

AI @ SHC

Thursday 6th of August 6pm



Sacred Heart College
GEE LONG



Acknowledgement of Country

Sacred Heart College would like to acknowledge the Wadawurrung people of the Kulin Nation as the Traditional Owners of the Land on which we gather and learn today. We pay our respects to Elders past and present, and recognise their enduring care to this land, its waterways and skies. We also extend that acknowledgement to any Aboriginal and/or Torres Strait Islander people here today.



Mercy Heritage

Sacred Heart College honours the wisdom and legacy of Mercy, giving thanks for the faith and service of the Sisters of Mercy, their Founder Catherine McAuley, Geelong's founding Sister Mother Xavier Maguire and her companions, and all who have shaped our vibrant ministry of Catholic Education.



Prayer

For the past 165 years the Sisters of Mercy have been privileged to walk on this land. As we pray, may we find strength and follow in the Mercy tradition as cultures united.

Dear Lord...

Thank you for bringing us into a new term renewed and rested. We are excited to share and learn and to be apart of Innovation at Sacred Heart College.

We thank our parent community for their support, tireless dedication, patience and love of the children in their care.

We bless them for the countless hours of worrying about the wellbeing of their child and thank you for the quiet sacrifices they make behind the scenes that often go unnoticed.

Let them feel valued, respected and supported by the SHC community as we continue to strive for excellence, lead the change and be the difference.

Mother of Mercy,

All: Pray for Us.

May the Spirit of Catherine McAuley and Mother Xavier Maguire guide us in all that we do.

All: Amen





ASHWIN PILLAI

*Deputy Principal of Pedagogy,
Learning Design & Innovation*



MARK PLEASANCE

*Director of Information &
Communication
Technology*



MARCELLE KORTH

Learning Culture Leader



RENAE PIRROTTINA

Learning Futures Specialist

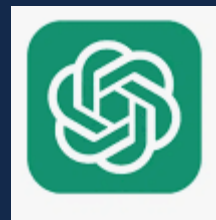


Outline:

- ❑ *What is Gen AI?*
- ❑ *Student & Staff Data snapshot*
- ❑ *Information for our community on our guiding principles, policies and staff practices*
- ❑ *How are staff and students engaging with GenAI at SHC?*
- ❑ *Concerns & Clarity*
- ❑ *Wellbeing*
- ❑ *Innovation*
- ❑ *Q & A*



How many of these icons do you know and use?



ANSWERS

Co pilot

Perplexity

Gemini

Chat gpt

Capcut

Thia

Cogniti

Claude

CurricuLLm

Notion



What is Gen AI?

psychology Generative AI

- New Content Creation

Digital systems capable of producing new content—text, images, code, music, or video—based on user prompts and data patterns. Examples include Gemini, ChatGPT, Copilot, and DALL·E.

auto_awesomeEthica I & Moral Use

- Tool for Good

Using AI to assist learning, reflection, and problem-solving—while maintaining respect for truth, originality, privacy, and dignity. Guided by Catholic social teaching and Mercy values.

Pope Leo XIV's letter, "Drawing New Maps of Hope"

"technological progress is part of God's plan for creation"....."no algorithm can substitute what makes education human: poetry, irony, love, art, imagination, the joy of discovery and even learning from mistakes as an opportunity for growth"

warning Misuse of AI

- Submitting AI-generated work as one's own
- Using AI where prohibited on assessment
- Sharing sensitive data on non-approved platforms
- Using AI to deceive or harm dignity

❏ SHC Generative Artificial Intelligence (AI) Use Policy:

Sacred Heart College (SHC) is a Catholic learning community grounded in the Mercy values of Compassion, Justice, Respect, Hospitality, Service, and Courage. We recognise that technology, when used wisely, can be an instrument of creativity, service, and human flourishing. Generative Artificial Intelligence (AI) offers opportunities to extend learning, enhance curiosity, and empower students to engage critically with the world.

However, with innovation comes responsibility. As stewards of creation and seekers of truth, we are called to engage with AI ethically and reflectively, ensuring that human dignity, moral discernment, and authenticity remain central to all learning and teaching.

As a Google School, SHC will utilise Gemini for Education as the College's primary approved generative AI platform. This ensures that all data and activity are securely stored within SHC's protected Google environment and used in alignment with privacy, safety, and Catholic ethical principles.





Teaching and Learning

Supports and enhances teaching and learning.



Human & Social Wellbeing

Benefits all members of the school community.



Transparency

School communities understand how AI tools work and affect them.



Fairness

Used in ways that are accessible, fair, and respectful.



Accountability

Stays open to challenge, with humans accountable for decisions.



Privacy, Security and Safety

Protects the privacy and data of students and others.

VCAA HANDBOOK AI POLICY: [VCAA Policy on Gen AI](#)

Use of generative artificial intelligence

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.

SHC VCE HANDBOOK POLICY: [SHC VCE & VM Handbook](#)

- **Unacceptable** forms of assistance include: – use of, or copying, another person's work or other resources without acknowledgement, corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task. This declaration states that all work submitted for assessment is the student's own. Your teacher will provide this authentication form.

Our Guiding Documents

description Internal Policies

- Cyber Security Policy (2026)
- Student Digital Technologies Policy (2026)
- Academic Integrity Policy (2022-26)
Processes & consequences for academic integrity breaches or misuse of AI.
- AI Guidance – SHC (2025)
- Generative AI Policy (2026)
- Instructional Guide for staff and students (2026)

gavel External Standards

- Australian AI Framework in Schools (2023)
National guide for generative AI implementation.
- Victorian Dept of Education (2024)
Guidelines on promoting academic integrity.
- Catholic Education Melbourne Policy
Digital ethics and the dignity of the human person.
- Privacy Act 1988 & Copyright Act 1968 (Cth)



Guardrails & Privacy, E-safety and Data

school College & Platform

- Sacred Heart Digital ICT Policy
- SHC Gen AI Policy & Staff Instructional guides, student declarations of submitted work as their own
- Google school - Gemini use for secure, protected learning environment

volunteer_activismE thical & Catholic Ethos

- Mercy Education

Guided by compliance frameworks that consider the ethical and environmental footprint of GenAI.

