TOOWOOMBA
ANGLICAN SCHOOL
Est. 1911

Artificial Intelligence Policy Framework and Guidance

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Section One: Our Commitment

Preamble

Toowoomba Anglican School (TAS) is committed to preparing Students not only for the world as it is, but for the world they will inhabit as graduates. Artificial Intelligence (AI) is already reshaping how people learn, work, create and communicate, and this transformation will only deepen throughout the lives of our Student . It is, therefore, a responsibility of the School to ensure that every Student develops the knowledge, skills and ethical grounding to engage with these technologies wisely and with confidence.

This position statement articulates the School's formal stance on Artificial Intelligence in education. It establishes the values and commitments that underpin all subsequent policies, procedures and guidelines, and provides the community with a clear and authoritative account of how TAS approaches this rapidly evolving domain.

Grounding in TAS Values

At Toowoomba Anglican School, we aspire to develop young people of character, purpose and influence. Grounded in our Anglican tradition and guided by our enduring values, we cultivate five defining attributes that shape not only the learners our Student become, but the people they choose to be and the positive contribution they make to their communities and the world beyond TAS. These are outlined below as:

- Curiosity
- Compassion
- Courage
- Confidence; and
- Connection

These values and attributes have been affirmed by the TAS Pedagogical Framework (How We Teach at TAS). The following statement has been distilled from this work.

*"We envisage each TAS graduate as a life-long learner, as one who is intellectually **attentive** to the depth and breadth of their experience, as one who is **insightful** and seeks to understand and learn from those experiences, as one who is **reasonable** in discerning and judging what is true and truly worthwhile, as one who is **adventurous** in their imagining and planning for possible futures, and as one who is **responsible** in their decisions and subsequent actions."*

Our mantra of *Believe*, *Care*, *Learn* and *Thrive* can also be defined within our AI position statement.

Together We Believe. We hold that every Student possesses inherent dignity and moral agency. Artificial Intelligence must serve human flourishing. The development of character, conscience and independent reasoning is seen as a priority over just technological proficiency, and no AI policy at TAS will ever subordinate these to the convenience of a tool.

Together We Care. We are committed to the wellbeing, privacy and safety of every member of our community. We approach AI with careful discernment, ensuring that Student are protected from harm and that access to technology is equitable and age appropriate.

Together We Learn. Our Pedagogical framework can be integrated with AI purposefully. When used with intention, AI can support Students in acquiring knowledge, practising skills and extending their thinking to greater depth and complexity.

Together We Thrive. Graduates who are capable of critically evaluating, ethically deploying and creatively leveraging AI are graduates prepared to thrive in any future they choose.

The School's Commitment

In accordance with these values, Toowoomba Anglican School makes the following formal commitments to its community:

1. TAS will embed AI literacy as a purposeful and progressive strand across all year levels from Year 4 to Year 12, ensuring Students develop conceptual understanding of what AI is, how it functions, what its limitations are and what ethical obligations it generates.
2. TAS will adopt the AI Assessment Scale (Perkins, Furze, Roe and MacVaugh; 2024) as The School's formal framework for communicating the permitted use of AI in each assessment task, providing Students, teachers and families with a consistent and transparent reference point.
3. TAS will uphold academic integrity as a core institutional value. All AI use within The School must be transparent, declared and consistent with the conditions set for each task. The intellectual and moral development of each Student depends on the authenticity of their work.
4. TAS will take all reasonable steps to protect the privacy, confidentiality, security and data rights of Students, families, Staff and other members of The School Community. AI use will be governed by privacy by design, data minimisation, purpose limitation, security and human accountability. An AI tool may process personal or sensitive

information only where the tool, the specific use case and the relevant reviews against the Australian Privacy Principles and The School's Privacy Policy have been undertaken.

5. TAS will invest in the ongoing professional learning of its teachers so that they are equipped to guide Students with expertise, confidence and sound professional judgment.
6. TAS will engage parents and carers as genuine partners in this work, communicating clearly, honestly and regularly about The School's approach to AI and its implications for learning.
7. TAS will review this commitment biennially, or more frequently if required, in response to the evolving AI landscape and in accordance with guidance from Queensland and national regulatory bodies, as well as policy advice issued under the Anglican Schools Commission's Diocesan AI Policy.

Alignment with External Frameworks and Requirements

This Position Statement is consistent with and informed by the following external frameworks and requirements:

- The Australian Framework for Generative Artificial Intelligence in Schools, including the 2024 Review endorsed by Education Ministers in June 2025
- The QCAA QCE and QCIA Policy and Procedures Handbook (Version 5.0, Section 8)
- The Queensland Child Safe Standards
- The eSafety Commissioner guidelines for schools
- The Privacy Act 1988 and the Australian Privacy Principles
- The Disability Standards for Education 2005, as they apply to the use of technology as reasonable adjustment
- AI Assessment Scale Perkins, Furze, Roe and MacVaugh (2024)
- Office of the Australian Information Commissioner, Guidance on privacy and the use of commercially available AI products
- Diocesan Artificial Intelligence Policy

Application within this Framework.

TAS will operationalise these frameworks through an AI systems register, use-case and data-classification approvals, privacy and security impact assessments, supplier due diligence, proportionate risk controls, human oversight, lifecycle monitoring and incident response.

> *Artificial Intelligence is not a distant future consideration. It is a present force in the lives of our Students. TAS's role is to ensure that our Students engage with it wisely, ethically and with the same intellectual rigour and care for others that defines everything we do.*

Section Two: Policies and Procedures

Student AI Use Policy

2.1 Purpose

Artificial Intelligence tools are a significant and growing presence in academic, professional and daily life. Toowoomba Anglican School is committed to ensuring that every Student develops the knowledge and skills to engage with these tools purposefully, critically and ethically. This policy sets out the expectations, responsibilities and procedures that govern Student engagement with AI at TAS, from Year 4 through to Year 12.

"Academic integrity is a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action." (ICAI, 2025).

This policy asks you to engage honestly and to take pride in the authenticity of your own work.

2.2 Scope

This Policy applies to all Toowoomba Anglican School Students.

2.3 What Generative AI Is and What It Is Not

Generative AI tools and agents, including tools such as ChatGPT, Google Gemini, Claude, and Microsoft Copilot, produce text, images, code and other content in response to written or spoken prompts. (Please note that the generative AI list provided is only a representative list, not an exhaustive or prescriptive list.) These tools analyse large quantities of existing and inputted data and develop responses inferred from this data. Generative AI systems produce outputs from patterns in their training data and the information or tools made available to them. Their outputs may be plausible but inaccurate, incomplete, outdated or biased and should not be treated as authoritative without verification.

