

# Health Data Portal

## TIS 2023-24 Performance Report Guidance

### Guidance – completing the Performance Report

The purpose of the Performance Report is to assist Regional Tobacco Control Grant (RTCG) recipients to report against a standard set of National TIS Performance Indicators in order to promote consistency in how performance is reported and measured. The National TIS Performance Indicators have been created to reflect the current TIS program objectives and these indicators are specifically designed for use by and in relation to the work of the RTCG recipients. The National Performance Indicators form part of this document (see below).

#### **TIS Performance Indicators:**

1. Eligible, evidence-based population health promotion activities are being implemented, monitored and improved upon (if necessary).
2. Activities are reaching intended audiences.
3. Eligible TIS activities and messaging are co-designed with local Aboriginal and Torres Strait Islander peoples to ensure they are culturally safe for the local community.
4. Formal and informal partnerships are engaged and facilitate support for eligible TIS activities
5. Intended audiences have increased awareness about how to access quit support.
6. Intended audiences have increased intentions to remain smoke-free, quit and/or stay quit.
7. Intended audiences have increased intentions to make and/or keep environments smoke-free.

#### **Important information**

When your report is finalised, please also ensure that the Certification by Organisation form is completed.

The report should be filled out with input from whole TIS team, across the whole consortium for the IREG if multiple organisations are funded under TIS; the lead RTCG recipient organisation should take their time in filling out the report and data provided should be as accurate as possible.

## **General information**

This guidance document provides an example of how you might fill in your report. It is based on a fictional example of a TIS Team, running a fictional project. There are explanatory notes provided where extra information is needed to explain the background thinking behind the answers provided. This document provides guidance only, and should be used alongside support from the NBPU.

*[Insert information about filling in the form based on requirements of online platform]*

## **Performance Report sections**

**Section 1: Activity reporting** – In this section, you are asked to provide detailed information about each of the activities you have run in the six-month reporting period of this report. For each activity, you will be required to provide an activity description, information about the design of the activity, delivery of the activity and monitoring and evaluation of the activity.

**Section 2: Cultural basis of TIS program** – In this section, there are a series of questions that relate to cultural aspects of the TIS program.

**Section 3: Engaging with partners** – In this section, you are asked to provide information about your engagement with community organisations and individuals from within the community. This section focuses on partnerships you have developed since the start of the program (1 July 2023). This section includes questions about your partnerships in delivery (broadly), as well as partnerships with quit support services, referral pathways and the number of referrals you have made to quit support services.

**Section 4: Supporting organisations and individuals to create smoke-free environments** - This section requires you to provide information about the number of environments you've helped to be smoke-free.

Mandatory questions are marked with an asterisk (\*).

## Organisation Details

<b>Name of your organisation*</b>	Aboriginal Corporation Health Service	
<b>Organisation ABN*</b>	1234 5678	

## Reporting Contact

<b>Who is your organisation's contact for TIS Performance Reporting?</b>		
<b>First Name*</b>	Albert	
<b>Last Name*</b>	Brodie	
<b>Email address*</b>	<a href="mailto:ABrodie@achs.org.au">ABrodie@achs.org.au</a>	
Phone	(02) 1234 5678	
Mobile	0401 234 567	

## TIS Program Information

<b>Name of your TIS Program*</b>	Quit Smokes	
<b>IREG 2021 Code and Name*</b> <i>(list only one per Performance Report)</i>	North-Western NSW 103	
<b>List partner organisations*</b>	Wiradjuri Unity Council Kamilaroi Cultural Preservation Society Barkindji Health and Wellbeing Alliance	

<i>(organisations sub-contracted on your TIS grant to work in this IREG)</i>		
<b>Date this report was completed</b>	31 January 2024	

## Section 1 Activity Reporting

The table in this section contains all the questions that you will need to answer in your Performance Report. We have provided sample fictional answers in the middle column, and instructions for how to answer each question in the column on the right.

