take a walk on the Child Side Playgroup and School

CHILD SIDE PLAYGROUP AND SCHOOL FOLLOWS CHILD PROTECTION AND PROTECTIVE BEHAVIOUR PROCESSES. WE COLLECTIVELY SUPPORT A HEALTHY PSYCHOSOCIAL TEACHING AND LEARNING ENVIRONMENT.

Generative Artificial Intelligence Policy

Introduction

Generative AI technology has great potential to assist teaching and learning and reduce administrative workload in Australian schools. The growing accessibility and sophistication of generative AI tools provides opportunities to develop human-like generated text and rich multimedia content in a way that has not previously been possible.

This policy outlines the appropriate use of Artificial Intelligence (AI) technologies within the Child Side Playgroup and School (CSS) Community. It is grounded in the principles of the *Australian Framework for Generative Artificial Intelligence (AI) in Schools* (The Framework), which promotes the ethical, safe, and educationally beneficial use of generative AI tools in ways that support students, educators, and society.

Scope and Application

This policy applies to all school staff (paid/unpaid), parents/guardians, children, volunteers, practicum teachers, work placement students, and visitors (including therapists, contractors, delivery staff, community groups) and any other individuals who may use or visit the school site of CSS.

This Policy applies while at school or engaged in school activities on-site and off-site. This duty of care, in some circumstances, may extend beyond normal school hours.

The use of the word child/children in this policy refers to students in the context of the school environment.

The use of the word Educator/Educators in this policy refers to registered teachers in the context of the school environment.

Related Legislation/Guidelines

- Registration Standards and Other Requirements for Non-Government Schools (Non-Government School Regulation)
- Guide to the Registration Standards and Other Requirements for Non-Government Schools
- Work Health & Safety Act (2020)
- Schools Education Act (1999)
- National Principles For Child Safe Organisations
- Teachers Registration Act (2012)
- Australian Government eSafety Commissioner – eSafety Education Resources
- National Child Safe Organisation Principles
- Privacy Act 1988
- Privacy Compliance Manual - National Catholic Education Commission and Independent Schools Council of Australia
- School Education Act 1999
- School Education Regulations 2000
- Equal Opportunity Act 1984 (WA)
- Teacher Registration (General) Regulations 2012

- Teacher Registration Act 2012
- Telecommunications (Interception and Access) Act 1979
- Telecommunications Act 1997

Related Policies

- CSS Anti-bullying Behaviour Policy
- CSS Child Protection Policy
- CSS Code of Conduct – School Staff
- CSS Code of Conduct – ECC & MCC (K- Y6)
- CSS Code of Conduct – Parents/Guardians
- CSS Code of Conduct – YAC (Y7-Y10)
- CSS Critical and Emergency Incidents and Crisis Management Policy
- CSS Internet and Electronic Devices Policy
- CSS Protective Behaviours Curriculum Policy
- CSS Risk Management Policy and Risk Management Register.
- CSS Staff Use of Social Media
- CSS Volunteers Policy and Procedures for Engaging Volunteers
- CSS Work Health & Safety Policy
- CSS Copyright Policy

Definitions

Generative Artificial Intelligence (AI) can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text, or images) and emulating them when tasked with producing something. Generative AI is designed to produce new content, unlike traditional AI, which primarily focuses on analysing and interpreting existing data. Generative AI does not address other forms of artificial intelligence, including predictive AI.

Traditional AI, also known as Narrow AI, is a rule-based system that uses pre-programmed logic and algorithms to solve well-defined, specific tasks by analysing historical data to make predictions or decisions. Unlike newer Generative AI, it lacks the ability to create new content or adapt to novel situations, making it ideal for repetitive processes like classifying data, recommending products, or powering virtual assistants.