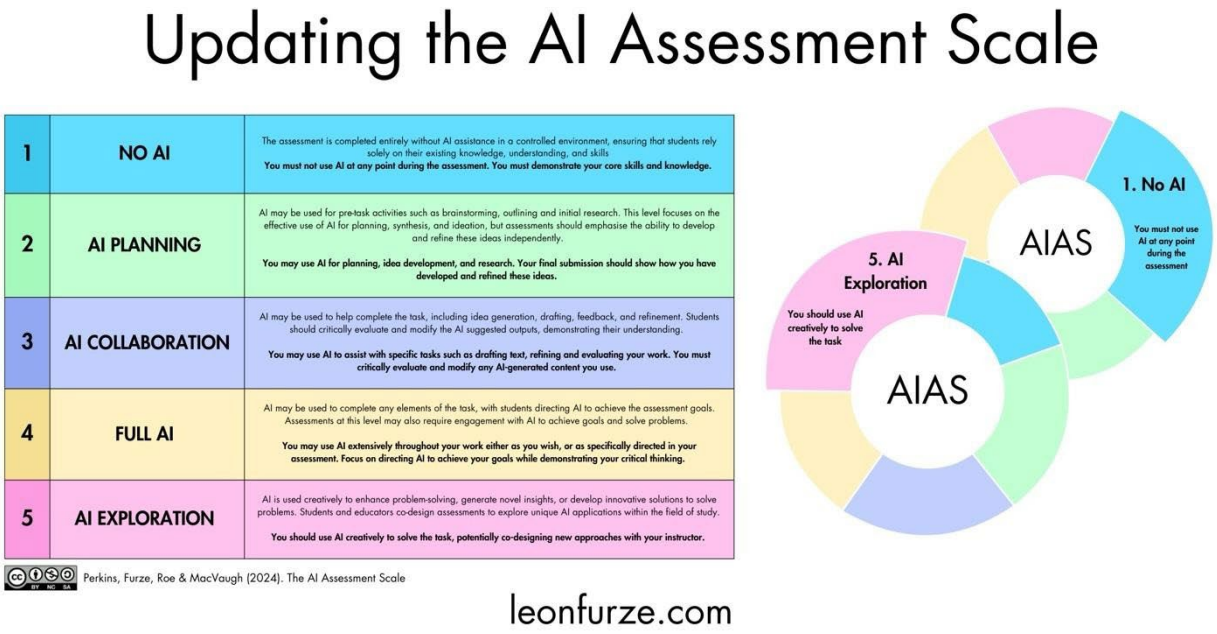
This means that AI generated content can be incorrect even when it is expressed with apparent authority. It can contain fabricated references, outdated information, cultural biases and significant omissions. AI tools do not know what is true; they predict what is probable. This is why your own critical judgment, knowledge and voice remain essential, regardless of the level of AI permitted in a task.

2.4 Principles

This policy is underpinned by the following principles regarding the use of AI at The School.

2.4.1 The AI Assessment Scale

Every assessment task at TAS will be assigned a level on the AI Assessment Scale. This scale was developed by Perkins, Furze, Roe and MacVaugh (2024) and provides a clear and consistent framework for communicating the role that AI may play in each task. Your teacher will communicate the assigned level clearly on the task sheet and at the time the task is introduced. It is your responsibility to understand and comply with the level assigned. If you are not sure check your understanding with your classroom teacher.



2.4.2 AI in Your Learning

Using AI to Support Your Understanding

AI tools can be valuable resources for learning when used appropriately and purposefully. You may find AI useful for explaining concepts in different ways, generating practice questions, helping you understand feedback you have received or identifying areas for further study. These are legitimate uses of AI in your personal learning, provided they do not cross into the completion of assessed work in ways that exceed the permitted level.

It is important to remember that AI explanations and outputs should be verified against reliable sources. Treat AI generated content as a starting point for your own investigation, not as an authoritative final answer. The skills of critical evaluation and independent verification are precisely the skills that will serve you throughout your life, and your teachers are intentionally developing these in you through the curriculum.

AI and the TAS Pedagogical Framework

Your learning at TAS is structured around a pedagogy that moves from acquisition and integration of knowledge through to extension and refinement. AI tools, when used at the appropriate stage and level, can support aspects of this journey. For example, AI might assist you in exploring a concept before you encounter it in class, in checking your understanding of worked examples, or in extending your thinking by presenting alternative perspectives on a complex problem. However, AI is not a substitute for the foundational work of learning: the careful attention, the practice, the questioning and the gradual development of expertise that only you can do for yourself.

2.4.3 AI in Assessment

Understanding Your Obligations

Assessment at TAS is designed to provide an accurate and authentic picture of your learning. The judgments your teachers and the QCAA make about your achievement depend entirely on those assessments reflecting your genuine knowledge, understanding and skills. This is why the conditions of each assessment task, including the AI level, must be observed with care and honesty.

Before you begin any assessment task, you must read the task sheet carefully and identify the AI level assigned. If you are uncertain about what the assigned level permits, ask your teacher before you proceed. There is no penalty for seeking clarification, but there may be serious consequences for making an incorrect assumption.

Declaring Your Use of AI

Where AI use is permitted under the AI Assessment Scale level assigned to the task, you are required to declare how AI was used in the development of your work. This declaration is not a punishment; it is an expression of the academic honesty that TAS expects of all Students. Honest declaration of AI use, where it is permitted, is not a weakness in your work. It is evidence of integrity.

When you declare AI use, you should record the name of the tool you used, the date on which you used it and a brief description of the purpose for which it was used and the changes you made to any AI generated content.

Authentication of Your Work

Your teachers use a range of strategies to ensure that the work submitted for assessment is genuinely your own. These strategies may include monitoring your progress at different stages of a task, collecting drafts and planning documents, conducting brief conversations or Student

conferences with you about your work, requiring annotations or reflections on your process, and comparing your work against your classroom performance and earlier submissions.

Teachers may use AI detection tools, but these are not reliable, and TAS does not rely on them as primary evidence of academic misconduct. Your teachers are skilled at recognising authentic Student work, and your own active and visible participation in the task is the most effective demonstration of authorship.

Consequences of Misuse

Using AI in ways that exceed the permitted level for a task or failing to declare AI use where declaration is required, constitutes academic misconduct. Depending on the nature and severity of the breach, consequences may include receiving a reduced or zero score for the task concerned, a formal academic misconduct process recorded on your Student file. For Students in their senior years (Years 11 to 12) TAS is required to align with the QCAA Policies specifically Section 8 of the QCE and QCIA Policy and Procedures Handbook on Academic Integrity.

AI in Formative Feedback

Formative feedback is the feedback you receive throughout the learning process, before a task is formally assessed. This might include written comments on a draft, verbal feedback from your teacher, or peer review activities. AI tools may be used to support your engagement with formative feedback in several ways, subject to the following expectations.

You may use AI to help you interpret feedback you have received, to identify patterns across multiple pieces of feedback, or to generate ideas for how you might improve a draft. However, you must engage thoughtfully with any AI suggestions and make your own informed decisions about revisions. The purpose of formative feedback is to develop your own skills and understanding.
Using AI simply to rewrite a draft without genuine engagement defeats this purpose entirely.

Any use of AI in responding to formative feedback on an assessed task must be consistent with the AI level assigned to that task. If a task is assigned Level 1 on the AI Assessment Scale AI assistance in revising the work in response to feedback is not permitted, even at the formative stage (Perkins, Furze, Roe and MacVaugh, 2024).

Referencing AI Generated Content

There is currently no universally agreed citation standard for AI generated content. Where a task requires you to declare and reference your AI use, TAS asks you to record the following information as a minimum:

- The name of the AI tool used (for example, ChatGPT, Claude, Google Gemini, Microsoft Copilot).
- The version of the tool, where this is known.
- The date on which the tool was accessed.
- A brief description of how the tool was used and what modifications were made to its output.

e.g. Claude version: Sonnet 4.6; 29 May 2026; Modification of AI policy to incorporate QCAA policies.

