

School name _____

B. Our Community Audit
Today's date: / /

The MindMatters Community Audit will support schools in their collection of information for a whole school plan for mental health and wellbeing. It is best completed by a group or individual who has access to the range of information. This audit should be used in conjunction with the MM Schools policy, systems and procedures audit and the range of MindMatters surveys.

Conducting a whole school audit will provide information to determine a starting point as a MindMatters school. This will help to identify strengths and areas of growth for the school community.

'In school' community	
1. Which school staff have taken action or are keen to be involved in mental health promotion?	
2. How many on the school staff identify as Aboriginal and/or Torres Strait Islander?	
3. Who, as part of their Job role has Community partnerships focus or a mental health promotion, prevention or early intervention focus?	
4. How many on the school staff identify as coming from a non-English-speaking or culturally and linguistically diverse background?	
5. How many students are Aboriginal and/or Torres Strait Islander? (include numbers and percentages and the different Aboriginal & Torres Strait Islander groups)	
6. To which diverse cultural and linguistic groups do our students belong? (include numbers and percentages)	
7. Which cultural groups within our community are currently invited to contribute to our school's teaching and learning, and how do they do this?	
8. Which cultures are acknowledged in the school's environment and how do they do this?	
9. Which cultures are connected through the school's partnerships and services, and in what way?	
10. Which local community groups are connected to the school staff?	
11. Which local community groups are connected to the students?	
12. Which local community groups or agencies are represented in the school?	

B. Our Community Audit contd

'Out of school' community	
13. Are there any other cultures, apart from those above, that are represented in our school's teaching and learning (and how and what extent)?	
14. What initiatives are currently operating in the school that provide for diversity for mental health and wellbeing?	
15. What local, state and/or federal government initiatives are available that actively promote diversity and social and emotional wellbeing? (include contact details)	
16. What other services are available that actively promotes diversity and social and emotional wellbeing? (include contact details)	
17. What organisations specifically deal with the concerns of Aboriginal and Torres Strait Islander peoples and what programs do they offer? (include contact details)	
18. Who do these contacts identify as being important individuals within the Aboriginal and Torres Strait Islander communities (eg Elders)?	
19. What organisations specifically deal with issues of same-sex attracted people and what programs do they offer? (include contact details)	
20. What organisations specifically deal with people with disabilities and what programs do they offer? (include contact details)	
21. What organisations deal with people from non-English-speaking or culturally and linguistically diverse backgrounds and what programs do they offer? (include contact details)	
22. Identify ex-students who may have something to contribute to community partnerships? (include contact details)	
23. Who are other key people or groups in the community who would contribute to promoting student wellbeing? (include contact details)	

For further information, please see the MindMatters website: www.mindmatters.edu.au