<b>Activity name: __ Amazing Race Smoke Free Pledge Event (Coonamble and Wellington) ____*</b>		<i>This name should be taken from your AWP where you named and described the activity.</i>
<b>Activity Type</b>		
<b>Activity Type*</b>  <i>(Please reflect on the types of activities that were indicated on your AWP, but you may select different activity types here based on what actually happened in this six-month period)</i>	<input checked="" type="checkbox"/> <b>a. Developing smoke and vape free environments (workplaces, cars, homes, sporting, and community events)</b>  <input type="checkbox"/> <b>b. Traditional media campaign (TV, radio, newspapers, other print media)</b>  <input type="checkbox"/> <b>c. Social media campaign (e.g., Facebook, Instagram, TikTok, Twitter, etc.)</b>  <input type="checkbox"/> <b>d. Out-of-home media campaign (e.g., bus wraps, billboards, bus stand posters, videos in clinics, posters at schools or in workplaces, etc.)</b>	<i>Please select all the different activity types that relate to this activity.</i>  <i>You may select more than one option for this question.</i>

	<input type="checkbox"/> e. Development and/or distribution of Promotional Resources (e.g., posters/ pamphlets/ factsheets/ brochures) <input type="checkbox"/> f. Development and/or distribution of branded collateral (e.g., clothing, bags, key chains, water bottles, smoke and vape free signs etc.) <input type="checkbox"/> g. Development and/or distribution of interactive promotional resources/branded collateral (e.g., games) <input type="checkbox"/> h. Community education (e.g., in schools, at mums and bubs groups etc.) <input type="checkbox"/> i. <b>Community engagement, including social activities and events (e.g., fun runs, local sports events, World No Tobacco Day, NAIDOC, etc.)</b> <input type="checkbox"/> j. Other type of activity. <i>Please list below.</i> - Name of Other Type of Campaign Activity: _____	
Did this activity incorporate anti-vaping messages?*	<input checked="" type="radio"/> Yes <input type="radio"/> No	We would like to know which and how many activities run by TIS teams include anti-vaping messages. Please let us know here by indicating whether this activity incorporated any anti-vaping activities.
If Activity Type is h, i, j:	<input checked="" type="radio"/> Yes <input type="radio"/> No	If your activity was a community education or community engagement event, please let us know here whether you distributed or displayed information about quit support.

<b>Was quit support information distributed or displayed to community members at this event?*</b>		
<b>Aim of Activity*</b> <i>(Please select all that apply)</i>	<input type="checkbox"/> Aim 1: Reduce uptake of smoking or recreational use of vapes <input checked="" type="checkbox"/> <b>Aim 2: Increase smoking or recreational vape cessation</b> <input checked="" type="checkbox"/> <b>Aim 3: Reduce exposure to second hand smoke or vape aerosol</b>	<i>Please choose the relevant aims. These should line up with the aims designated to this activity in your AWP.</i>
<b>Who was the intended target audience of this activity?*</b> <i>(Please select all that apply)</i>  <i>(Please reflect on the intended target audiences that were indicated on your AWP, but you may select different target audiences here based on what actually happened in this six-month period)</i>	<input checked="" type="checkbox"/> <b>Aboriginal and/or Torres Strait Islander men</b> <input checked="" type="checkbox"/> <b>Aboriginal and/or Torres Strait Islander women</b> <input type="checkbox"/> Priority group: Aboriginal and/or Torres Strait Islander pregnant people and their families <input checked="" type="checkbox"/> <b>Priority group: Aboriginal and/or Torres Strait Islander young people (aged 12-24)</b> <input type="checkbox"/> Priority group: Aboriginal and/or Torres Strait Islander people residing in remote areas <input type="checkbox"/> Aboriginal and/or Torres Strait Islander people who do not attend ACCHOs/AMS <input type="checkbox"/> Other - <i>If Other, please specify: _____</i>	<i>You may select more than one response for this question.</i>  <i>Choose the population groups that you specifically targeted for this particular activity.</i>  <i>If this activity targets a priority group other than pregnant women, young people (aged 12-24), or people residing in remote areas, please select 'Other' and provide a description of the priority group.</i>
<b>What was your call to action for this activity?*</b> <i>(This is the action you want community members to do after they see your message)</i>	"Sign the pledge to make your home or office smoke free." OR "Call the Quitline on 13 78 48 and ask to speak to an Aboriginal Counsellor."	<i>Please describe the action or actions you asked participants to take after they participated in this activity.</i>