Policy Statement

CSS adopts the following guiding principles from the framework:

- **Human-led learning**: AI supports but does not replace the role of teachers
- **Equity and inclusion**: AI use must be accessible and fair for all learners
- **Transparency**: Users must understand how AI tools work and disclose their use
- **Privacy and safety**: Personal data must be protected at all times
- **Accountability**: All users are responsible for ethical and lawful use
- **Critical engagement**: Students should be taught to question and evaluate AI outputs

Staff Use of AI

Staff may use AI tools to enhance teaching, administration, and professional development. Acceptable uses include:

- **Lesson planning**: Generating ideas, resources, or differentiated materials
- **Assessment support**: Creating rubrics, feedback, or formative quizzes
- **Communication**: Drafting newsletters, reports, or correspondence
- **Professional learning**: Exploring AI trends and pedagogy

Staff must:

- **Review and verify** all AI-generated content before use
- **Avoid over-reliance** on AI for core teaching decisions
- **Disclose** when AI has been used in student-facing materials
- **Protect privacy** by not inputting sensitive student or staff data into AI tools
- **Model ethical use** and guide students in responsible AI engagement
- **Align with the Framework** by ensuring AI use enhances—not replaces—human-led learning

Children's Use of AI

Children may use AI tools under supervision to support learning, creativity, and inquiry. Acceptable uses include:

- **Research assistance**: Summarising or exploring topics
- **Creative projects**: Story writing, coding, or design
- **Study support**: Practice quizzes, revision help, or concept explanations

Children must:

- **Use AI responsibly** and only for approved educational purposes
- **Acknowledge** when AI has contributed to their work
- **Avoid plagiarism** or misrepresentation of AI-generated content as their own
- **Not input personal or sensitive information** into AI platforms
- **Seek guidance** when unsure about appropriate use
- **Engage critically** with AI outputs, as encouraged by the Framework

Prohibited Uses

AI must not be used for:

- Cheating, plagiarism, or bypassing learning
- Generating harmful, offensive, or inappropriate content
- Sharing confidential or personal data
- Impersonation or deception
- Any activity that violates school values or Australian law

Safeguards and Monitoring

- The school will provide **age-appropriate guidance** on AI use
- Staff will **monitor student engagement** with AI tools
- The school may **restrict access** to certain platforms or features
- Breaches of this policy will be addressed through existing **disciplinary procedures**
- All AI tools used must comply with **privacy and safety standards** outlined in the Framework

Education and Support

- Staff will receive **ongoing training** in ethical and effective AI use
- Students will be taught **digital literacy**, including how AI works and its limitations
- Parents will be informed about the school's approach to AI and invited to participate in discussions
- The school will promote **critical thinking and ethical awareness**, in line with the Framework's emphasis on informed engagement.

Policy Review

All policies are reviewed and amended in accordance with the *CSS Policy on Policies* and the *CSS Policy, Guidelines, Procedures and Frameworks Register.*

This policy and associated guidelines will be reviewed every two years; provided that an earlier review is undertaken whenever a matter or other information becomes evident regardless of indicators or not, there has been a policy or procedural failure.

Appendices

Appendix 1	Australian Framework for Generative Artificial Intelligence in Schools
Appendix 2	Australian Framework for Generative Artificial Intelligence in Schools – Framework Poster

Version Management

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES	NEXT REVIEW DATE
1	September 2025	12/11/2025	Policy developed	JM	September 2027