Your teacher will advise you on the subject-specific format for this declaration. Where you have drawn on sources found through AI assisted research, those original sources must be located, verified and cited according to the referencing conventions of your subject area. You must never cite a reference that you have not personally read and verified.

2.4.4 Your Privacy and Safety

Using AI tools carries real privacy risks that you must take seriously. Information entered through a prompt, file, photograph, recording or connected application may be stored, analysed, disclosed or used by a provider in ways described in its terms and conditions. You must use only the tool and purpose approved by your teacher and provide only the minimum information needed for the task. You must protect yourself and others by observing the following requirements at all times.

i) You must not enter your full name, Student identification number, home address, date of birth, contact details or other information that identifies you into an AI tool.

ii) You must not enter the personal or sensitive information of another Student, Staff member or family member into an AI tool.

iii) You must not upload a photograph, voice recording or video of yourself or another person unless your teacher has given specific written direction for an approved educational purpose and any required notice or consent has been obtained.

iv) You must not enter school reports, medical information, counselling or wellbeing information, disability information or other sensitive documents into an AI tool.

v) You must only use AI tools that your teacher has directed or approved for the specific task or context. Approval of a tool does not mean it is approved for every purpose or for every type of information. If you accidentally disclose personal, sensitive or confidential information, stop using the tool and tell a teacher immediately. Many AI platforms also have minimum age requirements; TAS will

verify suitability when directing use, while independent use remains subject to the platform's terms and Parent or Carer oversight.

2.4.5 References

Academic Integrity (2025). Available at: https://academicintegrity.org/aws/ICAI/pt/sp/home_page (Accessed: 30 May 2026).

Perkins, M., Furze, L., Roe, J. & MacVaugh, J. (2024). AI Assessment Scale. Available at: https://leonfurze.com/2024/08/28/updating-the-ai-assessment-scale/ (Accessed: 22 May 2026).

> *Your education at TAS is designed to develop the attentive, insightful, reasonable, adventurous and responsible person you are becoming. AI is a powerful tool in a world that is changing rapidly. Your task is not simply to use it, but to use it well, honestly and with the judgment of someone who understands both its possibilities and its limitations.*

Teacher AI Use Policy

2.5 Purpose

The integration of Artificial Intelligence into educational practice is one of the most significant professional considerations teachers face today. Toowoomba Anglican School is committed to supporting its teaching Staff to engage with AI in ways that are pedagogically purposeful, ethically grounded and consistent with The School's values and external obligations.

This policy provides authoritative guidance across four domains of professional practice: teaching and learning, assessment design and authentication, formative feedback, and summative feedback and reporting. It also establishes the privacy, data and professional learning expectations that apply to all teaching staff.

2.6 Scope

This Policy applies to all Teaching Staff and persons, including student/placement teachers, teacher aides and casual Staff involved in teaching activities, including preparing teaching and learning materials, at Toowoomba Anglican School.

2.7 Guiding principles

All teacher engagement with AI at TAS is governed by the following principles, which reflect the TAS Pedagogical Framework and the Australian Framework for Generative Artificial Intelligence in Schools, including the 2024 Review endorsed by Education Ministers in June 2025.

2.7.1 Pedagogical Intentionality.

AI tools must be used in service of clear learning goals. The TAS Acquire and Extend Pedagogy provides the framework within which AI integration should be planned. AI use that is not explicitly connected to a learning or professional purpose is not endorsed.

2.7.2 Human Centredness.

AI augments professional expertise; it does not replace it. The relational, professional and ethical dimensions of teaching remain the province of teachers. No AI tool is capable of knowing your Students, and no AI generated output relieves you of your professional responsibility for the work produced under your name.

2.7.3 Privacy and Data Security.

The protection of personal, sensitive and confidential information is a legal and ethical obligation. Approval requires three elements: the AI tool must be approved, the proposed use must be within the approved use cases, and the information must fall within the data classifications approved for that use. Approval of a tool does not authorise every use or every category of information. No Student identifying information, assessment results, wellbeing

records or sensitive data may be entered into any external AI platform that has not been formally approved by The School for this purpose. AI systems are assessed and approved by The School's IT Committee, who must conduct an AI Privacy Risk Assessment for proposed AI platforms and tools. The IT committee may request advice or assistance in review of proposed AI Platforms from the IT Team, Risk and Compliance Manager, or Privacy Officer, as required. The Deputy Principal is responsible for maintaining the TAS Approved AI Systems Register and for coordinating operational authorisation of AI systems in accordance with IT Committee approvals.

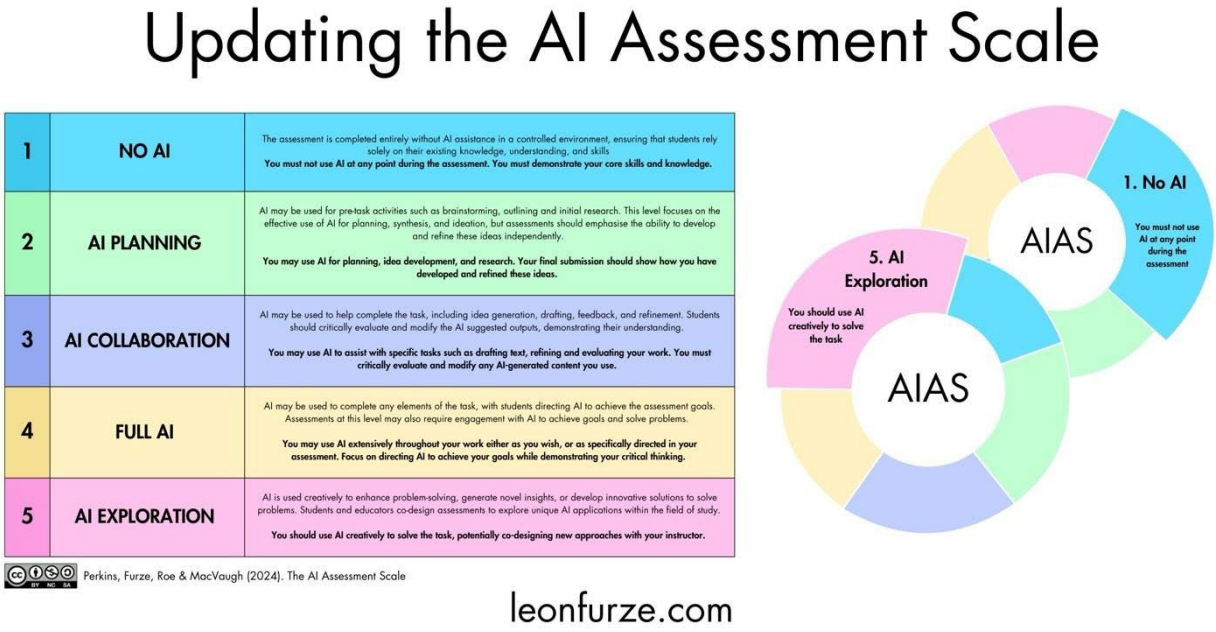
Additional Privacy security requirements are identified in Section 2.10.