- Protecting Human Dignity
Aligned with Pope Leo's message to protect human dignity and preserve human creativity as apart of our Catholic identity.

gavel External Standards

- VCAA Policy on GenAI

Compliance with curriculum and assessment standards for secondary education.

- Government Guidelines

Alignment with state government and federal guidelines for AI use in education.



E-safety and Digital reminders

lock Protect Data

- Never upload personal information such as birth dates, documents, names, or addresses.
- Ensure data collection tools are turned off in settings.
- Do not upload any school logos or template information.
- Do not upload images of your identity or family.

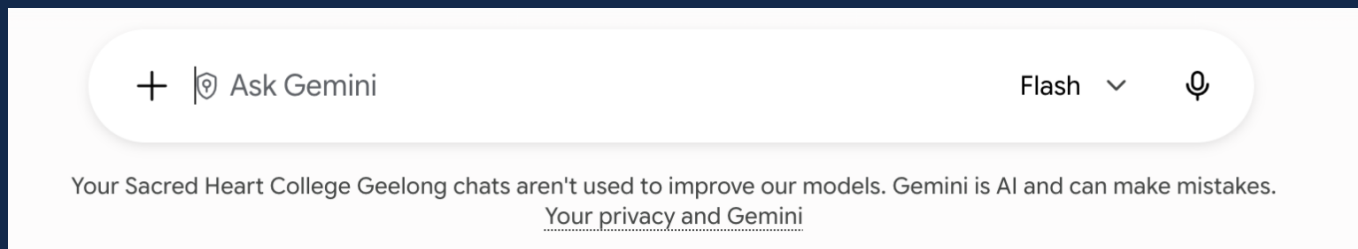
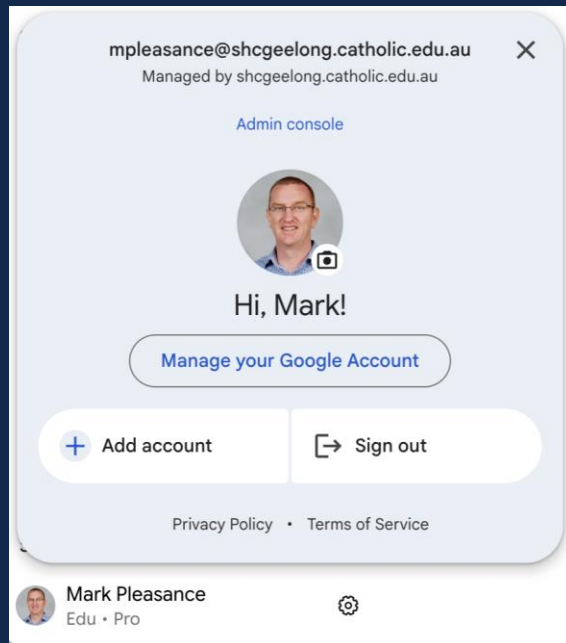
gavel Privacy & Safety Guidelines

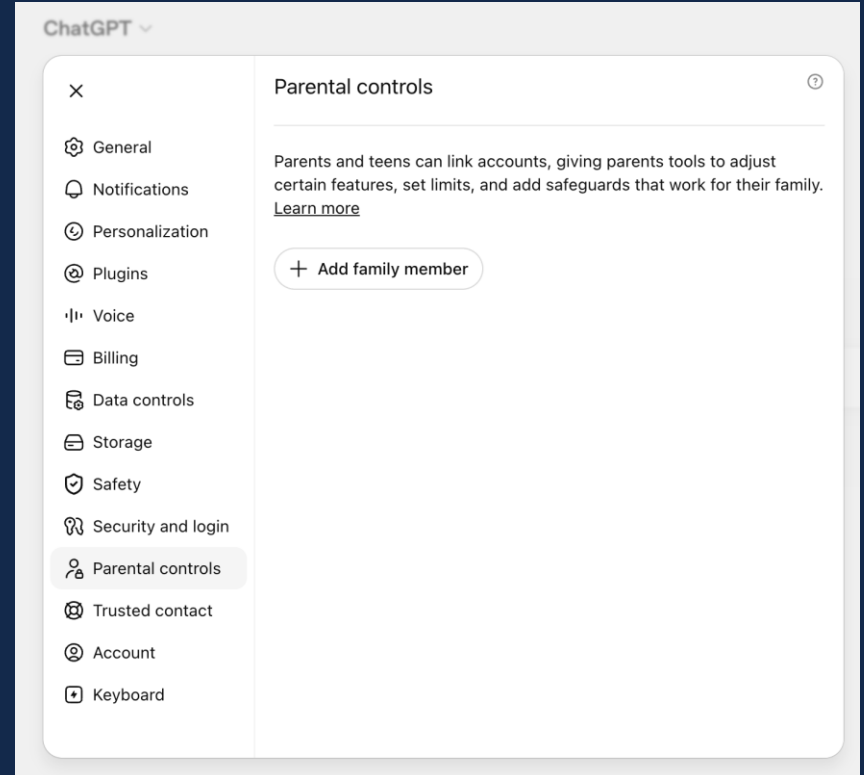
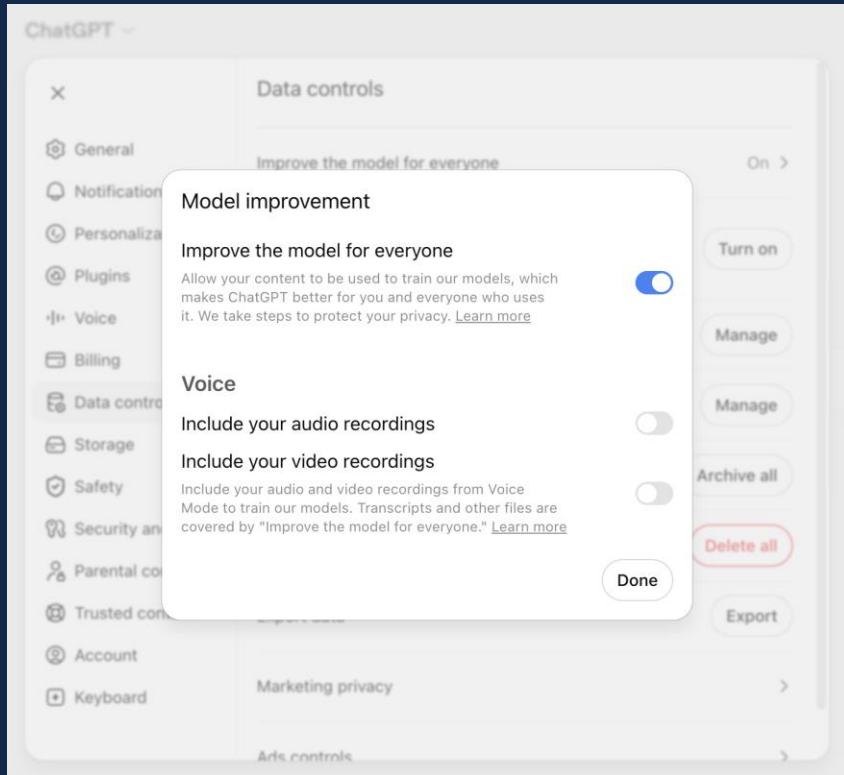
- **Privacy Compliance:** GenAI must uphold privacy rights in accordance with the APPs under the Privacy Act 1988 (Cth).
- **Secure Systems:** Personal/sensitive info must never be entered into non-approved AI systems. Use SHC-approved platforms like Gemini.
- **Copyright & Attribution:** Staff and students must **acknowledge** sources of AI-generated content (Copyright Act 1968 Cth).
- **Responsibility:** Users remain responsible for verifying originality, authorship, and compliance with fair dealing.
- **Safety Frameworks:** AI tools are evaluated under the ST4S framework and continuously reviewed to align with Catholic ethical principles.



