

Artificial Intelligence Policy

March 2025



**VIRTUAL
SCHOOL VICTORIA**



Help for non-English speakers

If you need help to understand the information in this document please contact Virtual School Victoria on 8480 0000 or feedback@vsv.vic.edu.au.

Overview

This Policy applies to all members of the Virtual School Victoria (VSV) 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 generative AI tools employed to generate images, video, music, computer code etc.

Rationale

AI (Artificial Intelligence) 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, aligned with Departmental requirements, school policy and both state and federal laws.

Purpose

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

Our commitment

VSV 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 safety and privacy.

The importance of AI

The use of AI at VSV aligns with our mission to provide a high-quality education that prepares our students for success in the 21st century. 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 VSV 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 employment within VSV.

Definitions

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

AI Advice Services – This refers to AI tools such as chat bots providing independent advice to recipients.

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.

VSV leadership 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. (Refer to the [Australian Framework: Human and Social Wellbeing Principles](#))

Access and Equity, Data Privacy and Security

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

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.

All generative AI tools used by students and teachers at Virtual School Victoria must be included in the Software Appraisals Glossary in VSV Online. All VSV staff must abide by the Terms of Use stipulated in that record in their employment of AI within VSV.

Where a concern is raised regarding the access to and equity of AI use within VSV, those inquiries should be directed first to an Instructional Leader, or member of the Combined Leadership 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 VSV and may be used by teachers and students to further their education and support inclusion needs.

Opt-in consent from parents and carers must be obtained before using any generative AI tool that requires personal information beyond a student's school email address and password creation.

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

Where parent or carer 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 VSV 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.

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.

Staff and students must not use generative AI tools to upload or generate media depictions of students, staff, or parents.

VSV Teachers 'must also be directed to not use generative AI tools to communicate with students and parents in ways that undermine authentic learning relationships or replace the unique voice and professional judgement of teachers and school leaders.' ([DE – Generative AI Policy](#))

Teachers must not use AI to generate the content of student reports, but may employ it to aid in a review of their written comments alongside reporting partner revisions.

AI advice services:

Where teachers include AI resources such as a GPT or an AI 'bot' built into an online resource as a point of referral, it must not replace teacher support but complement it. The AI resource must be shown to provide the opportunity to develop and sustain teaching and learning relationships between teacher and students.

- The validity of advice from AI where it is a point of referral, must reach a high bar for accuracy and integrity, and should be tested every six months or in alignment with changes to departmental guidelines and policy to ensure it reflects the best support and guidance available.
- Where students are independently seeking advice from an AI point of referral provided by the teacher, there must be provision for teachers to review all interactions between student and AI. Teachers must regularly review those interactions for accuracy and consistency.
- Teachers must ensure that advice from AI tools developed as a referral point for students must be confined to factual information from a curated source list provided by the teacher. It must not provide generalist advice, or information that falls outside either the subject or curriculum source materials that underpin the reservoir of advice.
- Where an AI advice tool is observed to stray into advice when prompted that is of a personal nature, or outside the scope of the source information, its use should be suspended immediately and the incident referred to a member of the Executive Team.
- All AI advice services must be approved for use within the Software Appraisal process.

Staff and students must not use generative AI tools to create artefacts that mimic cultural traditions in a disrespectful or offensive manner, or to create content that disrespects or misrepresents cultural traditions.

It is the responsibility of teachers at VSV to ensure that students understand and are equipped to appropriately pursue the acceptable use of AI in their work. VSV teachers must support 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 generative AI tools 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 ChatGPT for example has been used to support the development of content for a course, it should be acknowledged.

AI and Feedback

Feedback is a core responsibility of educators and must remain a direct product of their expertise and professional judgment. AI can assist by providing analysis or suggestions for consideration, but feedback provided to students must always be crafted and delivered by the teacher.

Effective feedback relies on a teacher's ability to diagnose student understanding, provide targeted guidance, and encourage growth. AI must strictly serve as a supplementary aid, helping teachers refine their own feedback rather than acting as a surrogate. This ensures that feedback remains personalised, contextual, and aligned with the relational aspects of effective teaching.

AI and VSV Online

To ensure the responsible use of AI in teaching and learning, all instructional materials that include AI use must clearly outline how generative 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 21st-century skills among our students. ([Refer to the Australian Framework: Teaching and Learning Principles](#)).

All online programs including VSVOnline and STILE must adhere to the VSVOnline Style Guide, which

dictates the appropriate form for notices appropriate to the varied uses of AI. This includes an introductory statement that recognises the use of AI, and encourages contact with teachers to clarify how to best employ it in response to weekly work.

AI in VSV Classrooms Statement

Artificial Intelligence resources such as ChatGPT are becoming common tools we can use to support our learning. It is, however, important that they only be used as directed by your VSV teacher. AI can be used as a powerful resource to support your learning, but it can also produce results that are either not appropriate, or factually incorrect. We strongly recommend not relying on AI to help you respond to weekly work without first asking your teacher for guidance.

Responsibilities

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

- School 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.
- Instructional Leaders: responsible for guiding teachers in the pursuit of best practice in the use of AI in VSV classrooms and course development.
- 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/guardians: responsible for supporting their children's appropriate and ethical use of AI in compliance with these guidelines.
- Decisions supported by generative 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 Technical 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 generative AI tools. (Refer to the [Australian Framework: Privacy, Security, and Safety Principles](#))

Communication

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

- Available publicly on VSV's website
- Included in staff induction processes in VSV Online
- Included in transition and enrolment information
- Hard copy available from school administration upon request

Further information and resources

Staff are encouraged to access the training and resources available in Learning and Resources portal in VSVOnline. All staff are also encouraged to reach out to the Instructional Leaders and Learning Specialists for context and support in the use of generative AI tools in VSV classrooms.

The Department of Education Framework for generative AI in Schools provides a broad structural point of reference for any policy or process developed within VSV 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 VSV guidance document will be adjusted to reflect any movement in national and state directions and focus.

To support the effective implementation of the revised policy, staff are encouraged to consult the following resources:

- [Digital Technologies – Responsible Use](#)
- [ICT Software in Schools – Risk Assessment](#)
- [Privacy and Information Sharing](#)
- [eSafety Commissioner’s Educators Page](#)
- [eSmart Schools Program](#)

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 twice-yearly review of VSV 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.

Created by	Initial guidance documentation - Martin Jorgensen
Created date	June 2023
Reviewed Ed Com	31/8/2023
Approved by	Education Committee
Approval date	31/8/2023
Revised	Martin Jorgensen – supported by feedback from the AI Advisory Group Title change to a Policy rather than the previous title of ‘Guidance Document’.
Approved by	Pending approval – with Education Committee for consideration. 6/6/24 Final endorsement from Education Committee and Fiona August 5 th 2024
Reviewed 25/11/24 Policy notifications from DE informing these changes: Generative Artificial Intelligence Policy Introducing Generative AI Tools Appropriate Use of Generative AI Tools Protecting Privacy and Personal Data Promoting Academic Integrity Resources for Generative Artificial Intelligence Digital Technologies – Responsible Use: Resources	<ol style="list-style-type: none"> 1. Terminology alignment improved for consistency with DE advice 2. Parental consent phrasing adjusted 3. Prohibited users reference included 4. Communication practices reference improved 5. Cultural sensitivity reference introduced 6. References to related policy resources in PAL introduced 7. Feedback inclusion for greater clarity 8. Inclusion of new references to AI bot use in the provision of subject information
Approved by	Ed Com, Term 1, 2025.



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Next review date	6 months from endorsement.

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