2.7.4 Critical Evaluation.

Teachers are expected to bring the same critical judgment to AI generated outputs that they bring to any other professional resource. AI tools can be incorrect, biased or incomplete, and their outputs must be reviewed, contextualised and modified before use.

2.8 The AI Assessment Scale

All assessment tasks must be assigned a level on the AI Assessment Scale (Perkins, Furze, Roe and MacVaugh, 2024). This level must be documented on the task sheet, communicated verbally to Students at the time of task introduction and retained in faculty records. The selection of an appropriate level is a professional judgment that should be made considering the learning objectives of the task, the nature of the knowledge or skill being assessed, the year level and developmental stage of Students and the requirements of the QCAA for the relevant subject and assessment type.



2.9 AI in Teaching and Learning

Supporting the Acquisition of Knowledge

AI tools offer genuine possibilities for enhancing the quality and efficiency of lesson preparation and the differentiation of learning experiences. In the context of the TAS Pedagogical Framework, AI can be used purposefully in the following ways within the acquisition zones of teaching.

In Zone 1, AI can assist with the preparation of high-quality explanations, the generation of worked examples across varied contexts and the production of carefully annotated diagrams and visual supports. Teachers should review and refine any AI generated materials before use, ensuring they are accurate, appropriately sequenced and consistent with the conceptual framework being taught.

AI generated explanations are a starting resource, not a finished product.

In Zone 2, AI can be used to generate banks of partially worked examples, varied practice questions at different difficulty levels and alternative representations of concepts that may assist Students who have not yet achieved understanding through the initial explanation. The use of AI to create differentiated practice materials can meaningfully reduce preparation time while maintaining quality, provided teacher review ensures accuracy and alignment with learning goals.

In Zone 3, AI can assist in the design of retrieval practice sequences, daily review question sets, targeted entry or exit questions and problem sets. AI can efficiently generate the volume and variety of material required to implement these strategies effectively.

Supporting the Extension and Refinement of Knowledge

In Zones 4 through 6, AI can serve as a resource for designing authentic, problematic inquiry tasks that require genuine higher order thinking. AI can generate real world scenarios, propose multiple interpretations of complex problems and offer a range of possible approaches for teacher selection and contextualisation. At these zones, AI used as a thinking tool within the classroom, under teacher direction, can also model the kind of productive engagement with uncertainty and complexity that Zone 4 through 6 learning is designed to develop.

Where AI tools are used within class time as a directed part of a learning experience, this must be explicitly planned, communicated to Students as part of the lesson structure and aligned with the AI level of any associated assessment task. Ad hoc AI use during lessons that is not connected to a planned learning purpose is not appropriate.

Building Student AI Literacy

One of The School's commitments is the progressive development of Student AI literacy across year levels (Year4 to Year12). Teachers have a professional responsibility to contribute to this goal by explicitly teaching the concepts, skills and ethical considerations that their Student need to engage with AI appropriately at their stage of development. This does not require separate AI lessons in every subject; rather, it requires that AI literacy be woven into the fabric of teaching practice across the curriculum. At minimum, all teachers should ensure that Students in their classes understand what AI is and what it is not, what the assigned AI level means for each assessment task, how to declare AI use appropriately, and why academic integrity matters in an AI enabled world.

2.10 AI in Assessment

Assessment Design

The design of assessment tasks at TAS should reflect the realities of an AI enabled world while ensuring that the intended learning outcomes of each task remain visible and assessable. Teachers are encouraged to design tasks that are genuinely difficult to complete well using AI alone, tasks that reward original thinking, personal perspective, local or specific knowledge, process documentation and critical evaluation. This is not about making AI use harder to detect; it is about designing assessments that require and reward authentic intellectual engagement.

The following strategies support the development of assessment items that are robust in an AI enabled context and are consistent with QCAA requirements:

- Specificity and localisation: Design tasks that require Students to engage with specific texts, data sets, case studies, local contexts or personal experiences that AI cannot access or cannot address with accuracy.
- Process and draft visibility: Require Students to document their thinking at multiple stages, submit planning documents, annotate their own work or reflect on their decision making.
  These process elements are difficult to generate authentically through AI.
- Dialogic engagement: Incorporate Student conference components, oral defences or in class discussions as part of the task, ensuring that Students can speak with genuine familiarity to the content of their submissions.
- Temporal scaffolding: Structure tasks across multiple submission points, with teacher review and checkpoint conversations between stages. This makes it significantly harder to substitute AI generated work for authentic Student development.
- Reformulation: Vary assessment tasks from year to year so that previous Student responses cannot be recycled, and so that previous responses, exemplars or readily available materials cannot be reused with minimal adaptation or provide directly transferable outputs.
- AI Assessment Scale alignment: Ensure the assigned level reflects the intended learning outcomes. A task designed to assess a student's capacity for independent analytical writing should not be assigned a level that permits AI collaboration in the drafting stage.

Authentication of Student Work

The authentication of Student work is a professional responsibility that belongs to the classroom teacher. The following strategies are expected practice at TAS across all year levels, adapted appropriately to the year level and the nature of the task.

- **During task development:** Monitor Student progress at multiple checkpoints. Collect draft materials, planning documents and research notes. Conduct brief conferences with individual Students at key stages of the task, asking them to explain their thinking, describe their sources or discuss the decisions they have made. These conversations serve both an authentication and a pedagogical purpose.
- **At the point of submission:** Require a signed academic integrity declaration for all summative tasks. Where AI use is permitted under the AI Assessment Scale level

assigned to the task, require Students to submit an AI Use Log documenting the tool used, the version of the tool where known, the purpose for which it was used and the modifications made to AI-generated content. Review submissions with reference to the student's performance in class, their earlier drafts and their checkpoint conversations.

Where concerns arise

Where a submission raises concerns about authenticity, conduct a follow-up discussion with the student, asking them to explain or expand on elements of their work. This conversation, conducted with care and without prejudgement, is the most reliable method of determining authorship. AI detection tools are not reliable and must not be used as determinative or primary evidence of academic misconduct. The QCAA advises that such tools be used with caution and discernment only. For Students in their senior years (Years 11 to 12) TAS is required to align with the QCAA Policies specifically Section 8 of the QCE and QCIA Policy and Procedures Handbook on Academic Integrity. Consult with your direct line manager or relevant Head of School if you have concerns.

2.11 AI in Formative Feedback

Formative feedback is one of the most powerful influences on Student learning outcomes, and it is also one of the areas in which AI tools offer genuine practical utility for teachers. The School endorses the use of AI to support formative feedback practice, subject to the professional expectations set out below.

Approved Uses of AI in Formative Feedback

Using a TAS-approved AI system and subject to privacy requirements, teachers may use AI tools to draft initial written feedback comments on Student work, provided that the final feedback provided to Students has been reviewed, edited and personalised by the teacher. AI generated feedback that has not been subject to teacher review and modification must not be provided to Students.

AI tools may be used to identify patterns across a class set of Student responses, helping teachers to recognise common misconceptions, areas of strength and priorities for re-teaching. This analytical use of AI can significantly improve the responsiveness and precision of whole-class feedback.

AI tools may also be used to generate question banks for formative assessment, to design exit ticket items, to create varied representations of learning targets and to suggest differentiated

feedback approaches for Students with additional learning needs, in consultation with the Learning Enhancement Centre.