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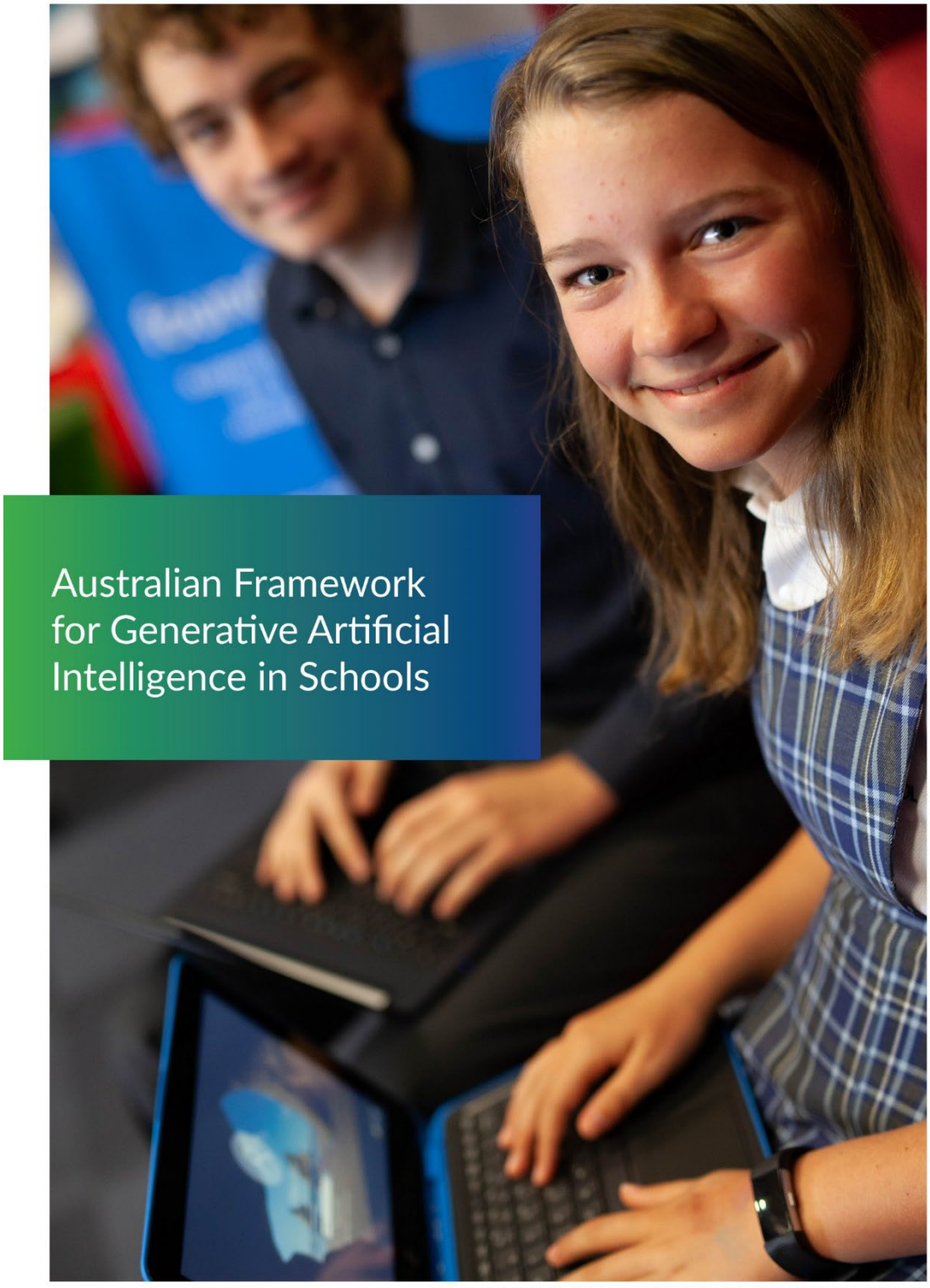


Image: Sophie Lindsay, Student, NSW Department of Education. Tom Lindsay, Teacher, NSW Department of Education.

Acknowledgement of Country

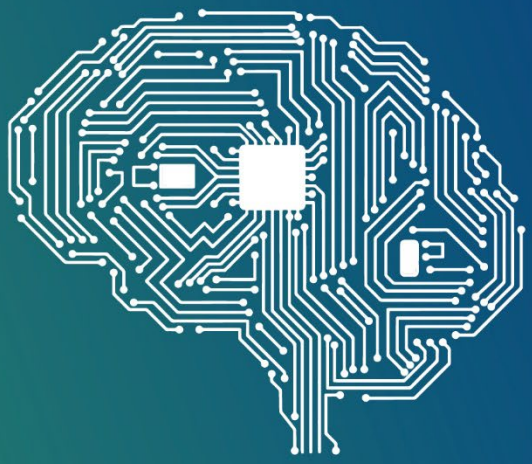
The National AI in Schools Taskforce recognises and pays respect to the Traditional Custodians of the lands and waterways where we work and live. We celebrate Aboriginal and Torres Strait Islander people's unique cultural and spiritual relationship to Country and acknowledge the significance of their cultures in Australia.

