



Margaret River Senior High School Generative Artificial Intelligence Policy

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Author: Mishka Marzohl

Contributors: MRSHS AI Policy Development Sub-Committee

Table of Contents

1. Policy Statement	3
2. Principles	4
Teaching and learning	4
Privacy and Security	5
Accountability	6
Fairness	7
Transparency	8
Wellbeing	9
3. Policy Rules	10
4. Responsibility for Implementation and Compliance	11
5. Scope	11
6. Supporting Procedures	11
7. Definitions	11
8. Related Documents	13
9. Contact Information	13
10. More Information	13
Policy Review Date	13
Policy Last Updated	13

1. Policy Statement

Margaret River Senior High School (MRSHS) recognises the profound possibilities generative AI offers in enhancing teaching and learning experiences and commits to adopting these tools in accordance with the recommendations of the Australian Framework for Generative Artificial Intelligence in Schools Consultation Paper. Employees are required to implement generative AI in a way that upholds the principles of Teaching and Learning, Human and Social Wellbeing, Transparency, Fairness, Accountability, and Privacy and Security. Leadership is responsible for providing ongoing training opportunities for staff in generative AI tools, ensuring effective allocation of resources for generative AI tools, and establishing regular review mechanisms to respond to the rapidly changing AI landscape. Students are required to engage with generative AI tools responsibly and consider their implications with regards to academic integrity.

2. Principles

2.1 Teaching and Learning

Generative AI tools shall be leveraged to amplify and improve the processes of teaching and learning within MRSHS. These tools must be implemented with careful attention to reduce teacher workloads, ensure students are prepared for future workplaces, and enhance educational outcomes for students.

2.1.1 Reducing Teacher Workloads

- Teachers can utilise AI-driven platforms to differentiate learning resources and tasks, allowing teachers more time and ability to cater to specific student needs.
- AI tools that assist in content creation, like grammar checkers or text generation platforms, can be employed to enhance or create teaching materials.
- AI tools can be used for generating administrative texts such as behaviour entries, emails, and course documents.
- AI tools can be used to help with ideation and planning of teaching and learning programs.

2.1.2 Educating Students about Generative AI

- Students should be introduced to generative AI specifically regarding the technology's basics, its applications, inherent biases, and potential limitations.
- Any modules instructing students on the uses of generative AI must emphasise responsible, effective, and safe use of these tools.

2.1.3 Educational Outcomes for Students

- Introduction of generative AI to classrooms must emphasise human skills such as critical thinking, reasoning, and judgement.
- Students should be made aware of the dangers of generative AI in society and concepts of credibility, authenticity, and relevance should be explored when discussing AI.

2.2 Privacy and Security

An introduction and integration of generative AI tools into MRSHS shall prioritise safeguarding the privacy and security of all individuals, ensuring their data is handled with the utmost care and in accordance with the Department of Education Cyber Security Policy.

2.2.1 Protecting Personal Information

- Identifiable student data should never be entered into an AI system that does not comply with Department of Education data protection requirements.
- De-identified student data may be entered into third party AI applications as long as the user is certain that there is no threat to the student.
- Users are required to strictly adhere to Australian data privacy laws when utilising generative AI programs.
- Personal information of students or employees of MRSHS such as names, school name, addresses, phone numbers, birth dates, photographs, and employee information, should never be disclosed to unauthorised AI systems.

2.2.2 Employee and Student Education

- Staff should be educated on importance of data privacy and best practices to prevent breaches.
- Staff should be made aware of how AI systems work with specific focus on how data is used.
- Students should be educated on the safe use of generative AI tools and the importance of confidential information and data privacy.

2.3 Accountability

As MRSHS incorporates generative AI tools within its academic landscape, it is vital to preserve human agency and ensure that decisions and actions, especially those with significant impact, remain accountable and open to scrutiny. Additionally, it is important to emphasise that users are responsible for their published output of AI applications and may be held accountable for legal or ethical issues that arise.

2.3.1 Human Accountability

- Generative AI systems are tools to aid human decision-making and should not be used as a replacement.
- Training programs should be available to staff and students, emphasising the importance of human judgment and supervision when using AI tools.
- Generative AI output remains the responsibility of the user who generated it.

2.3.2 Copyright

- Up-to-date information regarding copyright implications linked to the use of generative AI should be available to staff and students.
- Users should ensure that the platforms they use assign ownership right of AI generated content to the user.
- MRSHS leadership should continuously monitor emerging copyright law reform with respect to generative AI and adapt MRSHS policy to reflect emerging regulations.

2.3.3 Appropriate AI Applications and Use

- Generative AI applications should be used only when appropriate and staff should follow policy guidelines on how, when, and why these tools can be employed.
- Staff should endeavour to use appropriate AI tools and avoid AI applications that may contain bias training data, have been found to be socially problematic, or generate inappropriate output.

2.4 Fairness

As generative AI tools are introduced to MRSHS, it's imperative to use them in ways that uphold the principles of fairness, respect, and responsibility. Staff, students, and leadership should, wherever possible, champion accessibility, combat discrimination and bias, and uphold academic integrity.

2.4.1 Accessibility

- Generative AI tools used in a classroom setting should feature accessibility options to cater to individuals with disabilities and those from diverse backgrounds.
- Accessibility features should be communicated to students to assist them with use of generative tools.
- Opportunities should be provided for disadvantaged students to engage with generative AI tools.

2.4.2 Cultural and Intellectual Property

- Generative AI tools should not be used in a culturally inappropriate way and should align with existing cultural standards and frameworks.
- Education programs must raise awareness among students and staff about the potential for AI tools to infringe upon cultural and intellectual property rights.