Professional Expectations

All formative feedback provided to Students under your name is your professional responsibility, regardless of the tools used in its preparation. Students and their families are entitled to know that the feedback they receive reflects the professional judgment of their teacher. The use of AI does not diminish this responsibility; it is a resource in service of it.

Teachers must not use AI to analyse or provide feedback on identifiable Student work unless the tool has been formally approved by the IT Committee for this purpose. De-identified work must exclude contextual details that could reasonably enable re-identification. Where feedback is drafted using AI on de-identified work, teachers must ensure the resulting feedback is personalised and contextualised before it is provided to the individual Student.

2.12 AI in Summative Feedback and Report Writing

Summative Comments

Summative feedback, including the written comments provided to Students and families at formal reporting periods, represents one of the most important professional communications a teacher produces. TAS holds a clear position on the use of AI in this context, which is set out below.

The School's Position on AI in Formal Report Writing

Toowoomba Anglican School does not endorse the use of AI in the construction of individual Student report comments. Report comments must reflect the genuine, specific and professionally formed observations of the classroom teacher about the individual Student in their care. They must be grounded in the teacher's firsthand knowledge of that student's learning journey, their strengths, their challenges and their growth over the reporting period.

The use of AI to generate or construct individual report comments is not consistent with The School's values of integrity, care and authentic relationship with Students and their families. Families are entitled to receive comments that reflect the professional knowledge and personal attention of their child's teacher.

> *The report comment is one of the most direct expressions of the relationship between Teacher and Student. It must come from the Teacher's own professional knowledge of the Student. This is not a burden; it is a privilege and your responsibility.*

Approved Grammatical and Proofreading Support

Notwithstanding the position above, TAS recognises the legitimate value of using AI tools to support the accuracy and clarity of written report comments once those comments have been substantively drafted by the teacher. The following uses are approved:

- Using AI to check the grammar, punctuation and sentence structure of teacher written comments.
- Using AI to identify and correct spelling errors.
- Using AI to identify comments that may be ambiguous or unclear in expression, so that the teacher may revise them.
- Using AI to ensure consistency of tense.

In all cases, the substantive content of each comment, including the specific observations, judgments and recommendations it contains, must originate with the teacher and must reflect that teacher's genuine knowledge of the individual student. The use of AI to generate comment templates, to suggest standard phrases for insertion or to substantially rewrite comments that the teacher has produced is not approved.

Any permitted proofreading of report comments remains subject to The School's Privacy Policy. Report content must not be entered into an AI system unless that system is approved by TAS.

Summative Feedback Beyond the Formal Report

Summative feedback provided in contexts other than the formal school report, for example written assessment feedback sheets, end of task comments or mid-semester reviews, is subject to the same professional expectations as formative feedback. AI may assist with drafting, provided the final feedback reflects the teacher's professional judgment and is reviewed and personalised before release. The same privacy obligations apply: Student identifying information must not be entered into non-approved AI platforms.

2.13 Privacy and Data Obligations

All AI use by teachers must comply with the Privacy Act 1988, the Australian Privacy Principles and The School's Privacy Policy. These controls apply to prompts, uploads, images, audio or video, transcription, connected email or document repositories, automated agents, metadata, logs and AI-generated outputs.

- Only AI systems included on the TAS Approved AI Systems Register may be used for purposes involving Student information. The Register is maintained by the Deputy Principal and reviewed by the IT Committee as a standing agenda item and at least annually to ensure that approvals remain appropriate and current.

- Personal, sensitive, confidential or legally privileged information must not be entered into a publicly available AI service, a personal AI account or any system not specifically approved to process that category of information. This applies to information about Students, families, staff, applicants, volunteers, contractors and other community members.
- Student names, identification numbers, assessment results, wellbeing records, behavioural information, medical information and report content must not be entered into any external AI platform that is not on the approved list.
- Staff must use the minimum information reasonably necessary for the approved purpose. Direct identifiers must be removed wherever possible, and de-identified or pseudonymised information must also be checked for contextual details that could permit re-identification.
- Teachers must give Students clear, age-appropriate information about an approved tool's purpose, data handling, age restrictions and safe-use requirements before directing its use.
- New AI tools, embedded AI features, browser extensions, meeting assistants and system integrations must not be enabled or used with Students without prior written approval from the Deputy Principal.
- AI must not make a final decision or be treated as the sole basis for a decision, concerning assessment, discipline, child safety, wellbeing, learning support, another matter that could materially affect a student.
- Any actual or suspected disclosure of personal, sensitive or confidential information to an unauthorised AI system must be reported immediately to The School's IT Team and Privacy Officer.

2.14 Professional Learning

The School is committed to equipping Teachers with the professional learning required to navigate the emerging AI landscape with confidence and competence. The School will provide Staff with access to endorsed training opportunities and resources to support the safe, effective and ethical use of AI in teaching practice. The following resources are formally supported by TAS.

- QCAA Artificial Intelligence Webinar Series https://www.qcaa.qld.edu.au/about/k-12-policies/artificial-intelligence/webinar-series
- ISQ – Briefing Paper – Research Feature - Navigating Artificial Intelligence in Education

https://www.isq.qld.edu.au/media/jp5j05qg/briefings-29-3.pdf

- The Victorian Academy of Teaching and Leadership – AI in Schools https://www.academy.vic.gov.au/resources/collections/ai-in-schools
- Subject Specific Support is available via Dr Leon Furze's AI Strategy for Faculty Leaders https://leonfurze.com/2024/05/01/genai-strategy-for-faculty-leaders/

The School recognises that this is a rapidly evolving field and that professional knowledge will need to be continuously updated. Teachers are encouraged to approach AI with curiosity, critical engagement and a willingness to experiment within the bounds of this policy. Questions or suggestions concerning the educational use of AI may be directed to the Deputy Principal, Dean of Curriculum or Director of Teaching. Matters concerning the approval, security or technical operation of AI systems should be referred to the Deputy Principal or IT Committee.

2.15 Escalation and Concerns

Where a Teacher has concerns about a potential breach of academic integrity involving AI, they should raise this with their line manager, Head of School or Deputy Principal. For matters that may involve QCAA processes for a Student in Years 11 or 12, the Dean of Curriculum must be notified promptly. All formal academic misconduct processes will be conducted in accordance with the QCAA QCE and QCIA Policy and Procedures Handbook and The School's academic integrity procedures.

> *The TAS Pedagogical Framework calls us to CARE AND LET IT SHOW, TO INSTRUCT THEM TO KNOW, AND TO CHALLENGE THEM TO GROW. AI is a powerful resource in service of this mission, but only when we use it with the same intention, honesty and care for our Students that defines our teaching at its best.*

Non-teaching Staff AI Use Policy

2.16 Purpose

These guidelines are intended to assist all non-teaching Staff at Toowoomba Anglican School to understand their responsibilities in relation to Artificial Intelligence, both in supporting Students and in their own professional practice. Non-teaching staff in the Learning Enhancement Centre, library services, administration, boarding and wellbeing roles will regularly encounter Students who are using AI tools or who have questions about their use. These guidelines provide a consistent and informed basis for those interactions.

