



**LARRAKEYAH
PRIMARY
SCHOOL**

ABN 63 496 566 245

3 Packard Street, Larrakeyah NT 0820 • PO Box 412, Darwin NT 0801

• P: 08 8981 3211 • F: 8981 9062 • E: larrakeyah.admin@education.nt.gov.au

Artificial Intelligence Policy

Updated July 2025

Artificial Intelligence Policy

This policy aligns with ACARA's *Curriculum Connection: Artificial Intelligence* and the *Australian Framework for Generative Artificial Intelligence (AI) in Schools*. Teachers are encouraged to explore these resources before implementing or using AI in the classroom.

Resources:

[Artificial intelligence \(AI\) | V9 Australian Curriculum](#)

[Australian Framework for Generative Artificial Intelligence \(AI\) in Schools - Department of Education, Australian Government](#)

Purpose, Scope & Use:

Purpose: Larrakeyah Primary School's AI Integration Policy reflects our commitment to preparing students for a rapidly changing world by leveraging the benefits of artificial intelligence. By embracing innovation, we aim to provide an educational experience that fosters creativity, critical thinking and the skills required for success in the 21st century. Through thoughtful integration and ethical considerations, we strive to empower our students to become responsible and informed digital citizens.

Scope: This policy will outline the responsibility of the teacher and the responsibility of the students when using AI to assist their learning. It will define the types of AI activities that are endorsed for use in the classroom and what AI Platforms can be used to perform such activities.

Use: Classes from Transition to Year 2 will engage with teacher-driven AI, where staff guide and control the use of AI tools to support early learning in a safe and structured way. From Years 3 to 6, students will use AI more independently, with access to age-appropriate tools that promote critical thinking, creativity and self-directed learning, while still under teacher supervision.

IntelliLearn: IntelliLearn is an AI writing tool developed by Larrakeyah Primary School to improve student writing through personalised support. It guides students with scaffolded feedback based on their questions, helping them edit and enhance their work without giving direct answers. Aligned with the Australian Curriculum, the tool supports differentiated learning both in class and at home. Its use has led to improved writing outcomes, increased student confidence, and reduced reliance on teacher support.

IntelliLearn has undergone verification by the Department of Education and has successfully completed all necessary checklists and assessments required for approval. This reflects the school's commitment to ensuring safe, compliant, and effective use of AI in education.

The tool exemplifies our innovative approach to technology-enhanced learning, while keeping teachers at the centre of the process. The expectation is that students use IntelliLearn during a structured writing lesson under teacher supervision at least twice per term.

Definitions:

- AI - AI systems attempt to mimic some types of human abilities to solve problems or perform tasks. The term encompasses a wide range of technologies, including systems that attempt to: find patterns and meaning in data - machine learning (ML), find meaning in text or create text that makes some kind of sense - natural language processing (NLP), identify different parts of an image or video - computer vision (CV), instruct robots, complex or simple machines how to carry out physical tasks - robotics.
- Machine Learning (ML): Finding patterns and meaning in data.
- Natural Language Processing (NLP): Interpreting or generating human-like text.
- Computer Vision (CV): Identifying elements within images or videos.
- Robotics: Programming machines to execute physical tasks.

**Ways AI can produce content based on varying levels of input and feedback.
(obtained and altered from Wesley College)**

Instant Generation Quick to produce and use.	Considered Generation Subject/content knowledge required to verify output.	Critical Generation Deep thought given to the content and use of the output.
How am I going to be the human in the loop? Have I referenced the use?	What questions to I need to ask to confirm the outputs	How can I thoroughly test the accuracy and appropriateness

	<p>Who is the company providing the AI service? Are they reputable? What data am I providing to this data and their model? What is the source of training data sets? Ethically sourced? Does bias exist?</p>	<p>validity, appropriateness and purpose? How can I verify what the AI is producing? How can I produce a test to ensure the model has limited bias? Do I understand how this AI tool works? Am I using the tool considering Larrakeyah Primary Schools acceptable use agreement?</p>	<p>of the content being generated? Am I able to provide enough holistic data for the AI output to be contextually appropriate? Could I defend the validity of the AI output contested? Have I retained my human responsibility to be accountable for the decisions I have made using the AI Tool?</p>	
--	--	--	--	--

Teacher Responsibilities:

Enhanced Learning Opportunities:

- AI should provide additional and improved learning opportunities for students.

Student Engagement in Teaching and Learning:

- AI tools can be used to help students engage with their learning.
- Generative AI tools are used to support and enhance teaching and learning.

Differentiation:

- AI can be used to generate differentiated learning tasks to student expected level. It can enable personalised learning experiences tailored to individual student abilities and preferences.

Time Efficiency:

- AI tools should assist teachers in ideas for lesson creation, however, should not be used without editing lessons to suit cohort and Australian Curriculum.

Professional Development:

- Teachers are asked to further develop their skills and stay updated on educational trends.

Ethical and Fair Use of AI:

- AI should be used ethically, respecting student privacy and promoting responsible technology use.
- AI tools are used in ways that are accessible, fair, and respectful.

Collaboration & Communication:

- AI should facilitate collaboration and communication among students and teachers.

Integration with Curriculum:

- AI tools should align with the curriculum and educational goals.

Feedback

- AI should not be used as a form of feedback to students. AI should never take the role of a teacher.

Human and Social Wellbeing

- AI tools are used to benefit all members of the school community.
- AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.

Transparency

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

Accountability

- AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

Privacy, Security and Safety

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

Student Responsibilities:

Purposeful Use of AI

- Students should use AI tools to support their learning and deepen their understanding.
- AI must be used to enhance student work—not to replace individual thinking or effort.