Acknowledgements

Members of the National AI in Schools Taskforce included representatives from all jurisdictions, the National Copyright Unit (NCU), non-government school sector peak bodies, Independent Schools Australia (ISA) and the National Catholic Education Commission (NCEC), and representatives from national education organisations, including the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Education Research Organisation (AERO), the Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia (ESA), with secretariat support provided by the NSW Department of Education.

The Taskforce acknowledges and thanks the academic community for providing insights on how to develop and improve the framework, with special thanks to: Professor Kalervo Gulson, Associate Professor Jason Lodge, Professor Terry Flew, Professor Toby Walsh, Professor Matt Bower, Associate Professor Christine Slade, Associate Professor Erica Southgate, Professor Michael Henderson, Industry Professor Ian Oppermann and Industry Professor Leslie Loble.

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools, and society.



What is Generative AI?

Generative AI can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text, or images) and emulating them when tasked with producing something

Purpose and Audience

The purpose of the Framework is to provide guidance on understanding, using, and responding to generative AI in Australian school-based education. It supports policy makers, school leaders, teachers, support staff, parents, and students. It does not address other forms of artificial intelligence, including predictive AI. The Framework is aspirational in nature, defining what safe, ethical, and responsible use of generative AI should look like to support better school outcomes. The Framework's Principles and Guiding Statements are designed to help jurisdictions and sectors align existing approaches while also supporting the development of future work.

Design of the Framework

The Framework is designed to help Australian school communities (students, teachers, staff, parents, and carers) support:

- Education outcomes: The Framework aims to recognise how the appropriate use of generative AI tools can enhance teaching and learning outcomes for all members of Australian school communities.

- Ethical practices: The Framework aims to achieve the safe, responsible, and ethical use of generative AI tools in Australian schools.

- Equity and inclusion: The Framework aims to ensure that generative AI tools are used in ways that are fair, accessible, and inclusive of all Australian school communities.

These goals are the basis of the Framework's 6 Principles and 25 Guiding Statements. Figure 1 provides a high-level illustration of the Framework, highlighting the interconnectedness of the Principles.

Figure 1: Visualisation of Australian Framework for Generative AI in Schools

Opportunities and Risks

Generative AI technology has great potential to assist teaching and learning and reduce administrative workload in Australian schools. The growing accessibility and sophistication of generative AI tools provides opportunities to develop human-like generated text and rich multimedia content in a way that has not previously been possible.

To fully harness the potential of high quality and safe generative AI, schools will need to be supported in understanding and appropriately managing a range of privacy, security, and ethical considerations. Risk management should also be appropriate for the potential consequences. These consequences include the potential for errors and algorithmic bias in generative AI content; the misuse of personal or confidential information; and the use of generative AI for inappropriate purposes, such as to discriminate against individuals or groups, or to undermine the integrity of student assessments. Appropriate and proportionate risk management will require robust guidance and policy, which the Framework aims to support.

About the Framework

In February 2023, Education Ministers agreed that responding to the risks and harnessing opportunities for Australian schools and students arising from generative AI technologies is a national education priority. Ministers agreed to develop an evidence-informed, best practice framework for Australian schools.

The Framework was developed in consultation with unions, teachers, students, industry, academics, and parent and school representative bodies from all sectors. It was developed by the National AI in Schools Taskforce comprised of representatives from all jurisdictions, school sectors, and the national agencies - Educational Services Australia (ESA), Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Institute for Teaching and School Leadership (AITSL), and Australian Education Research Organisation (AERO).