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Please note: *Most platforms outside of Gemini use onsite and used at home are only for 18 years and older in their privacy policy. Please review carefully your child's use and the automatic turned on data collection settings*





Two things can be true at the same time:

security1. Protection & Reflection

We must safeguard our private information and remain actively aware of potential misuse.

We encourage critical reflection on bias, authenticity, and seeking the truth in a digital world.

trending_up2. Practice & Innovation

We want to encourage active practice and innovation, embracing new educational opportunities.

We ensure our students are learning industry-specific skills, prepared for the evolving landscape of technology and Big Tech.



Innovation

Future of Jobs Report 2025

Core skills in 2025



1.  Analytical thinking
2.  Resilience, flexibility and agility
3.  Leadership and social influence
4.  Creative thinking
5.  Motivation and self-awareness
6.  Technological literacy
7.  Empathy and active listening
8.  Curiosity and lifelong learning
9.  Talent management
10.  Service orientation and customer service

 Cognitive skills  Self-efficacy  Working with others  Management skills  Technology skills  Engagement skills

Note: The skills selected by surveyed organizations to be of greatest importance to workers at the time of the survey.
Source: World Economic Forum, (2025). *Future of Jobs Report 2025*.

Future of Jobs Report 2025

Top 10 fastest growing skills by 2030



1.  AI and big data
2.  Networks and cybersecurity
3.  Technological literacy
4.  Creative thinking
5.  Resilience, flexibility and agility
6.  Curiosity and lifelong learning
7.  Leadership and social influence
8.  Talent management
9.  Analytical thinking
10.  Environmental stewardship

 Cognitive skills  Self-efficacy  Working with others  Management skills  Technology skills  Ethics



Catherine McCauley
then and now.....



How has GenAI changed our perception of Catherine from the original image to the animation?

Has history been changed or shifted?

What has been distorted?

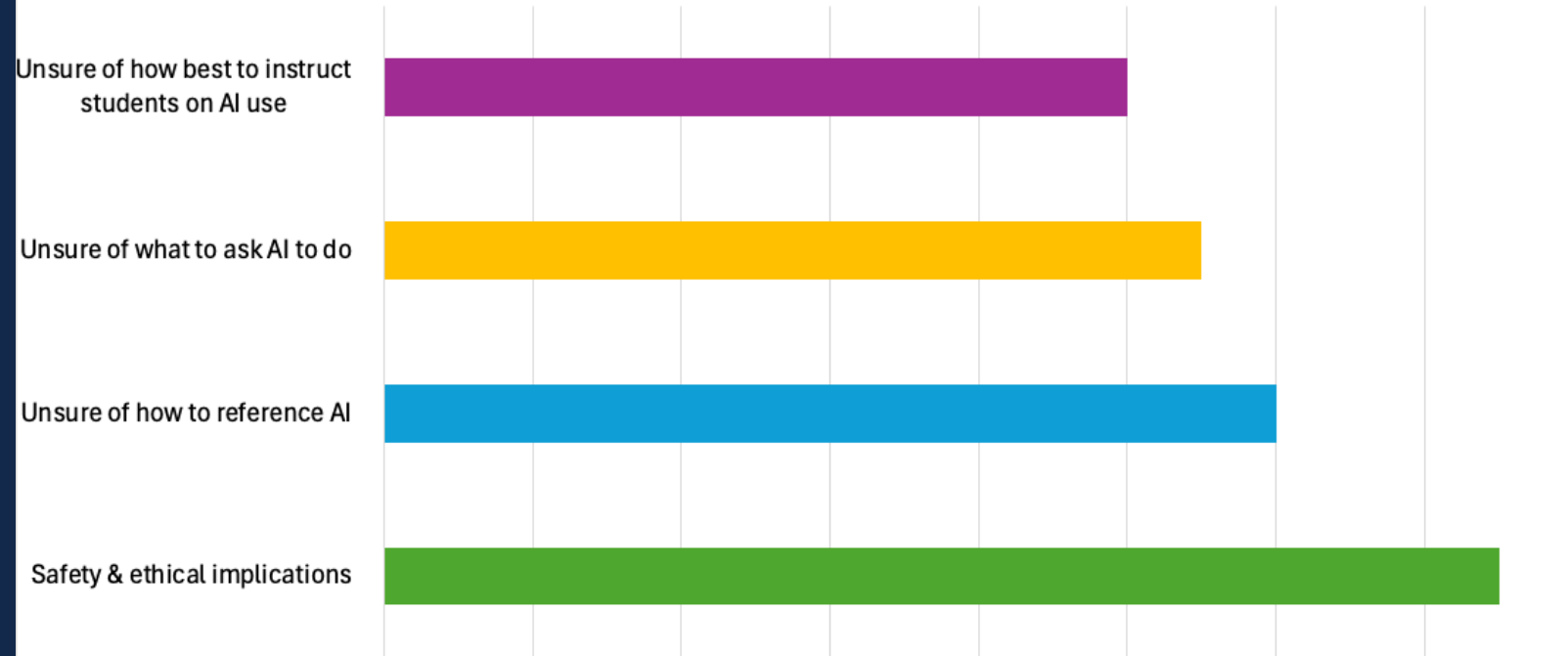
What is incorrect?

