



BOX HILL HIGH SCHOOL

# GENERATIVE ARTIFICIAL INTELLIGENCE POLICY



**Help for non-English speakers:** If you need help to understand the information in this policy please contact the school on 9877 1177.

## PURPOSE

This policy outlines the requirements of students, teachers, and families in our school community regarding the use of generative artificial intelligence (AI) tools. It provides advice for users on how to use AI tools in a responsible way, maintain academic integrity, and promote the protection of privacy and personal data.

This policy should be read in conjunction with other related policies such as the BHHS Assessment Policy, available on our website.

## SCOPE

This policy applies to students in all year levels, teachers, and school staff who may engage with AI tools during their learning and work at BHHS. This policy is intended to complement the Department of Education's policy and guidelines on generative artificial intelligence in schools, which all Victorian government schools are required to follow. Box Hill High School will follow both this policy as it is set out as well as the Department's policy and guidelines when engaging with AI tools.

Due to the rapid change occurring in this space, this policy provides general advice on understanding, utilising, and responding to generative AI in our school.

## RATIONALE

Box Hill High School recognises generative AI as a tool which is augmenting how students learn and study during their time with us, as well as the post-school pathways they follow in both future study and work opportunities. Although generative AI is not new, rapid advancements have brought this technology to the forefront and made it more accessible than ever before in a wide range of everyday digital applications and services. Ethical and procedural guidance is essential if AI tools are to be used to enhance teaching and learning outcomes for all.

This policy places an emphasis on responsible use of AI tools, ensuring that generative AI outputs are reviewed by humans prior to decision being made. As generative AI becomes more common, schools must ensure staff and students learn both with and about emerging technologies in ways that uphold the trust of our community.



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## DEFINITIONS AND KEY TERMS

### What is generative AI?

Generative artificial intelligence (AI) is a type of computer-based model that can generate or modify content in response to user prompts and the information it was trained on. This may include:

- Taking on the form of text-based chatbots or AI Agent programs which simulate a conversation between humans (e.g., Claude, ChatGPT, Gemini, Copilot).
- creating new content (text, images, audio, scenarios, programming code, etc) or modify existing content without explicit programming in a way which emulates what humans can produce.
- Identifying patterns in large data sets through machine learning, a process where tools are trained to recognising complex patterns.
- Operating with varying levels of automation.

**Academic Integrity:** Ensuring that generative AI use in does not undermine authentic learning through plagiarism or misrepresentation.

**AI Agent:** A software entity capable of perceiving its environment, reasoning, making decisions, and acting autonomously to achieve specified goals.

**Bias:** The data used to train models contain existing human stereotypes, prejudices, or inequalities in our societies and systems. Tools trained on these data sets may produce certain social or political beliefs. This can be harmful and reinforce discrimination or stereotypes. For example, image generation tools may perpetuate gender and racial stereotypes when responding to prompts.

**Chatbot:** An application which simulates human-like conversation on a back-and-forth manner. Commonplace in customer support, e-commerce or in Large Language Models (LLMs)

**Copilot for Microsoft 365:** an enterprise-grade AI assistant and productivity tool for use in the Microsoft 365 applications. Included in Box Hill High School's Microsoft services package.

**Cybersafety:** The practice of protecting data and student safety when engaging with digital or generative tools.

**GPT (Generative Pre-Trained Transformer):** A model architecture for Large Language Models, such as ChatGPT, that generates text by predicting the next word in a sequence.

**Hallucination:** AI-generated output that is plausible but incorrect or fabricated, posing risks of misinformation and errors.

**Large Language Model (LLM):** A type of generative AI model trained on extensive datasets to understand and generate human language. Examples include GPT (Generative Pre-trained Transformer).

**Machine learning:** are the patterns derived from training data using machine learning algorithms, which can be applied to new data for prediction or decision-making purposes.

**Natural Language Processing (NLP):** an aspect of AI which related to generating and understanding written and spoken human language. Large Language Models are trained to perform NLP tasks, for example the chatbot you may find from a service provider.

**Personal information:** recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.



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**Prompts:** Instructions and inputs provided to generative AI models.

**Responsible AI:** Practices that prioritise transparency, accountability, and ethical considerations in AI system deployment.