2.17 Scope

This Policy applies to all non-teaching Staff at Toowoomba Anglican School. This may include Staff within the Learning Enhancement Centre, Boarding and Wellbeing Staff, Administrative Staff, School Officers and other School operational support staff, or staff carrying out these types of activities for The School.

2.18 Guiding principles

The guiding principles for AI use for non-teaching Staff are similar to those for Teaching Staff.

All non-teaching Staff engagement with AI at TAS is governed by the following principles, which reflect the TAS AI Position Statement principles, and support Teaching Staff and Students use of AI, as previously outlined.

2.18.1 Intentionality.

AI tools must be used in service of clear outcomes and learning or professional goals. AI use that is not explicitly connected to a learning or professional purpose is not endorsed.

2.18.2 Human Centredness.

AI augments professional expertise; it does not replace it. The relational, professional and ethical dimensions of practice remain the responsibility of Staff. No AI tool is capable of knowing the context of The School's operational environment, and no AI generated output relieves you of your professional responsibility for the work produced or attributed to you.

The value of AI is often best realised through its capacity to streamline the development of draft documentation and operational templates, reducing the time required for initial content creation. However, sending colleagues a raw AI generated draft for review and/or consultation is inappropriate and inconsistent with the core principles of this Policy, and The Schools AI Framework. Human oversight, contextual judgement, and accountability are not met when AI output is circulated without refinement or verification. Sharing such material places an unfair

burden on recipients to interpret, correct, or legitimise content that has not undergone basic quality assurance.

2.18.3 Privacy and Data Obligations

All AI use by both Teaching and non-teaching Staff must comply with the *Privacy Act 1988 (Cth),* the Australian Privacy Principles and The School's Privacy Policy. These controls apply to prompts, uploads, images, audio or video, transcription, connected email or document repositories, automated agents, metadata, logs and AI-generated outputs.

- Only AI systems included on the TAS Approved AI Systems Register may be used for purposes involving Student information. The Register is maintained by the Deputy Principal and reviewed by the IT Committee as a standing agenda item and at least annually to ensure that approvals remain appropriate and current.
- Personal, sensitive, confidential or legally privileged School information must not be entered into a publicly available AI service, a personal AI account or any system not specifically approved to process that category of information. This applies to information about Student , families, staff, applicants, volunteers, contractors and other community members.
- Student names, identification numbers, assessment results, wellbeing records, behavioural information, medical information and report content must not be entered into any external AI platform that is not on the approved list.
- Staff must use the minimum information that is reasonably necessary for the approved purpose. Direct identifiers must be removed wherever possible, and de-identified or pseudonymised information must also be checked for contextual details that could permit re-identification.
- AI must not make a final decision or be treated as the sole basis for a decision, concerning assessment, discipline, child safety, wellbeing, learning support, business decisions, School operations, risk, compliance or School related content or output.
- Any actual or suspected disclosure of personal, sensitive or confidential information to an unauthorised AI system must be reported immediately to The School's IT Team and Privacy Officer.

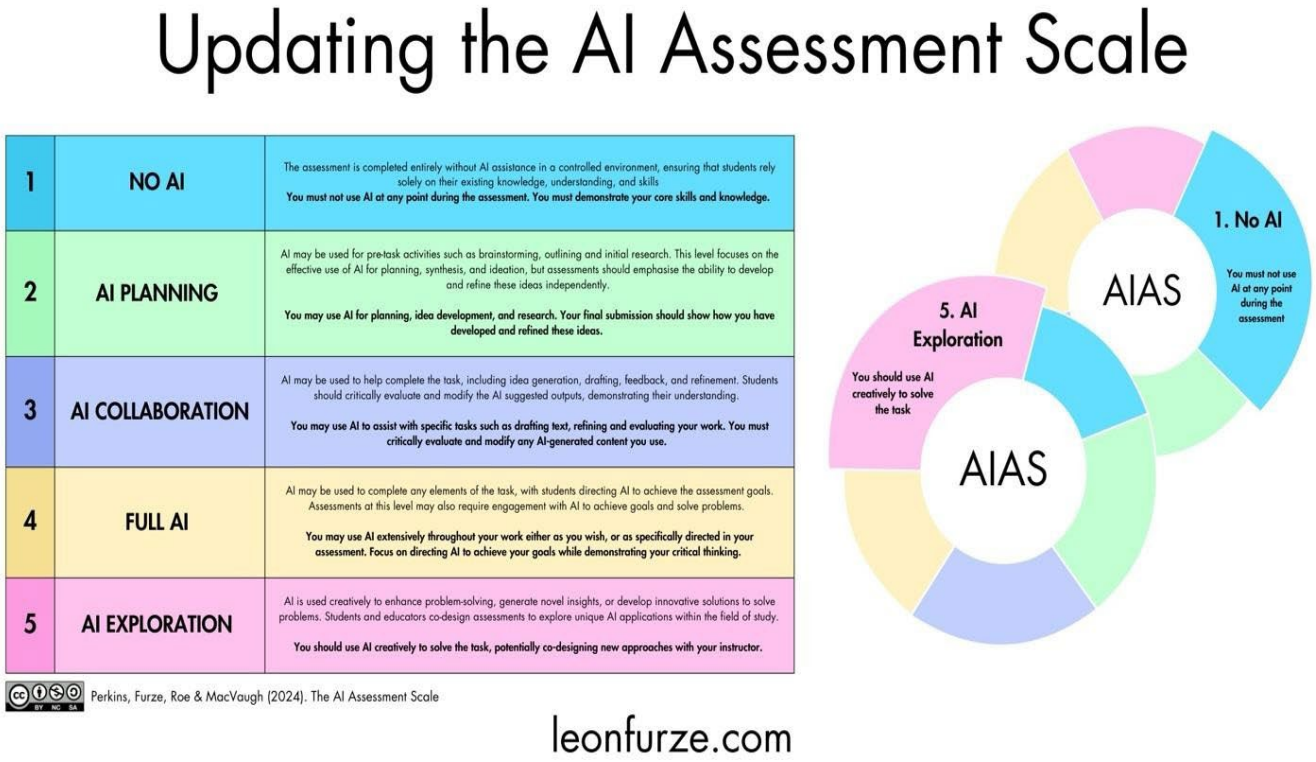
2.18.4 Critical Evaluation.

Non-teaching Staff are expected to bring the same critical judgment to AI generated outputs that they bring to any other professional resource. AI tools can be incorrect, biased or

incomplete, and their outputs must be reviewed, contextualised and modified before use, to create outputs that are fit for purpose.

2.19 The AI Assessment Scale

Every assessment task at TAS is assigned a level on the AI Assessment Scale, which determines the extent to which AI may be used in that task. Levels range from 1, which means no AI use is permitted, through to Level 5, which involves creative and extensive engagement with AI. If a Student approaches you for assistance with a task, it is important that you know the AI level assigned before offering help. If you are uncertain, the correct response is always to direct the Student to their classroom teacher.



2.20 Academic Integrity

Supporting a Student to use AI in a manner that exceeds the permitted level for their task, even with entirely good intentions, can constitute a contribution to academic misconduct. As a member of the TAS community, you share in The School's commitment to academic integrity. This means that you must not complete assessment tasks on behalf of Students, must not use AI tools to generate responses to assessed questions on a student's behalf, and must refer Students to their teacher for guidance on the specific conditions of each task.