Where is human agency and expert knowledge needed to inform truth about her life?

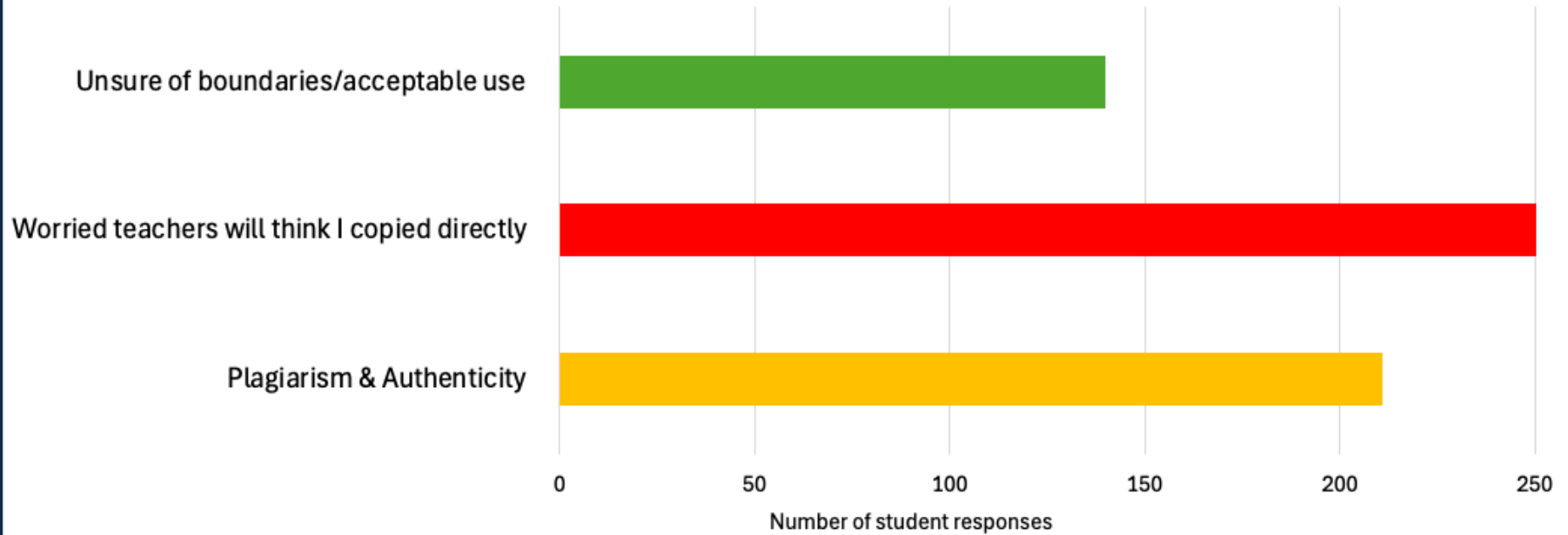
How is AI changing our relationships?



Staff AI Survey



AI & Tech Student Survey



AI Updates in 2026

The Learning Future / OECD Report Recommendations

AI is a Tool, Not Truth

Successfully performing a task with GenAI does not equal learning.

AI must be treated as an tool rather than an absolute source of facts or truth. Deep comprehension and human ownership remain essential.

The Humanity of Teaching

Teachers are responsible for critical thinking and bringing humanity into classrooms.

Pedagogy must prioritise human-centric tasks, fostering unique cognitive skills that AI cannot replicate.

Student Agency & Discernment

Students recognise AI formatting and can reject it when resources feel homogenous.

We must assume technology is synonymous with daily life, making critical digital literacy and active discernment crucial.

The Productivity Paradox

AI is not fully converting into tangible productivity gains yet.

Experiments suggest unvetted "shiny" edtech and new GenAI apps and tools can actually intensify workloads for both staff and students.



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Data Snapshot

'Strict parents create sneaky kids'

What are students wanting from staff and education in this evolving space?

psychology STUDENT UTILITY

- Continued use frequently observed amongst peers for **brainstorming, organization**, and active academic support .
- Acts as a vital **safety net** to process complex concepts when teacher support is offline
- A key organisational tool to help with time management and revision strategies

security KEY CONCERNS

- Significant concerns regarding **data privacy, accuracy**, and erosion of research capability and skills
- Apprehension that over-reliance on search overviews may **hinder authentic learning**

school THE PATH FORWARD

- Students advocate for **clear ethical guidance** and discernment over outright bans
- Strong desire for **dedicated class time** to build future-ready referencing and research skills



GenAI Roadmap

SHC Engagement & Guidelines

How are staff and students engaging with GenAI at SHC?

What are we doing in the AI space to improve practices and guidelines?

We are currently at Stage 3 and 4 of our roadmap

01

Framework Creation

Create a policy and instructional framework for the College.

02

Expert Consultation

Engage with experts and consultants in current pedagogical models and approaches to AI.

03

Tool Trial & Evaluation

Trial and test different AI tools in accordance with an ethical evaluation and checklist.

04

Stakeholder Feedback

Engage and consult with staff, students, and parents to gather feedback.

05

Review & Continuous Improvement

Encourage professional dialogue and competency to inspire innovation.



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Staff Professional Development

What initiatives and learning opportunities are staff at SHC involved in?

school PD & CONSULTANCY

Dr Leon Furze: 6-week course exploring assessment principles in an AI world.