The Framework aligns to existing national policies and goals. It complements Australia's Artificial Intelligence Ethics Framework, and the two key goals of The Alice Springs (Mparntwe) Education Declaration: promoting equity and excellence in education; and enabling all young Australians to become confident and creative individuals, successful lifelong learners, and active and informed members of the community. Additionally, the Framework aligns to the United Nations sustainable development goal #4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It also aligns with the Safer Technologies for Schools (ST4S) initiative which aims to enhance the security, privacy and online safety of software services and applications commonly used in Australian schools.

Any policy development or amendments made to align with the Framework should also consider the Australian Professional Standards for Teachers (APST), Privacy Act 1988, Copyright Act 1968, the eSafety Commissioner's Best Practice Framework for Online Safety Education, and Australia's human rights protections. Where applicable, policies developed in alignment with the Framework must also meet existing government commitments to incorporate Indigenous community partnerships and expert reviews. Policies must also meet government obligations to ensure Indigenous communities have access to locally relevant data and information as per Closing the Gap Priority Reform 4.

Review

The Framework will be reviewed by Education Ministers within 12 months of publication and every 12 months thereafter to accommodate the fast-moving pace of technological development in generative AI. Education Ministers may determine to review the Framework more frequently at their discretion.

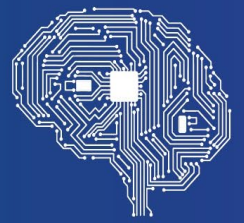
Australian Framework for Generative Artificial Intelligence in Schools

Principles	Guiding Statements
1. Teaching and Learning Generative AI tools are used to support and enhance teaching and learning. 	**1.1 Impact:** generative AI tools are used in ways that enhance and support teaching, school administration, and student learning. **1.2 Instruction:** schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases. **1.3 Teacher expertise:** generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom. **1.4 Critical thinking:** generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience. **1.5 Learning design:** work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability. **1.6 Academic integrity:** students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.
2. Human and Social Wellbeing Generative AI tools are used to benefit all members of the school community. 	**2.1 Wellbeing:** generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community. **2.2 Diversity of perspectives:** generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases. **2.3 Human rights:** generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.
3. Transparency School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them. 	**3.1 Information and support:** teachers, students, staff, parents, and carers have access to clear and appropriate information and guidance about generative AI. **3.2 Disclosure:** school communities are appropriately informed when generative AI tools are used in ways that impact them. **3.3 Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.
4. Fairness Generative AI tools are used in ways that are accessible, fair, and respectful. 	**4.1 Accessibility and inclusivity:** generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds. **4.2 Equity and access:** regional, rural, and remote communities are considered when implementing generative AI. **4.3 Non-discrimination:** generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups. **4.4 Cultural and intellectual property:** generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.

Principles	Guiding Statements
5. Accountability Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions. 	**5.1 Human responsibility:** teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools. **5.2 Reliability:** generative AI tools are tested before they are used and reliably operate in accordance with their intended purpose. **5.3 Monitoring:** the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed. **5.4 Contestability:** members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.
6. Privacy, Security and Safety Students and others using generative AI tools have their privacy and data protected. 	**6.1 Privacy and data protection:** generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data. **6.2 Privacy disclosure:** school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed. **6.3 Protection of student inputs:** students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy. **6.4 Cyber-security and resilience:** robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data. **6.5 Copyright compliance:** when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.



Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

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Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

- **2.1 Wellbeing:** generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.
- **2.2 Diversity of perspectives:** generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.
- **2.3 Human rights:** generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.

Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

- **3.1 Information and support:** teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.
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- **3.3 Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.

Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

- **4.1 Accessibility and inclusivity:** generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.
- **4.2 Equity and access:** regional, rural and remote communities are considered when implementing generative AI.
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Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

- **6.1 Privacy and data protection:** generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.
- **6.2 Privacy disclosure:** school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.
- **6.3 Protection of student inputs:** students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.
- **6.4 Cyber-security and resilience:** robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.
- **6.5 Copyright compliance:** when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Access the full framework via the QR code for additional information on its intended purpose and audience.