Academic Integrity

- Students must use AI ethically and honestly.
- AI should not be used to cheat, copy, or complete tasks that are intended to reflect the student's own ideas.
- AI is a tool to support learning, not to complete work on behalf of the student.

Respect and Safety Online

- Students must protect their personal information when using any digital tools.
- Only AI tools approved or recommended by the teacher should be used.
- AI should be used in respectful ways that do not cause harm to others or the student themselves.

Active Engagement

- Students are encouraged to explore how AI can support their learning.
- AI tools should be used to ask questions, seek feedback, and improve understanding.
- Students must remain focused and use AI in a way that enhances classroom engagement.

Collaboration and Communication

- Students can use AI tools to support peer collaboration, share ideas clearly, and contribute meaningfully to group tasks.
- Students should communicate with their teacher about how they are using AI and seek guidance when needed.

Awareness and Accountability

- Students must understand when and how it is appropriate to use AI in their learning.
- Teacher instructions and school guidelines must be followed when using AI tools.
- Students are responsible for the work they submit, even when AI has supported the process.

Directory of AI processes and tools:

PROCESS	ROLE	BENEFITS	RISKS	AI EXAMPLES
TEXT TO IMAGE/ VIDEO	Turns written descriptions into pictures or videos.	Quick and easy way to bring ideas to life visually. No need for advanced design skills. Great for marketing, teaching and showing ideas.	Could run into copyright issues if using specific styles. Deepfakes could be misleading. Might create inaccurate or biased images. Could unintentionally create offensive content.	- Adobe firefly - Dall-e - Canva magic design - Midjourney - Magic schools - Twin Pics
TEXT CHAT	AI systems that can chat with people (e.g., chatbots).	Drafting, editing, proofing work samples. Can answer common questions quickly. Useful for real-time advice and problem-solving. Ideation, thought provocation, coaching	Might misunderstand what the user wants. Doesn't have human empathy or deep understanding. Could spread wrong information if not trained properly.	- Chat GPT 3 - Chat GPT 4o - Magic Schools - Quizizz - Larakeyah IntelliLearn
VOICE TO TEXT	Turns spoken words into written text.	Saves time when you need to transcribe what's said. Handy for dictation, accessibility, and note-taking.	May make mistakes with accents or unclear speech. Privacy concerns, especially if voice data isn't secured properly.	- Apple dictation - Google docs voice typing - Descript - TEAMS
TEXT TO VOICE	Turns written text into spoken audio.	Helps people with vision impairments by reading text aloud. Makes websites and platforms more accessible. Saves time for content creators who need voiceovers.	Voices can sound robotic or unnatural. Could be used to mimic people's voices for scams or fraud. May be misused to create fake audio recordings.	- Natural reader - Balabolka - Panopreter - Wordtalk
TEXT TO MUSIC	AI creates music from written prompts or descriptions.	Makes it easier to create music without needing to know how to compose. Helpful for artists, content creators, and media projects. Saves time by generating background music for videos and projects.	Music might not sound as emotional or unique as human-made music. Could copy existing tunes, leading to copyright issues. May take away from human creativity and originality in music.	- Voicemod - Soundraw

Considerations when using AI:

Before using AI tools in the classroom, students must be explicitly taught about the ethical considerations and potential consequences of engaging with these technologies. These concepts should be linked to the Student Responsibilities for Using AI Tools to ensure students not only use AI effectively, but also responsibly and safely.

Bias – Understanding Fairness and Academic Integrity

AI tools are trained on vast datasets, many of which reflect existing biases. Research indicates that over 60% of online content is created by males, predominantly from the USA. As a result, AI responses may lack cultural diversity or global perspectives. **Linked Responsibility:** Students must use AI ethically and think critically about the content provided. They should not assume all information from AI is unbiased or universally accurate.

Environment – Responsible and Purposeful Use

Training and operating AI tools requires significant amounts of energy and water, especially for image generation. Students should consider whether their use of AI is necessary or purposeful, particularly when generating images or media. **Linked Responsibility:** Students should use AI tools with intention, ensuring their use is meaningful and not wasteful.

Truth – Promoting Accountability and Critical Thinking

AI tools can generate convincing but inaccurate information. They are not always reliable sources of truth and can produce content that appears factual but is entirely fabricated.

Linked Responsibility: Students are responsible for verifying the information they receive from AI. They must cross-check facts with reliable sources and be accountable for their final work.

Copyright – Ethical Use and Respect for Original Work

Many AI tools are trained using data without the original creator's permission. When students request content in a specific voice or style (e.g., mimicking a character or author), they should consider how the AI learned to generate that response.

Linked Responsibility: Students must uphold academic integrity and be mindful of the origins of AI-generated content, avoiding plagiarism or unethical reuse of others' work.

Privacy – Protecting Personal Data and Digital Safety

When students interact with AI tools, their input may be collected, stored, or used by external systems. Students must understand that their data is not always private and must be cautious about what they share.

Linked Responsibility: Students should never share personal information when using AI and must follow school guidelines to ensure digital safety and data protection.

Power – Understanding Influence and Equity in Technology

AI tools are typically created by powerful companies and individuals who control the design, access, and purpose of these technologies. This can impact the kind of information AI produces and the values it reflects.

Linked Responsibility: Students should be aware of who controls AI tools and think critically about how power and influence shape the information they receive. They are encouraged to question and challenge AI outputs where appropriate.

Consequences:

The Acceptable Use Guidelines document contains the expectations for students' acceptable use of the school's electronic network. The responsible use of AI is incorporated into these guidelines.

All students must sign an Acceptable Use Agreement before they use the internet. Children in Transition to Year 2 can have their agreement signed by their parent and children in Years 3 to 6 can sign their own after discussing the agreement with their parents.

If a student was to break one of the rules, a consequence would be provided by the Assistant Principal of the area and determined based on the seriousness of the breach.