<b>Activity Start Date</b>	Click or tap to enter a date.	<i>Please enter the first day of this activity during this reporting period.</i>
<b>Activity Finish Date</b>  <i>(Must be after Activity Start Date and cannot be more than four years after the Activity Start Date)</i>	Click or tap to enter a date.      or <input type="checkbox"/> Unknown	<i>Please enter the last day of this activity, or select 'unknown' if the activity will continue beyond the period of this report and/or if you do not know yet when it will end.</i>
<b>How many times was the activity run between the start and finish dates?*</b>  <i>(Please select one option)</i>	<input type="radio"/> Activity was developed, but not delivered to target audience during this time period. <input type="radio"/> Activity was not delivered to target audience during this time period for other reasons. <input checked="" type="radio"/> <b>Activity was delivered to target audience one time (one-off event).</b> <input type="radio"/> Activity was delivered to target audience 2-10 times. <input type="radio"/> Activity was delivered to target audience more than 10 times. <input type="radio"/> Activity was delivered continuously during this time period.	<i>The answer to this question will help us understand how often your activity happened, and therefore how intensely the community was exposed to the messages through the activity. Please remember to keep your answer focused on how many times the activity happened in the IREG you are reporting on, and in the six month period you are reporting on.</i>  <u><i>Note about the sample answer:</i></u> Even though the event was being run twice (once in Coonamble and once in Wellington), it is a one-off activity for each of these communities, so we have chosen the third option.
<b>Activity details*</b>  <i>(Please provide a short description of this activity (up to 100 words), as provided on your AWP)</i>		<i>Please provide a short description of what you did as part of this activity during this reporting period. You may copy this from your AWP.</i>
<b>Activity Design</b>		
<b>Was any type of input from the local community used in the development of this activity?*</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<i>For this question, we want to know if you consulted with any individuals or organisations in the planning and design of this activity. If you did consult, choose yes. If you did not, choose no.</i>

<p>If you selected <b>Yes</b>,</p> <p><b>What type of input from the local community was used in the development of this activity?*</b></p> <p><i>(please select all that apply)</i></p>	<p><input checked="" type="checkbox"/> <b>TIS program Aboriginal and/or Torres Strait Islander reference group</b></p> <p><input type="checkbox"/> Community yarning or focus group</p> <p><input type="checkbox"/> Consultation with priority group (e.g., we shared ideas and drafts with priority group members to comment on)</p> <p><input type="checkbox"/> Co-design with priority group (e.g., priority group members were involved side-by-side with the TIS team in designing and creating aspects of this activity)</p> <p><input checked="" type="checkbox"/> <b>Other</b></p> <p>- <b><i>If Other, please Other Type of Input:</i></b>  <b>___ Local Council, NGOs, ACHHOs, Gov Agencies, School Groups and Police ___</b></p>	<p><i>For this question, you need to select all the different groups that you consulted with when you developed (planned and designed) this activity.</i></p> <p><i>If you did not consult anyone, please select option a.</i></p> <p><i>If you consulted with people or groups from the local community that are not listed, please select 'Other', and provide a brief description of who you consulted in the space provided.</i></p> <p><i>You may select more than one option for this question.</i></p>
<p><b>To what extent was this activity developed or modified by Aboriginal and Torres Strait Islander TIS team staff?*</b></p> <p><i>(Please select one option)</i></p>	<p><input checked="" type="radio"/> <b>Aboriginal and Torres Strait Islander staff led the development or modification of this activity.</b></p> <p><input type="radio"/> Aboriginal and Torres Strait Islander staff provided direct input but did not lead the development or modification of this activity.</p> <p><input type="radio"/> Aboriginal and Torres Strait Islander staff were not involved in the development or modification of this activity.</p>	<p><i>This question is about the involvement of Aboriginal and Torres Strait Islander staff in the design of TIS activities.</i></p> <p><i>Please choose the option that best describes how Aboriginal and Torres Strait Islander staff were involved.</i></p> <p><i>You may only select one option</i></p>
<p><b>Did this activity use local Aboriginal or Torres Strait Islander ideas, concepts, protocols, and/or language(s)?*</b></p>	<p><input checked="" type="radio"/> <b>Yes</b>      <input type="radio"/> <b>No</b></p>	<p><i>Please provide a yes or no answer as to whether any Aboriginal or Torres Strait Islander ideas, concepts, protocols and/or languages were used in this specific activity. Protocols include acknowledgement of country, as well as other practices such as seeking permission from local Elders to be on Country, permits systems, acknowledgement of family groups etc.</i></p> <p><i>You may only choose one option.</i></p>