2.4.3 Academic Integrity

- Strict measures should be implemented to prevent students from using generative AI tools unethically, like for generating answers in exams.
- When suspected of AI plagiarism, 'AI Detection Software' should not be used as any form of evidence as these are unreliable.
- Assessments might need adaptations to circumvent potential issues arising from generative AI tools, maintaining the essence of fairness and impartiality. These may include, in-class tests and validations for out-of-class assignments.
- New and existing assessments should be evaluated for the potential of generative AI impact and re-designs should be implemented to reduce the potential for AI abuse.
- Teachers should not exclusively use AI to assess student work.

2.5 Transparency

MRSHS recognises the importance of clear understanding and openness when engaging with advanced technologies like generative AI. It is important that stakeholders are aware when they are significantly impacted by generative AI.

2.5.1 Information

- Students must be made aware of generative AI policies and procedures.
- Periodic training sessions or workshops shall be organised for faculty members to keep them updated on the latest AI tools and their relevance in the educational framework.
- A list of appropriate and useful generative AI programs should be made available to staff with recommendations of how to use them.

2.5.2 Disclosure

- Whenever an AI tool is introduced or is in use for non-teaching purposes, such as data analysis, conspicuous notifications or indicators should be visible, making users aware of the tool's presence and operation.
- MRSHS encourages staff to utilise generative AI tools in pursuit of their work and stakeholders, including students, parents and employees, should be aware that content and activities published or presented at MRSHS may be AI generated.
- Students, staff, and community members must be made aware when they are communicating with a school-based AI.

2.6 Wellbeing

Generative AI tools should be positioned to foster inclusivity, respect, and wellbeing within MRSHS. The school commits to ensuring these tools are implemented in ways that enhance human dignity, respect diverse perspectives, and uphold human rights, especially concerning students.

2.6.1 Due Diligence

- Generative AI tools used in a classroom setting should be assessed to determine potential consequences on the wellbeing of members of the school community.
- Continuous monitoring of school-based student engagement with generative AI shall be implemented to ensure the wellbeing of all members of the school community.
- AI generated content should be critically assessed for its potential negative impact on members of the school community.

2.6.2 Education

- Mechanisms should be put in place to support students in understanding the potential intended and unintended ramifications of generative AI tool usage.

2.6.3 Breaches of Wellbeing

- MRSHS will commit to respond swiftly to inappropriate and harmful uses of generative AI by students or staff.
- Consequences for misuse are to be established and maintained as generative AI tools are developed and adopted.

3. Policy Rules

Employees must:

- never enter identifiable student data into artificial intelligence systems that do not comply with Department of Education data protection requirements;
- only use school resourced generative AI applications in pursuit of their work;
- keep up to date with school-based policies and procedures regarding generative AI;
- not use AI systems to replace decision-making processes;
- engage with generative AI training and information sessions, and recognise that they remain accountable for any content they disseminate that was AI generated;
- foster an environment where students feel encouraged to question, understand, and critique the AI tools they interact with;
- engage in critical assessment of AI generated content to determine its potential for harm to members of the school community; and
- communicate policy breaches to line managers or relevant school leaders.

Site managers must:

- confirm that employees and students are aware of the requirements of this policy;
- ensure resources are allocated effectively for the adoption and maintenance of generative AI tools;
- establish and maintain a process of generative AI policy reform to adapt to rapidly evolving technological advancements;
- promote a culture of continuous learning, ensuring all staff are trained and updated on the latest developments in generative AI.

Students must:

- adhere to the guidelines provided by educators regarding the use of AI tools;
- engage with generative AI learning opportunities surrounding use, ethical implications, and critical thinking; and
- act with academic integrity when utilising generative AI tools.

4. Responsibility for Implementation and Compliance

Principals and line managers are responsible for implementing the policy.

Line managers are responsible for compliance monitoring.

5. Scope

This policy applies to all staff and students at MRSHS.

6. Supporting Procedures

Margaret River Senior High School Generative Artificial Intelligence Procedures

7. Definitions

Generative AI tools

Refers to systems and software that use artificial intelligence to generate content, solutions, or outputs based on data and algorithms. Examples include tools that produce written content, create images, or suggest learning paths.

Inherent biases

Pre-existing or built-in biases present in a system or tool, often as a result of the data it was trained on or the design of its algorithms.

Disclosure

The action of revealing information or making something known.

Accessibility

The design of products, devices, services, or environments so that they can be accessed and used by people with disabilities or other specific needs.

Accountability

The obligation and responsibility to explain and justify actions, ensuring transparency and fairness.

Human Accountability

Ensuring that humans remain responsible and in control over AI tools and their outputs.

Third party AI applications

This refers to any AI application not developed by the Department of Education.

8. Related Documents and Services

- [Australian Framework for Generative Artificial Intelligence in Schools Consultation paper](#)
- [DoE Cyber Security Policy](#)
- [UNICEF Policy guidance on AI for children](#)
- [Report Staff Conduct](#)
- [DoE Intellectual Property Policy](#)
- [DoE Telecommunications Use Policy](#)
- [Meet copyright requirements when you use generative artificial intelligence technologies](#)
- [DoE Staff Conduct and Discipline Policy](#)
- [DoE Students Online in Public Schools Policy](#)
- [DoE Use generative artificial intelligence technologies](#)

9. Contact Information

Policy manager:

Mishka Marzohl - Chair of the MRSHS AI Policy Development Sub-Committee
Margaret River Senior High School

Other contact:

Margaret River Senior High School

T: (08) 9757 0700

8.00am – 4.00pm Monday to Friday (excluding public holidays)

10. More Information

Supporting content

[Margaret River Senior High School Generative Artificial Intelligence Procedures](#)

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31 January 2024

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