## POLICY

Students must **not** use generative AI tools to:

1. Replace genuine effort and learning, or submit work completed by an AI tool as their own.
2. Submit private or personal information to AI platforms. E.g., names, email addresses, student ID numbers, phone numbers, or other personal details of themselves or others. This extends to metadata included in attachments (e.g., account information included in a word document)
3. Upload media including depictions of students, staff or parents (for example, photos, audio, video), or generate images or other media in the likeness of these persons.
4. Generate artefacts that mimic a cultural tradition in a way that is disrespectful or offensive (for example, images mimicking Koorie artwork).

Student responsibilities:

1. Use generative AI tools consistent with the BHHS ICT Acceptable Use Agreement.
2. Check task instructions and ask teachers before using a generative AI tool to make sure it is allowed.
3. Take ownership of work and carefully consider reasons for using AI. Ask yourself:
  - *What kind of help am I looking for?*
  - *Is this helping me learn?*
  - *Is my thinking being helped or replaced?*
  - *Am I doing the work or is the AI tool?*
4. Select a generative AI tool appropriate for the task.
5. Check for bias and hallucinations. Understand that generative AI tools are not perfect and not always accurate. Students should use their critical thinking skills with all AI generated output. Ask yourself:
  - *Have I checked my work against other trustworthy sources?*
6. Disclose when and how you used an AI tool and cite this in your work.
7. Consider if the work is consistent with what the teacher has seen done in-class without AI tools.
8. Be able to explain, justify and take ownership of the decisions made with AI tools.

Teachers and School Staff must **not** use generative AI tools to:

1. Communicate with students and parents in ways that undermine authentic learning relationships.
2. Replace the unique voice and professional judgement of teachers and school leaders.
3. Upload media including depictions of students, staff or parents (for example, photos, audio, video), or generate images or other media in the likeness of these persons.
4. Submit private or personal information to AI platforms. E.g., names, email addresses, student ID numbers, phone numbers, or other personal details of yourself or others. This extends to metadata included in attachments (e.g. account information included in a word document)
5. Make judgements about student learning achievement or progress.
6. Write student reports for parents or carers.
7. Generate artefacts that mimic a cultural tradition in a way that is disrespectful or offensive (for example, images mimicking Koorie artwork).
8. Compromise student data and privacy by uploading personally identifiable information into generative AI tools or software that integrates generative AI tools.

Teachers and School Staff Responsibilities:



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For Teaching:

1. Use generative AI to check and develop pedagogical ideas.
2. Use generative AI tools to streamline tasks and free up time for professional judgment and creativity in teaching and learning work.
3. Be able to explain, justify and take ownership of the decisions made with AI tools.
4. Work with colleagues to share experiences, strategies, and resources for effective and appropriate generative AI use.

With Students and for Assessment:

1. Provide clear instructions and examples of (un)acceptable use of AI. Model acceptable use.
2. Be explicit in everyday teaching and assessment materials about when and how AI tools are permitted to be used as well as when and how they are not.
3. Highlight bias in AI and how to think critically about your subject.
4. Ensure formative assessment opportunities without AI tools which allow authentication of student work.
5. Standardise assessment practices, requiring students to disclose their use of AI tools

### Authenticating Work and Academic Integrity

*BHHS Assessment Policy, May 2025*

The purpose of assessment is to evaluate a student's understanding, skills, and progress, which is compromised if the work submitted is not their own. When students submit work that is not theirs, it undermines their learning, misrepresents their abilities, and prevents teachers from providing meaningful feedback and support. It is the responsibility of the student to demonstrate that the work submitted is their own.

Work submitted that may be compromised could include:

- Use or copying of another person's work or other resources without acknowledgement. This includes text generated by generative AI tools, or
- Corrections or improvements made or dictated by another person or source.

To ensure valid and reliable assessments are provided, teachers may:

- Compare work samples and monitor the development of tasks in class (e.g. by sighting plans and drafts), or
- ask a student to demonstrate their understanding of the task to prove the authenticity of work.

Where a teacher forms the belief that work submitted may not have been created by a student, this may result in

- resubmission of the task.
- providing evidence of the authenticity of the work. (i.e. show documentation, plans or drafts of their work, or demonstrate understanding through alternative means)
- receiving an Unsatisfactory grade
- not being assessed for the part of the task that has been proved to be plagiarised



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- submitting a declaration stating the work is their own.
- sharing digital version histories of their work (e.g., Word, Google Docs)
- providing access to chat history or activity logs for an AI tool or agent.