PL Nexus: Collaborative workshops, AI education modules, and lesson adaptation for all staff

Industry Networks: RMIT tech professors, MAC seminars, and Future Anything.

IB MYP Course: 9-module self-paced "AI for MYP Educators" training.

construction PRACTICAL TRIALS

Active Toolsets: Deploying Diffit, Claude, Atomi, Gemini Gems, and Google Pro tests to trial and review efficiency and purpose

Differentiation: Scaffolding lessons and building interactive character maps.

Inclusion & Diversity: Converting files to visual, audio, and transcript formats.

Workload Reduction: Leveraging Canva and Gemini to optimize delivery.

groups VOICE & FEEDBACK

Focus Groups: Joint staff and student panels and discussion groups to map future needs and opportunities and inform our quantitative data

Whole-School Survey: Gathering deep feedback to direct curriculum design and address student needs

Ethical Evaluation: Testing tools iteratively to ensure alignment with Mercy school values and our ethical checklist



THE MINGOTTS (The Ruling Clan)



Mrs. Manson Mingott
(Matriarch)

Medora Manson
(Eccentric)

Mrs. Welland
& Mr. Welland

Mr. Welland

Cousins

Cousins



May Welland
(The Perfect Product)

Married/Engaged

Married



Countess Ellen Olenska
(The Outsider)

In Love
(Secret)

Secret
Love



Newland Archer
(Protagonist, Lawyer)

Dallas Archer
(Son - Future Generation)

Mrs. Adeline Archer
(Mother)

Janey Archer
(Sister)



THE ARCHERS (Established Intellectuals)



THE AGE OF INNOCENCE: SOCIETY & CLANS

THE VAN DER LUYDENS (Social Royalty)



Henry & Louisa van der Luyden
(The Ultimate Authority)

Social Protection



THE OUTSIDERS & ARBITERS

Outsiders / New Money



Julius Beaufort
(Banker, Shady)

Mrs. Lemuel Struthers
(Bohemian Parties)

Regina Beaufort
(Née Mingott)

Arbiters of Taste

Lawrence Lefferts
(Form)

Sillerton Jackson
(Family Gossip)

Selecting & Evaluating AI Tools- Staff focus group

shield Protection Do No

Harm

- Adheres to data protection regulations & secure storage
- Collects minimum necessary data for core service
- Clear user consent & data collection opt-out features
- Trained on diverse datasets to avoid bias & discrimination
- Aligned with school Mercy values & environmental ethics
- Monitoring mechanisms in place to track AI impact

auto_awesomeProvisi

on Do Good

- Motivated by genuine educational need vs alternatives
- Has clear goals contributing to targeted learning outcomes
- Aligns with SHC/IB pedagogy, UDL & inclusion needs
- Preserves human values (agency, compassion, creativity)
- Potential for safe expansion to direct student usage

groups Participation

Include All

- Integrates smoothly with Canvas & current LMS platforms
- Easy, equitable access for all teachers and staff
- Compliant with accessibility guidelines for diverse learners
- Feature scope extends beyond single-use teacher tools
- Adaptable across subjects, year levels & faculties
- Supports broader collaborative school implementation



Responsible GenAI & Technology Framework

SACRED HEART COLLEGE GEELONG • STUDENT LEARNING GUIDANCE 2026

block Level 1

Zero Use / Tech Free

Task completed 100% independently under tech-free conditions to assess individual mastery and originality.

Key Characteristics

cancel Zero GenAI in planning or writing

visibility Supervised in class / hard-copy

assignment_ind Assesses student comprehension

Any use of GenAI or technology in Level 1 tasks is strictly unethical and constitutes an academic breach.

auto_awesome Level 2

Assisted Use

GenAI acts as a supportive partner for ideation, editing, and refining while maintaining core human ownership.

Permitted

check_circle Brainstorming & research

check_circle Grammar, spelling & editing

check_circle Creating infographics & visual aids, mind maps, charts

Must explicitly acknowledge GenAI via formal inline citations and detail exact prompts in an appendix.

psychology Level 3

Integrated Use

GenAI is deeply embedded into the task to drive critical problem solving, innovation, and digital creation.

Permitted

check_circle Crafting complex, iterative AI prompts

check_circle App prototyping & simulations

check_circle Deep co-creation & collaborative design and editing

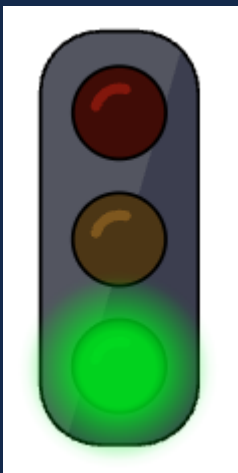
Requires ongoing reflection log & critical justification explaining how AI advanced learning at each stage.
Annotated bibliographies, sketches etc



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IN A NUTSHELL:

- Traffic light system
- Student declaration



Level			Expectation	Requirements
	Zero use		Students complete the task without use of technology or AI – tech free task	<i>Students will handwrite a task in test conditions without the use of technology on a hard copy worksheet</i>
	Assisted Use		Students use some technology and AI tools to assist in learning	<i>Students must cite AI in the reference list and annotate next to the source how it was used in the task to support their learning</i>
	Integrated Use		Technology and AI is used in the brainstorming, planning, creation and final product of this task	<i>Students must justify and explain how the technology was useful at each stage of the assessment in a reflection tool at the end of the task. They must describe how each tool helped advance and improve their learning</i>

Student Declaration

I acknowledge that this work submitted is my own. I have documented and explained the technology contributions accurately and ethically in accordance with the requirements of the task.