Partnerships		
<p><b>Did your TIS Team work with non-TIS funded organisations, non-TIS funded services within your organisation, non-TIS funded services within sub-contracted partner organisations or non-TIS funded community members to deliver this activity?*</b></p>	<p><input checked="" type="radio"/> Yes      <input type="radio"/> No</p>	<p><i>If you worked with organisations or community members (not your TIS-funded partners) to run this specific activity, choose yes. If you did not, choose no.</i></p> <p><i>You may only choose one option.</i></p>
<p><b>What type of organisations or community members did you work with in the delivery of this activity?*</b></p> <p><i>(please select all that apply)</i></p>	<p> <input checked="" type="checkbox"/> <b>Local Government department</b>  <input checked="" type="checkbox"/> <b>State Government department</b>  <input type="checkbox"/> Federal Government department  <input checked="" type="checkbox"/> <b>AMS/ACCHO</b>  <input type="checkbox"/> Mainstream health service  <input checked="" type="checkbox"/> <b>Community organisations</b>  <input type="checkbox"/> Sporting club  <input type="checkbox"/> Network/interagency group  <input type="checkbox"/> Schools  <input type="checkbox"/> Ambassadors/champions  <input type="checkbox"/> Non-TIS funded services within your organisation  <input type="checkbox"/> Non-TIS funded services within your sub-contracted partner organisations  <input type="checkbox"/> Other types of individual community members              - <i>If other types of individual community members, please specify: _____</i>   <input type="checkbox"/> Other types of organisations              - <i>If other types of organisations, please specify: _____</i> </p>	<p><i>If you answered yes to the question above, please select the type of organisation that you worked with for this specific activity. You may select more than one option for this question.</i></p>

Activity Delivery			
<b>Coverage: Please list the Local Government Areas (LGAs) within your IREG that were reached by this activity*</b>  <p>(please refer to TISRIC TIS map: <a href="https://tacklingmoking.org.au/about-the-tis-program/tis-teams/">https://tacklingmoking.org.au/about-the-tis-program/tis-teams/</a> )</p>	Dubbo, Coonamble Shire	<p>Provide a list of names of the LGAs where you ran this activity, or that were in some way reached by this activity.</p> <p>You can use the TISRIC map to do this by following these steps:</p> <ol style="list-style-type: none"> <li>Open the map</li> <li>In the pop-up box called "Layer List" untick all options, then tick "ABS Local Government Areas 2022"</li> <li>Use the search box to search for the name of the town where you ran your activity.</li> <li>The map will zoom into that town. Click on the map near the town. A pop-up box should appear with the title "ABS Local Government Areas 2020". The name of the LGA will be in that box</li> </ol>	
<b>Coverage: Please list the names of the communities within your IREG that were reached by this activity*</b>	Dubbo, Walgett, Coonamble	<p>Provide the names of the communities that will be reached by this activity.</p>	
<b>Exposure: How many people were exposed to this activity?*</b>  <p>(attended the event, received the social media post, could have seen the TV commercial, could have seen the bus wrap, etc.)</p>			
Number of Aboriginal and/or Torres Strait Islander people:	463	<p>In this section you will need to write down the numbers of people in each category that participated in this activity. Participate means attend, be exposed to social media or other media content.</p> <p>Please provide a breakdown by each category. For example, if you ran an educational session targeting pregnant women in an urban area and 50 women who attended a local ACHHO</p>	
<ul style="list-style-type: none"> <li>Number of Aboriginal and/or Torres Strait Islander men:</li> </ul>	351		<ul style="list-style-type: none"> <li>For these cohorts, please only type in the number of people you know were exposed, if you don't know the number for a</li> </ul>
<ul style="list-style-type: none"> <li>Number of Aboriginal and/or Torres Strait Islander women:</li> </ul>	112		

