

DEVELOPING AN INTEGRAL ECOLOGY – AUDIT TEMPLATE

A Living *Laudato Si'* Tool

Audit Tool: This tool is intended to be a conversation starter within the school. It will give a general idea of the extent of work to be done in order to better live “*Laudato Si'*”. The rating scale is intended to be consistent with the scale used within the National School Improvement Tool.

Low (1) = If you haven’t done anything

Medium (2) = If you’ve started to plan/action and a few people are trialling or working in that space

High (3) = Plan/activity is written; community has heard message and many staff are active

Outstanding (4) = Everybody, all of the time, everywhere; that is, systematic and whole of community.

Tick in each appropriate column to indicate the “most like” situation. After completing all ratings, tally the number of scores in each column and multiply as indicated at the end of this audit.

LIVING LAUDATO SI' FOCUS AREAS	COMPONENTS TO DEVELOP INTEGRAL ECOLOGY	LOW	MEDIUM	HIGH	OUTSTANDING
1. WHOLE SCHOOL PLANNING					
	a) Principal and leadership team are actively involved in leading ecological conversion for the school community from planning to implementation.				
	b) Ecological principles are embedded in the school vision and mission statements.				
	c) A <i>Laudato Si'</i> Steering Group is established, receives LS formation and acts as a ‘think tank’ for the school community.				
	d) There are school policies and procedures for the management of ethical resource use and actions are regularly reviewed.				
	e) An Integral Ecology Strategy Map has been developed, implemented and reviewed.				

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2. RELIGIOUS DIMENSION					
	a) Creation is included in all school liturgies and celebrations.				
	b) Opportunities for celebrating Creation are planned for and included in School calendar.				
	c) All ecological activities are linked to prayer and liturgical life of the school.				
	d) Ecological spirituality is integrated into all stages, year levels, subjects / KLAs.				
3. FORMATION & LEARNING PROCESSES					
	a) Ongoing professional development for all staff on Creation, <i>Laudato Si'</i> , developing Integral Ecology (individual and institution).				
	b) Ecological education is integrated into all stages and KLAs including learning across the curriculum priority of sustainability.				
	c) School ecological initiatives and actions are linked to syllabus outcomes and reflected in programs.				
	d) Ecological perspectives are identified in Scope and Sequences or curriculum plans.				

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	e) Learning and teaching programs are connected to the unique ecosystem of the school, making use of outdoor learning opportunities and outdoor learning time				
4. ETHICAL RESOURCE SHARING					
	a) Whole School waste management systems are in place that include paper (low), paper & mixed (medium), paper & mixed & organic (high) and paper & mixed & organic & soft plastics (outstanding).				
	b) There is a school procedure for waste management outlining roles and responsibilities that is sustainable.				
	c) Students participate in waste free days.				
	d) The school has a compost, scraps system and/or worm farm for organic waste.				
	e) There is a school procedure for the work farm and/or composting outlining roles and responsibilities that is sustainable.				
	f) The School engages in 'ecological' catering such as reusable crockery, cups, eco-friendly serviettes (avoiding landfill packaging and products)				
	g) The school promotes reusable water bottles and utilises water refilling stations				
	h) The school participates in Qld Container Deposit Scheme				

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	i) The school utilises “Roll Model” toilet paper (or similar).				
	j) Sustainable choices are made for purchasing recycled office products for example, paper, pens, stationery, refillable ink print cartridges.				
	k) The school engages in ethical sourcing of products Eg. Fair trade coffee, tea, Trading Circle Goods.				
	l) Energy usage is monitored and when not in use lights, computers, air con and fans are switched off including the afternoons, over weekends and holiday periods.				
	m) Checks are made that all standby equipment, computers, lights, fans and air conditioners are switched off including afternoons, over weekends and holiday periods.				
	n) The school communicates with the school community by electronic means.				
5. CONNECTING WITH PLACE					
	a) Students connect with Creation inside and outside the classroom for educational purposes.				
	b) There are outdoor places for ecological education to occur.				
	c) The school maintains a vegetable, herb or bush tucker garden.				

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	d) There is a school procedure for the maintenance of the garden outlining roles and responsibilities that is sustainable.				
	e) All students get an opportunity to be hands on with Creation every day at school.				
	f) The school uses non-main supply water (grey water, stormwater, recycled water) for school grounds upkeep.				
	g) School grounds are watered in the evening or early morning.				
6. INVITING COMMUNITY DIALOGUE & ACTION					
	a) The school community engages and partners with members of the local aboriginal community for various programs.				
	b) The school has links with the local council utilising various programs and services that are offered.				
	c) The parents and families of the school are invited to learn about ecological initiatives, contribute to ecological projects and live out their ecological vocation as part of the school community.				
	d) The school engages and partners with members of the local parish community for various programs.				

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	e) The school is actively involved in local, national and/or global ecological service and advocacy projects aligned with Catholic Social Teaching.				
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Low: Total ticks = x 1 =

Medium: Total ticks = x 2 =

High: Total ticks = x 3 =

Outstanding: Total ticks = x 4 =

$$\begin{array}{r}
 \text{TOTAL} \\
 \hline
 \qquad \qquad \qquad \times 100 = \qquad \% \\
 \hline
 160
 \end{array}$$

- Less than 60% = Improvement needed
- 70% + = Great Work
- 80% + = Living *Laudato Si'*

Developing an Integral Ecology Audit Template was developed from ASSISI resources (viz those by B. Riolo and J. Remond)