Student Name _____ Date _____

IN A NUTSHELL:

Classroom posters to help display/ levels expectations:

Summary Checklists

Responsible use of AI Level 1: Zero Usage 		
Skills	Yes	No
Brainstorming		✗
Planning		✗
Researching/Designing		✗
Grammar/Punctuation/Spelling		✗
Vocabulary		✗
Editing		✗
Refining		✗
Imputing Resources for summary notes/audio		✗
Copying directly from GenAI		✗
Writing on paper in test conditions with pen	✓	
Using hard copy materials i.e textbook or written worksheets in class	✓	
Discussion and note-taking in class with teacher	✓	
Hard copy posters, debates, conversations	✓	

Responsible use of AI Level 2: Assisted 'some use' 		
Skills	Yes	No
Brainstorming	✓	
Planning		✗
Designing/Researching		✗
Grammar/Punctuation/Spelling		✗
Vocabulary Choices	✓	
Editing		✗
Refining		✗
Imputing Resources for summary notes/audio		✗
Copying directly from GenAI		✗
Uploading a draft or idea and asking for feedback or ways to improve	✓	
Organisational Tool- map out assessment deadlines, social calendar	✓	
To generate a list of revision tasks	✓	



Innovation in AI



Global Data Snapshot:

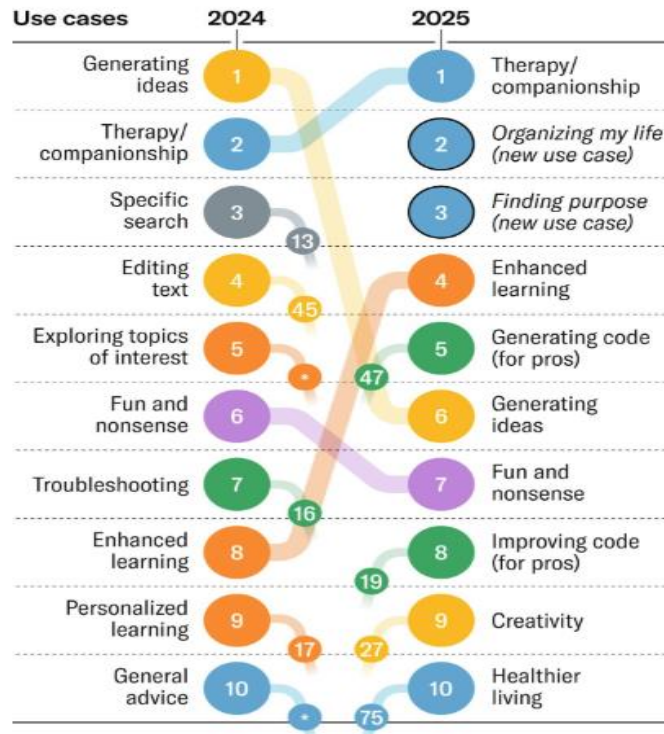
The top 10 Gen AI use cases in 2025 show a shift from technical toward emotional applications.

Top 10 Gen AI Use Cases

The top 10 gen AI use cases in 2025 indicate a shift from technical to emotional applications, and in particular, growth in areas such as therapy, personal productivity, and personal development.



Themes



Understanding AI: Friend or foe?

The Reality of AI

Young people increasingly turn to AI and chatbots for support, advice and friendships.

- **No Empathy:** AI lacks feelings and cannot protect a child's mental wellbeing.
- **Not a Friend:** AI cannot replace human connection. It may feel helpful, but it is not a licensed therapist.
- **Needs Adults:** Young people still require real support from family and friends.

What AI Cannot Do

AI systems lack critical guardrails, clinical training, and ethical oversight.

They do not:

✗ **Ensure Safety**

They cannot accurately detect or intervene in a crisis.

✗ **Offer Proven Guidance**

They do not provide clinical, evidence-based therapy.

✗ **Challenge Thoughts**

They won't correct harmful or inappropriate plans.

What Parents Can Do

- **Talk with Curiosity:** Ask if they use chatbots and what they chat about without judgment.
- **Explore Together:** Test a chatbot with them to show how it can agree too easily or offer a narrow perception or wrong info.
- **Explain Privacy:** Remind them that chatbot conversations are logged and not private.
- **Seek Professional Help:** Consult a GP or mental health provider if AI negatively impacts or replaces real-world habits.



Talking to machines: Young people's experiences with AI companions

AI assistants are generally framed as functional tools for performing tasks, obtaining information and supporting learning.

In contrast, **AI companions** (for example, *Character. AI* and *Anima AI*) are typically positioned as sources of connection, friendship and emotional support, and are often designed to feel personal or relational.

Parents were more likely to be aware of their children's use of AI assistants than of their use of AI companions



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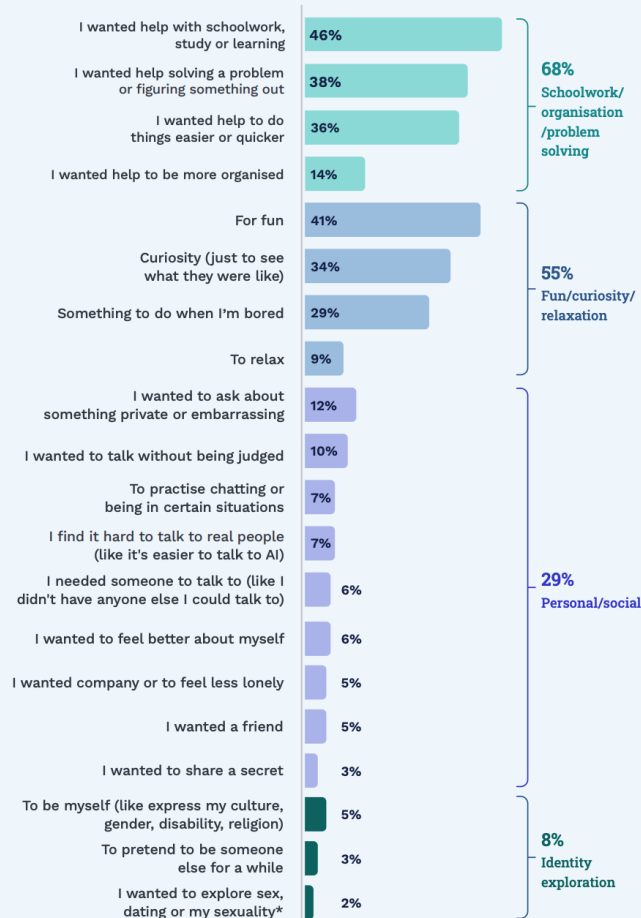
Children's motivations for using AI assistants and companions

- 68% schoolwork/organisation/problem solving
- 55% fun/curiosity/relaxation
- 29% personal /social
- 8% identity and exploration



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Figure 4: Children's motivations for using AI assistants and companions



Q: Please tell us the reasons why you have ever used any AI companions or AI assistants.