<ul style="list-style-type: none"> <li>• Number of pregnant Aboriginal and/or Torres Strait Islander women and their family members:</li> </ul>	0	<p>particular category, please enter 0.</p>	<p>participated, 10 of whom were under 25, you would fill this information in as follows:</p> <ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people: 50</li> <li>• Number of Aboriginal and/or Torres Strait Islander men: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander women: 50</li> <li>• Number of pregnant Aboriginal and/or Torres Strait Islander women: 50</li> <li>• Number of Aboriginal and/or Torres Strait Islander young people, aged 12-24: 10</li> <li>• Number of Aboriginal and/or Torres Strait Islander people living in remote communities: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander people in prisons, youth detention or engaged with the justice system: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander who identify as LGBTQ+: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander people who don't attend ACCHOs/AMS: 0</li> </ul>
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander young people, aged 12-24:</li> </ul>	129		
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people living in remote communities:</li> </ul>	0		
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people who don't attend ACCHOs/AMS:</li> </ul>	60		
<p><b>Engagement: How many people engaged with this activity?*</b></p> <p><i>(interacted with the TIS team at the event, liked the social media post, reacted to the TV commercial, reacted to or recalled the bus wrap, etc.)</i></p>			
Number of Aboriginal and/or Torres Strait Islander people:*	346		<p><i>In this section, you will need to think about how many of the people engaged in the activity. People who engage are those who are more actively involved in the activity. For example, they might talk to the TIS staff at an event, they are the ones who like or share a social media post (as opposed to just look at it). Please provide a breakdown by each category. For example, if you ran an educational session targeting pregnant women in an</i></p>
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander men:</li> </ul>	223	<ul style="list-style-type: none"> <li>• For these cohorts, please only type in the number of people you know were engaged, if you don't know the number for a</li> </ul>	
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander women:</li> </ul>	123		

<ul style="list-style-type: none"> <li>• Number of pregnant Aboriginal and/or Torres Strait Islander women and their family members:</li> </ul>	0	<p>particular category, please enter 0.</p>	<p>urban area and 50 women who attend a local ACHHO participated, and about half asked questions or contribute to discussion, and all of the people who asked questions were over 25, you would fill this information in as follows:</p> <ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people: 25</li> <li>• Number of Aboriginal and/or Torres Strait Islander men: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander women: 25</li> <li>• Number of pregnant Aboriginal and/or Torres Strait Islander women: 25</li> <li>• Number of Aboriginal and/or Torres Strait Islander young people, aged 12-24: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander people living in remote communities: 0</li> <li>• Number of Aboriginal and/or Torres Strait Islander people who don't attend ACCHOs/AMS: 0</li> </ul>
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander young people, aged 12-24:</li> </ul>	98		
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people living in remote communities:</li> </ul>	346		
<ul style="list-style-type: none"> <li>• Number of Aboriginal and/or Torres Strait Islander people who don't attend ACCHOs/AMS:</li> </ul>	25		
<b>Was this activity delivered as intended?*</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No		
<b>Describe the challenges you faced in terms of coverage, frequency, exposure and/or engagement of community.</b>	<p>We did face challenges with <b>coverage</b>. In one of the locations (Coonamble) we faced difficulty getting support from the local ACCHO who were reluctant to partner with us initially. They were worried that our activity was going to take away people from their activities. We needed to take some time to communicate with them and make sure our activity schedule was not going to conflict with theirs. This delay meant we had less time to promote our event, and so we had fewer people attend this one.</p>		<p><i>This is where you provide information about what was difficult about delivering this activity to all of your intended audiences. Please discuss any challenges about:</i></p> <ul style="list-style-type: none"> <li>- Coverage (reaching all the LGAs)</li> <li>- Frequency (how often you ran the activity)</li> <li>- Exposure (how many people were exposed to the messages)</li> <li>- Engagement (how many people actively engaged with the activity)</li> </ul>