2.21 Learning Enhancement Centre Staff

AI as a Reasonable Adjustment

AI tools offer meaningful possibilities for supporting Students with learning difficulties, disabilities and diverse learning profiles. The Learning Enhancement Centre may, in consultation with classroom teachers and in accordance with a student's Individual Learning Plan, support the use of TAS approved AI tools as a documented reasonable educational adjustment. Approved adjustments may include the use of text-to-speech or speech-to-text AI tools for Students for whom these constitute appropriate access arrangements, and the use of AI to generate alternative explanations or representations of content for Students who require differentiated materials.

Any use of an AI tool as a formal adjustment for assessment must be approved by the Director of Learning Enhancement, documented in the student's Individual Learning Plan and communicated to the relevant classroom teacher before implementation. Adjustments that have not been formally documented may not be applied to assessment tasks.

2.22 Library and Information Services

Library Staff are well placed to support Students in developing the information literacy skills that are essential in an AI enabled world. You may assist Students to understand the difference between AI generated content and verified primary or secondary sources, to identify credible sources for verifying AI claims, to understand The School's expectations regarding the referencing of AI use and to access databases, journals and other resources that provide reliable, peer reviewed information.

Library Staff should maintain familiarity with the AI Assessment Scale and the AI tools currently in use at TAS. This knowledge enables informed, consistent and helpful conversations with Students who seek assistance in the library setting.

2.23 Boarding, Nursing and Wellbeing Staff

Students in Boarding and pastoral settings may use AI tools during independent study and preparation periods. Boarding and Wellbeing Staff have an important role in promoting the consistent application of The School's expectations in these contexts.

Staff in these roles should remind Students to check the AI level assigned to any homework or assessment task before using AI tools, should alert Students when the use of AI tools during preparation time appears inconsistent with the conditions of a Level 1 task, and should refer any concerns about potential misuse to the relevant classroom teacher or Head of House rather

than addressing them directly. Staff must not use their own personal AI accounts or tools to assist Students with schoolwork at any time.

Boarding, wellbeing and nursing Staff regularly handle highly sensitive information. This information, including medical, counselling, wellbeing, child-safety and family information, must not be entered into an AI system unless the specific system and use have undergone formal AI Privacy Risk Assessment by the IT Committee, and have been expressly authorised by The School. Personal AI accounts must never be used for this type of work.

2.24 Administration Staff and School Officers

Administrative Staff and School Officers may use TAS-approved AI systems for low-risk activities using public, generic or synthetic information, including developing templates, improving the readability of non-confidential text, summarising public documents, generating agenda structures and formatting non-personal data.

Use involving personal information, internal School information, confidential operational information, meeting recordings, or access to an email account, document repository, Student management systems or other business systems requires specific approval for the tool, use case and information classification.

AI-assisted correspondence or communication to any audience, must be checked by the Staff member for accuracy, tone, confidentiality, bias and unintended disclosure. Promotional and public facing communication materials should be checked for alignment with School values, branding, and any unintentional disclosure.

Meeting Transcription and Automated Actions

Meeting transcription or summarisation may occur only through an approved service, following clear notice to participants and obtaining the consent of meeting participants. The accountable Staff member must verify the record, correct material errors and retain or securely dispose of the record in accordance with applicable record retention requirements.

2.25 Questions and Escalation

If you are uncertain about any aspect of AI use in your professional role, or if you observe any use of AI that appears inconsistent with this AI Framework or The School's expectations, contact your direct line manager or the Deputy Principal. Any actual or suspected privacy incidents must be reported immediately to the IT Team and Privacy Officer.

> *Together we care, and that care extends to the consistency and integrity with which we uphold The School's expectations around AI. Your informed and considered responses to Student and colleagues contribute directly to the culture of honesty and trust that TAS is built upon.*

Section Three: Information for Parents and Carers

A Message to TAS Families

Artificial Intelligence is already a significant part of your child's world. It is present in the platforms and applications they use daily, and it is increasingly available as a tool for learning and academic work. As a school, we have a responsibility to help your child engage with these technologies honestly, thoughtfully and with genuine understanding that is both educationally and age appropriate.

This document explains the approach TAS has taken to Artificial Intelligence, what your child is being taught, and how you can support The School's expectations at home. We believe that parents and carers are essential partners in this work, and we are committed to keeping you informed and engaged as our approach evolves.

Our Approach

Toowoomba Anglican School takes a progressive and principled approach to AI in education. We do not believe that avoiding AI altogether serves our Students well. The world your child will graduate into is one in which AI will be present in virtually every professional and creative field. Our responsibility is to ensure that they develop the knowledge, skills and ethical framework to engage with AI wisely and ethically, not simply to use it.

At the same time, we are deeply committed to academic integrity and to the genuine development of each student. AI can be a powerful learning tool when used appropriately; it becomes harmful when it substitutes for the thinking, effort and honest expression that education is designed to cultivate. Our policies are designed to hold both realities in productive tension.

The AI Assessment Scale

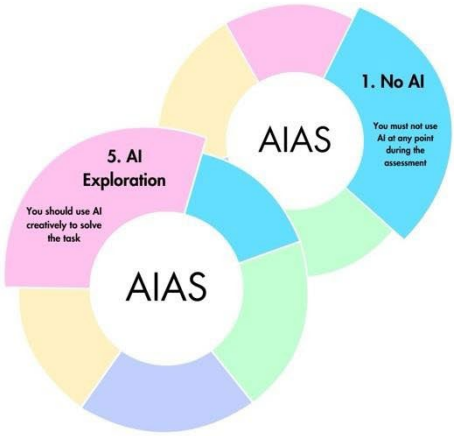
One of the most important things to understand about TAS's approach is the AI Assessment Scale. Every assessment task your child receives will include a clearly communicated level, from 1 through to 5, that specifies exactly how much AI use is permitted for that task. This provides your child, and you, with a transparent and consistent reference point.

Updating the AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

leonfurze.com



How You Can Support Your Child at Home

Encourage Open Conversation

One of the most valuable things you can do is to talk with your child about how they are engaging with AI, both at school and independently. Asking questions about what AI tools they are using, how they are using them and what they think of the output helps develop the critical and reflective habits that The School is also working to build. If your child seems uncertain about whether a particular use of AI is appropriate for a task, encourage them to ask their teacher before proceeding, not after.

Support the Expectation of Honest Work

Please speak with your child about the importance of honesty in their academic work. Using AI to complete a task that should have been completed independently is a form of academic dishonesty with genuine consequences, including for senior Student , the possibility of formal processes involving the QCAA. The habits of honest effort and genuine engagement that your child develops at school will serve them throughout their professional life in ways that a shortcut never could.

Help Your Child Check the Task Level

Before your child uses any AI tool for homework or assessment work, encourage them to find the AI level on their task sheet. This takes only a moment and ensures that AI use is always within the boundaries that The School has established. If the task sheet does not clearly state the AI level, your child should contact their teacher for clarification.

Reinforce Privacy Expectations

Please remind your child that they should use only AI tools directed or approved by TAS for the particular task. They should not enter names, identifiers, addresses, contact details, school reports, health or wellbeing information, or another person's information into a public or unapproved AI platform. Photographs, voice recordings and videos should only be uploaded where TAS has specifically approved the educational use and any required notice or consent has been addressed. If personal or sensitive information is disclosed accidentally, your child should stop and tell a teacher promptly. Where AI tools have minimum age requirements, your child should observe these.