Base: Children aged 10 to 17 who had ever used an AI assistant or companion (n = 1,539/*n = 1,047 teens).

You are not your algorithm



Every time you go online, algorithms influence what you see.

They can gradually push you into an 'echo chamber' of narrow content. But you have the power to stop the drift – and break free if you're feeling stuck.



How do I know it's fake?



Deep Fakes are highly realistic AI-generated images, videos, or audio recordings that make it appear as though a real person has said or done something they never actually said or did.



AI Companions and conversational Chatbots

Understanding the limitations of conversational AI on youth mental health and how to guide your child.

One area of AI that is rapidly growing is the use of AI companions and conversational chatbots. They simulate personal relationships.

While there are benefits, they also pose some very serious risks - especially young people and children.

What are the risks?

- Exposure to dangerous concepts
- Dependency and social withdrawal
- Unhealthy attitudes to relationships
- Heightened risk of sexual abuse
- Compounded risk of bullying

Financial exploitation



Where can I find help and support?

At-Home Support

Active Supervision: Use common areas, parental controls, and clear boundaries.

Shared Plan: Collaborate with your child, prioritising curiosity over correction, and value their perspective. Help them understand.

Discerning Usage: Discuss tool purposes, critique AI output together, and prioritize privacy and identity protection.

Review Policies: Jointly understand the SHC AI policy, academic integrity, and usage levels.

Promote Healthy Alternatives: Encourage age-appropriate, evidence-based information sources, hobbies, and exercise.

Foster Connections: Support in-person friendships and family activities to build emotional resilience.



SHC - School Pathways

Curriculum & Classes

Year 7s learn safe GenAI engagement in "Learning to Learn". Digital technologies and Design classes explore innovation safely with platforms already used in the Adobe suite and Gemini tools.

Teacher & ICT Assistance

Students can access IT support during recess/lunch. Ask ICT staff and teachers about allowed AI limits and if something feels wrong.

Pastoral Care

Mentor group teachers provide positive education and pastoral framework support. Ongoing reminders of safe technology use .

HELPdesk Email:

helpdesk@shcgeelong.catholic.edu.au or phone College Reception

Sports & Wellness Precinct (SWP)

Check in with a member of the Inclusion Network at recess or lunchtime in the SWP.

Where can I find help and support?

Parent Resources

Common Sense Media

Articles, tips, and videos on AI & kids.

commonsense.org/ai

Kids Mental Health

Social media plans to make as a family, downloadable PDFs, and videos to watch.

kidsmentalhealthfoundation.org

Headspace Wellbeing

Guidance on technology & connections, wellbeing and active modules, that help facilitate creating connections and an a healthy lifestyle choices.

headspace.org.au

<https://headspace.org.au/explore-topics/for-young-people/navigating-life/>

<https://headspace.org.au/explore-topics/for-young-people/wellbeing/>



Headspace 12 to 25 year olds. All issues. Phone counselling and online chat available 3pm to 10pm AEST, every day.

- [1800 650 890](https://1800.650.890)
- [Website](#)



13 YARN Confidential, culturally safe crisis support line for Aboriginal and Torres Strait Islander peoples. Available all day, every day.

- [13 92 76](https://13.92.76)
- [Website](#)



Kids Helpline

5 to 25 year olds. All issues. Confidential phone counselling available all day, every day. Online chat available 24/7, 365 days a year.

- [1800 55 1800](https://1800.55.1800)
- [Online chat](#)



Reachout One to one online support Free professional coaching for parents and carers of teens (12-18 years) in Australia.

<https://parents.au.reachout.com/one-on-one-support>



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Where can I find help and support?

eSafety Commissioner helps Australian youth and families understand the digital world while preventing and responding to serious online harm, caused by serious online abuse or illegal and restricted online content.

Report:

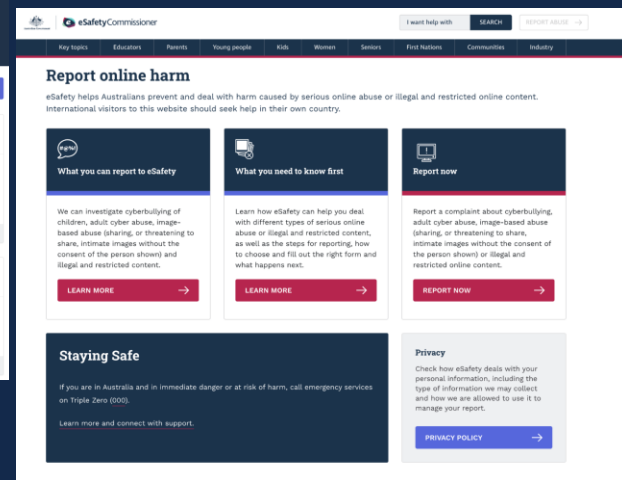
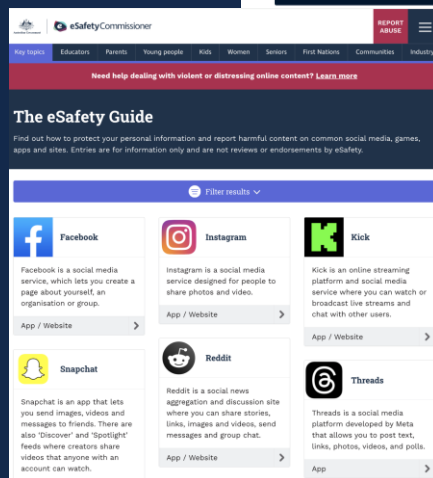
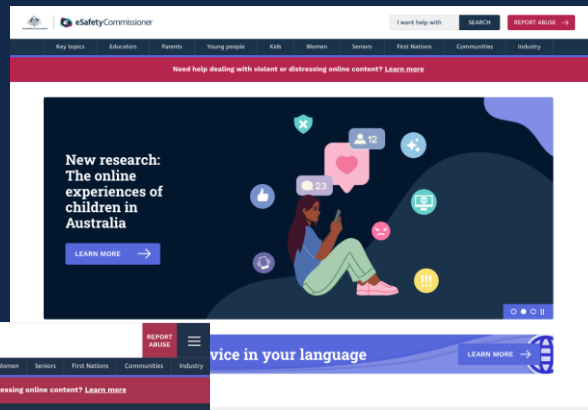
<https://www.esafety.gov.au/report>

Counselling and support services

<https://www.esafety.gov.au/about-us/counselling-support-services>



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Term 3, 2026

eSafety parents and carers webinars

Join eSafety's free live webinars for parents and carers.

