

Our School's Generative-AI Framework

A ready-to-adapt starting point, structured around the six elements of the **Australian Framework for Generative AI in Schools**. Replace the [bracketed prompts] with your school's decisions, then share it with staff, students and families. Keep it short and plain — a framework people actually read is one they'll follow.

School: [name]

Framework owner / contact: [role]

Date adopted: [date]

Next review: [date — review at least yearly]

OUR POSITION ON AI

[In 2–3 sentences: why your school uses generative AI, the value you see, and the line you won't cross. e.g. "We use AI to support learning and reduce staff workload, with a teacher's judgement always in charge and student data always protected."]

THE SIX ELEMENTS — YOUR SCHOOL'S POSITION ON EACH

1 Teaching & Learning

AI is used where it genuinely helps learning and supports teachers' professional judgement — never replacing the skills students must build themselves.

Our position: *[where AI may/may not be used in teaching & assessment]*

For teachers: *[how staff may use AI to plan, resource, differentiate]*

For students: *[when/how students may use AI to learn]*

2 Human & Social Wellbeing

AI use respects the wellbeing, dignity and diversity of everyone, and keeps people — not tools — at the centre.

Our position: *[how you protect wellbeing, inclusion and human connection]*

For teachers: *[role-modelling balanced, critical AI use]*

For students: *[wellbeing, screen balance, who to talk to]*

3 Transparency

Everyone knows when and how AI is used; AI-assisted work is disclosed; decisions affecting students can be explained.

Our position: *[when AI use must be disclosed]*

For teachers: *[how staff flag AI-assisted materials]*

For students: *[how to acknowledge AI help in work]*

4 Fairness

AI is lawful, inclusive and accessible to all students, and is checked for bias so it doesn't disadvantage any group.

Our position: *[equitable access; checking outputs for bias]*

For teachers: *[ensuring no student is disadvantaged by AI]*

For students: *[access support if you don't have a device/tool]*

5 Accountability

A person is always responsible. AI outputs are reviewed by a teacher, tools are evaluated before use, and there is clear oversight.

Our position: *[who approves tools; who is accountable]*

For teachers: *[always review AI output before use]*

For students: *[you are responsible for work you submit]*

6 Privacy, Security & Safety

Personal and student data is protected, tools are secure, and use is safe and age-appropriate.

Our position: *[approved tools; no sensitive/student data in unapproved tools]*

For teachers: *[never enter student PII into unapproved AI]*

For students: *[don't share personal information with AI]*

ACCEPTABLE-USE SUMMARY (AT A GLANCE)

Who	May use AI to...	Must not...
Teachers / staff	[plan, resource, differentiate, draft — then review]	[enter student PII; present AI work as a student's; skip review]
Students (by stage)	[brainstorm, check understanding, get feedback — where the teacher allows]	[submit AI work as their own; use AI in exams/tasks where banned]
Approved tools	[list your approved tools, e.g. NSWEdUChat]	[use unapproved tools for school data]

REVIEW & SIGN-OFF

Principal — name / signature / date

Framework owner — name / signature / date

Grounded in the **Australian Framework for Generative AI in Schools** (education.gov.au) and NSW Department of Education generative-AI guidance (education.nsw.gov.au). A starting point, not legal advice — confirm against the current framework and your sector's policies before adopting. Template by **Lessio** · lessio.com.au