What Your Child Is Learning

As part of TAS's commitment to AI literacy, your child is being taught to understand what AI is and how it works, what the limitations of AI generated content are and how to evaluate it critically, what their ethical responsibilities are when using AI tools, and how to use AI in ways that enhance rather than replace their own thinking. This learning is embedded across the curriculum, consistent with the Australian Curriculum's approach to digital and AI literacy and is age appropriate to each stage of schooling. TAS has not endorsed the use of AI in Kindy or for Prep to Year3. AI will however be used and taught progressively from Year4 to 12 to meet any digital learning requirements set out in the curriculum.

Report Comments

You may be aware that AI tools are increasingly used by professionals to assist with writing. We want to be transparent with you about TAS's position in this regard. The School does not permit the use of AI to write or substantially draft the individual comments that appear in your child's school report. Report comments must reflect the genuine, specific and professionally formed observations of your child's teacher, grounded in their firsthand knowledge of your child's learning and growth over the reporting period.

Teachers may use AI tools to check the grammar and clarity of comments they have written, but the content of every comment must originate with the teacher and must reflect their personal knowledge of your child. We believe you are entitled to this standard of care, and we hold our teachers to it.

Staying Informed and Raising Concerns

TAS will communicate with The School community about significant developments in our AI approach through The School's regular communication channels. If you have questions about how AI is being used in your child's learning, please contact their classroom teacher or Head of School in the first instance. For matters of policy, please contact the Deputy Principal.

If you have concerns that your child may be using AI in ways that are inconsistent with The School's expectations, we encourage you to raise these with us promptly and in a spirit of partnership. The School's goal is always to support your child's genuine development, and we welcome your engagement in that work.

> *TAS's goal is not simply to regulate AI, but to develop in every Student the wisdom to use powerful tools with integrity, the critical judgment to evaluate what those tools produce, and the confidence to know that their own thinking and voice have genuine value.*

Together We Believe. Together We Care. Together We Learn. Together We Thrive.

Section 4: Document Information

4.1 Responsibilities

Persons	Responsibilities
Deputy Principal	• Maintain the TAS Approved AI Systems Register, in collaboration with the IT Committee. • Provide or coordinate required approvals for new AI tools, features and integrations in accordance with The School's governance arrangements. • Receive and respond to matters escalated under this Framework. • Receive concerns relating to potential academic integrity breaches involving AI.
IT Committee	• Review and approve AI systems and appropriate uses in accordance with the School's governance requirements. • Review the Approved AI Systems Register as a standing agenda item. • Provide advice on AI systems, privacy, security and implementation matters.
IT Team and Privacy Officer	• Receive and respond to suspected AI-related privacy or information-security incidents. • Support IT Committee to review Privacy implications of proposed AI tools, as required or requested. • Support investigation, containment and appropriate escalation where personal, sensitive or confidential information may have been disclosed to an unauthorised AI system.
All Staff	• Ensure that they meet their responsibilities under this AI Framework and applicable relevant Policies. • Use AI only for legitimate learning, teaching or professional purposes. • Use approved AI systems in accordance with approved use cases and information-handling requirements. • Critically review, contextualise and modify AI-generated outputs before use or circulation. • Retain professional responsibility for all work, feedback and communications issued under their name. • Protect personal, sensitive and confidential information. • Contribute to the development of Student AI literacy, (where relevant to their role).
Learning Enhancement Staff	• Support appropriate use of AI for Students with additional learning needs. • Ensure any AI-based assessment adjustment is appropriately approved and documented. • Communicate approved adjustments to relevant classroom teachers.
Students	• Understand and comply with the AI Assessment Scale level assigned to each assessment task. • Seek clarification from their teacher before using AI where permitted use is unclear. • Declare AI use where required. • Verify AI-generated information and original sources before relying upon them. • Protect their own and others' personal and sensitive information. • Use only AI tools and purposes approved by TAS or directed by their teacher. • Report accidental disclosure of personal, sensitive or confidential

Persons	Responsibilities
	information to a teacher promptly.
Parents and Carers	• Support the School's expectations regarding appropriate and honest AI use. • Encourage Students to check the AI level assigned to assessment tasks and seek clarification when required. • Reinforce privacy and safe-use expectations at home. • Raise any concerns regarding their child's use of AI with the School.

4.2 Definitions

Term	Definition
Artificial Intelligence (AI)	• Computer-based systems capable of generating, analysing, transforming or responding to information to support learning, teaching or professional activities. AI is a tool to support human expertise and does not replace professional judgment or accountability.
AI Assessment Scale	• The five-level framework adopted by TAS to communicate the extent to which AI may be used in an assessment task. The level assigned to a task forms part of the conditions of assessment and must be followed by Students.
AI Privacy Risk Assessment	• A formal assessment that examines how an AI system collects, uses, stores, shares, and generates personal information, evaluates the potential privacy impacts on individuals, and identifies controls to ensure compliance with privacy legislation, organisational policies, and ethical principles.
AI Use Log	• A record of permitted AI use associated with an assessment task, including the AI tool used, its version where known, the purpose of its use and the modifications made to AI-generated content.
Approved AI System	• An AI system included on the TAS Approved AI Systems Register and authorised for the relevant purpose. Approval of an AI system does not constitute approval for every use or every category of information.
Approved Use Case	• A specific learning, teaching, administrative or operational purpose for which TAS has authorised the use of an approved AI system.
De-identified Information	• Information from which direct identifiers have been removed. De-identified information must also be checked for contextual information that may enable an individual to be re-identified.
Generative Artificial Intelligence (Generative AI)	• AI systems that generate content such as text, images, code or other outputs in response to prompts. Generative AI outputs may be inaccurate, incomplete, outdated or biased and must be critically evaluated before use.
Head(s) of School	• The Head of Primary or the Head of Secondary.
Personal, Sensitive or Confidential Information	• Information relating to Students, families, Staff or other members of the School community that is personal, sensitive, confidential or legally privileged, including any information that may be considered personal or sensitive under the Australian Privacy Principles. This includes Student identifying information, assessment results, behavioural or wellbeing

	information, medical information and report content.
Human Oversight	• The requirement that a person remains responsible for reviewing AI outputs, applying professional or contextual judgment and making final decisions. AI must not be relied upon as the sole basis for decisions that may materially affect a Student or School operations.
The School, TAS	• Toowoomba Anglican School
Staff	• Employees, Workers, Volunteers and Contractors of Toowoomba Anglican School.
Students	• Students currently enrolled at Toowoomba Anglican School.

4.3. Document Details

Accountable Officer	*Principal*
Responsible Committee	*IT Committee*
Policy Framework	*Digital Technologies*
Record Number	*TAS_AIPOL_01*
Revision Number	*1.4*
Approval Date	*October 2026*
Publish Date	*October 2026*
Review Date	*August 2027*

Given the pace of change in artificial intelligence technologies and the evolving legal, regulatory, privacy, safety, and ethical landscape, The School reserves the right to review and amend this Policy Framework at any time prior to the scheduled review date to ensure it remains current, effective, and aligned with best practice.