.
- School leaders retain discretion to adjust AI use in response to evolving Department guidance.

The College acknowledges that generative AI technologies continue to evolve. This policy will be updated in accordance with future Department of Education directives and emerging best practice.

3. Roles and Responsibilities

Teachers are expected to:

- Provide clear instructions to students about how and when GenAI may be used
- Discuss ethical use and help students critically evaluate AI-generated content
- Monitor the use of GenAI tools in assessments, classwork and homework
- Model and reinforce good digital practices
- Check students' work thoroughly to ensure it is their own or the use of AI has been referenced.

Students are expected to:

- Use GenAI as learning aids, not to complete work or assessments on their behalf
- Follow all teacher guidelines and school policies related to academic integrity and digital technologies
- Protect their own privacy by avoiding sharing personal details with GenAI platforms
- Understand that GenAI tools may provide inaccurate or biased responses and should be used with critical thinking
- Acknowledge the use of GenAI when used to contribute ideas or content to the student's work.
Plagiarism or uncredited use of AI tools may be considered academic misconduct and will be marked in accordance with the Submission of Work Policy.

Parents/Carers are encouraged to:

- Engage in conversations about AI use with their child
- Monitor appropriate and ethical use of digital technologies at home
- Support their child's understanding of responsible AI use.

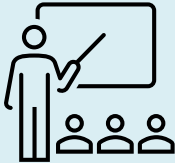



Generative AI Policy

4. Guidelines for Using GenAI

PREFERRED AI TOOL

The preferred AI tool for staff and student use at VUSC is Microsoft Copilot which is secure and protected on our IT network.

RESPONSIBLE USE OF GENERATIVE AI @ VUSC

 <p>Check for guidance or instructions on using AI</p> <p><i>Follow your teachers' instructions regarding the use of AI in your task.</i></p> <p>If in doubt, ask.</p>	 <p>Maintain academic integrity</p> <p><i>It's your responsibility to ensure all your work complies with this policy.</i></p> <p>Any use of AI needs to be properly referenced.</p>	 <p>Protect personal and private information</p> <p><i>No personal or private information should be included in prompts or in uploaded files/images</i></p> <p>Anonymise any data that could identify you.</p>	 <p>Use AI as a tool and an assistant</p> <p><i>Use AI carefully. It should be used to help you learn, not replace your thinking or take over in any way.</i></p> <p>Ask yourself if using AI is helping your learning or not.</p>
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SUBJECT-SPECIFIC DISCRETION ON AI USE

Teachers retain the discretion to determine when and how GenAI tools may be used in their specific subject areas. In addition to the guidelines in this policy, teachers may:

- Set clear boundaries for the use of GenAI in different tasks (eg. for research or brainstorming)
- Specify whether the use of GenAI is permitted or prohibited during assessment tasks or class activities
- Offer guidance on best practices to align GenAI use with subject-specific learning goals
- Adapt expectations based on the learning intentions and outcomes of the unit or assessment task.

UNACCEPTABLE USE

Examples of unacceptable use include:

Generative AI Policy

- Submitting GenAI generated content as original work without citation
- Using GenAI to bypass learning tasks (eg. copying answers for assessments)
- Inputting personal information into public GenAI tools.

REFERENCING AND CITING GenAI

When students use GenAI to support their work, they must:

- Cite any ideas, quotes or paraphrased content generated by AI using a suitable referencing method
- Include the prompt and AI response transcript if required by their teacher
- Not present GenAI generated ideas as their own with proper attribution.

ACKNOWLEDGING AND REFERENCING AI

1. In-text acknowledgement

When students use an AI tool to help with ideas, structure or drafting, they should clearly mention it in their work. Examples:

- *"The introduction paragraph was developed with the assistance of Copilot (Microsoft, 2025)."*
- *"Ideas for improving sentence clarity were suggested by Copilot."*
- *"Canva Magic Write was used to generate initial wording for the poster text."*

2. Reference list sample

Include a reference at the end of the document, just like any other source:

- *APA 7 style (recommended for schools):* Microsoft (2025). Copilot <https://copilot.microsoft.com>
- *Harvard style:* Microsoft 2025, Copilot, viewed 10 October 2025, <https://copilot.microsoft.com>

3. For specific AI-generated content

If students quote or paraphrase directly from an AI response, they should treat it like a quotation from a digital source:

- *Copilot described AI ethics as "the responsibility to ensure transparency, fairness, and accountability in algorithmic design" (Microsoft, 2025).*

4. For visual or creative AI outputs

If an image, chart or infographic was created using an AI tool:

- *Image created using Canva's AI Image Generator, October 2025.*
- *Infographic generated using Copilot's data visualisation tool, October 2025.*

5. For a declaration of AI use

Students should include a brief AI Use Statement at the end of their work, explaining how they used AI ethically:

- *Copilot (Microsoft, 2025) was used to help brainstorm ideas and reword sentences for clarity. All final writing and analysis are my own.*

Generative AI Policy

5. Guidelines for Teachers when Designing Assessments

PROHIBIT	LIMIT	MODIFY
<p>Where any use would prevent teachers from gaining an accurate understanding of student learning. <i>Eg: students complete work in class without access to a computer.</i></p>	<p>Where certain (but not all) uses would prevent teachers from gaining an accurate understanding of student learning. <i>Eg: students can use GenAI to complete their research for an oral presentation, but GenAI cannot be used for the oral presentation itself.</i></p>	<p>Modify assessment design to reduce the scope for students to use GenAI tools. <i>Eg: Students respond to open-ended questions requiring critical thinking and local context that a GenAI tool would not have; students apply knowledge in relation to their own experience.</i></p>
INCORPORATE	ENCOURAGE	REQUIRE
<p>Optional and defined use of GenAI tools, where this use does not prevent teachers from gaining an accurate understanding of student learning. <i>Eg: Students use GenAI, but then explain the reasoning behind their answer; students cite use of GenAI and describe the input (prompts) and outputs.</i></p>	<p>Where use can support improved learning outcomes. <i>Eg: Students brainstorm and refine GenAI prompts which can help them gather information on the set topic; students copy their draft assignments into a GenAI tool to ask for specific suggestions on how to improve.</i></p>	<p>Where the purpose of the assessment is to assess student use of GenAI tools. <i>Eg: Students use GenAI tools to assess their ability to craft inputs to generate outputs; students use GenAI tools to assess their ability to critically analyse and evaluate the outputs.</i></p>

6. Appendix

AI Guide for Students

7. Communication

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

- Available to staff on the school intranet (Sharepoint)
- Discussed at staff meetings as required
- Discussed with students as required
- Discussed at parent information evenings as required
- Included in Enrolment Packs
- Included in student planners



Generative AI Policy

- Made available in hard copy from school administration upon request.

8. Evaluation

This policy will be reviewed every three years as part of the school policy review cycle or as required due to changes in legislation and guidelines, or school best practice.