Term 3 topics:

- **The changing face of cyberbullying: protecting your child in 2026.** Suitable for parents and carers of children in primary and secondary school.
- **Navigating screen time: tools for today's families.** Suitable for parents and carers of young people in primary and lower secondary school.
- **How the need for connection and belonging shapes your child's vulnerability online.** Suitable for parents and carers of young people in upper primary and secondary school.
- **AI-generated images and videos: navigating the deepfake threat.** Suitable for parents and carers of young people in primary and secondary school.



For more information and to register now: [eSafety.gov.au/parents/webinars](https://esafety.gov.au/parents/webinars)



♥ Free webinar for parents and carers

Webinar: Understanding AI and New Online Risks for Children and Young People



Date: Tuesday August 11



Time: 12:30–1:15pm EST



Presented by: The e-Safety
Commission in partnership with
Catholic School Parents Victoria



Register:

<https://attendee.gotowebinar.com/register/7069053180883379547>



How AI increases online risks
for children and young people



Sacred Heart College
GEELONG



Catholic School
Parents Victoria



Australian Government

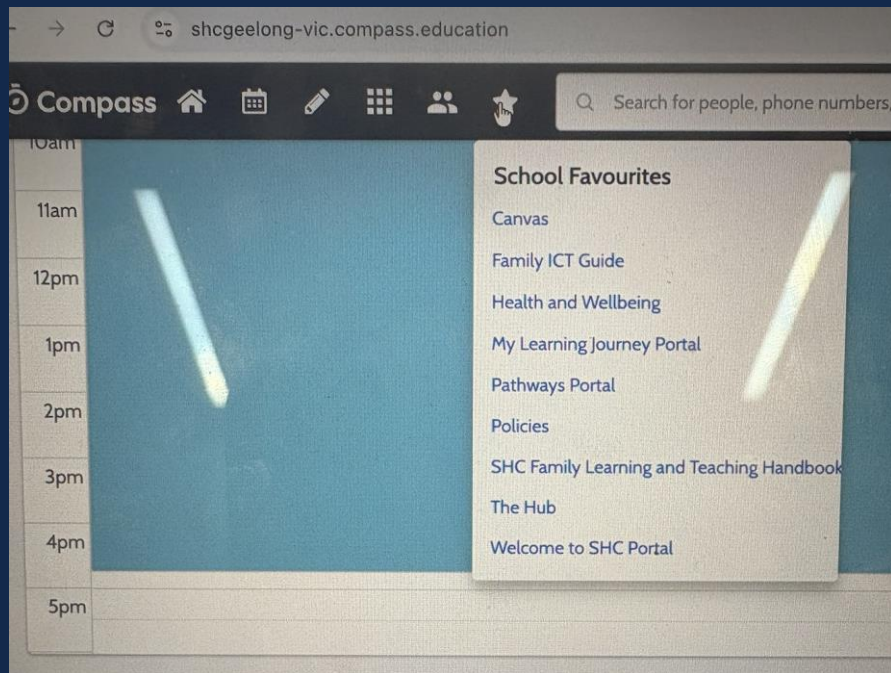


eSafety
Commissioner

Where do I find the Policies/Guides:

COMPASS>STAR ICON>POLICIES

https://hub.sacredheart.college/live/policies_compass.php



Frequently Asked Questions (FAQs)

Q: How do SHC staff determine AI usage and what are the consequences?

- 1. Holistic Review:** We consider all coursework, both formative and summative assessments.
- 2. Continuous Assessment:** We monitor academic output throughout the course using diverse tools (verbal, written, and standardised data).
- 3. Consistency Checks:** If new submissions mismatch previous work, teachers will review, question, and may use GenAI to analyse the prompt stimulus for similarity checks, use turnitin and engage in staff moderation and professional discussion
- 4. Supportive & Educative Conversation:** Initially, staff will discuss academic honesty and clarify any confusion about AI usage with the student.
- 5. Repeated Violations:** If behaviour is repeated, a zero grade is likely issued in line with VCAA policies. Students may resubmit to show knowledge, but the numeric grade stands.

Q: How can I support my child with AI?

- ✓ **Encourage Dialogues:** Discuss plagiarism, ethics, and academic integrity openly at home.
- ✓ **AI as a Tool, Not Truth:** Teach them to use GenAI for brainstorming and research, but always verify the facts independently and cross reference with other research tools
- ✓ **Explore Together:** Stay curious and creative. Discover what different AI tools can do alongside your child.
- ✓ **Question Privacy:** Regularly prompt them to check and question data collection and security policies.
- ✓ **Ask when Unsure:** Don't hesitate to reach out to their class teacher, the IT department, or the learning and teaching team.

Additional questions please email:
repirrottina@shcgeelong.catholic.edu.au



Parent Feedback - Google Form



Further Reading/References:

Recording of this session will be sent via the Principals Update with the slides available.

Edition 13: The Learning Future

<https://www.thelearningfuture.com/>

OECD: [OECD Report](#)

Harvard Business School: How People really Use AI:

<https://hbr.org/2025/04/how-people-are-really-using-gen-ai-in-2025>

SHC Library: [Referencing at SHC](#)

World Economic Forum [Future Jobs Report](#)

AI Attitudes Report Common Sense Media, March 2026

https://www.common sense media.org/sites/default/files/research/report/common sense media_generationai.pdf

Leon Furze: <https://leonfurze.com/>

Victorian Government - Generative Artificial intelligence

<https://www2.education.vic.gov.au/pal/generative-artificial-intelligence/guidance/promoting-academic-integrity>

E-Safety Commissioner <https://www.esafety.gov.au/parents/webinars>