	<p>We also found that while <b>exposure</b> at both places was high, there was a moderate number of people who did not <b>engage</b> in the activities. They were there to support family, and did not belong to a particular race team, and so did not have a natural way to engage in the activities.</p> <p>Because this was the first time we were running this activity in these towns, we had to do a lot of work with the community to prepare everyone. If we ran this activity more <b>frequently</b> it would probably be easier because the community would understand more what is involved.</p>	
<p><b>What worked well when delivering this activity?*</b></p> <p><i>(Please describe your activity successes linked to coverage, frequency, exposure and/or engagement of community.)</i></p>	<p>Even though there are other LGAs in our IREG that we could have run this activity, given it was the first time, it worked well to have limited <b>coverage</b> and therefore only two activities to work on. This allowed us the time we needed to properly consult with the community and set it up well.</p> <p>Given the high intensity of work, the <b>frequency</b> of one event in the 6 month period worked well. Though now that we have done this once, we are well equipped to run it again. We had generally high levels of attendance and all who attended were <b>exposed</b> to the messages we were delivering. We achieved this by doing a lot of communication with the community and participating organisations before the event so that everyone knew what was going on and to generate enthusiasm. We were able to make sure that everyone</p>	<p><i>This is where you provide information about what went well with delivering this activity to all of your intended audiences. Please discuss any successes around:</i></p> <ul style="list-style-type: none"> <li>- <i>Coverage (reaching all the LGAs)</i></li> <li>- <i>Intensity (how often you ran the activity)</i></li> <li>- <i>Exposure (how many people were exposed to the messages)</i></li> <li>- <i>Engagement (how many people actively engaged with the activity)</i></li> </ul>

	<p>who participated in the race were <b>engaged</b> by structuring the activities in a way that meant participating in the race meant having to actively engage with the information our team provided through quizzes and signing pledges.</p>		
<p><b>What changes could be made by your team or by other stakeholders in the TIS program to improve this activity?*</b></p> <p><i>(Think about coverage, frequency, exposure and/or engagement of community)</i></p>	<p>In terms of <b>coverage</b> we will expand this activity to two other LGAs in our next six month period, as well as running it again in one years time in Coonamble and Wellington. By adding to the <b>frequency</b> over time, we will expose the community to the messaging more often, and will reach more people in the community.</p> <p>We will work with NBPU to adjust the activities in Coonamble and Wellington so that they are not repetitive for those who attended this year, and therefore retain high levels of <b>engagement</b>.</p>		<p><i>This is where you describe things that could change either with how your TIS teams works, and/or within the TIS Program more broadly, with other organisations, or in other places to make it more possible for you to deliver this activity to everyone you wanted to.</i></p>
<p><b>Monitoring &amp; Evaluation Outcomes</b></p>			
<p><b>What outcomes did you <u>expect</u> to achieve as a result of this activity?*</b></p> <p><i>Please copy from your AWP. The outcomes below should be based on the aims you selected previously. If an aim was not selected, do not complete the corresponding outcome.</i></p>			
<p>If you indicated earlier that this activity is linked to <b>Aim 1</b> – Reduce uptake of smoking or recreational use of vapes:</p>	<p>0</p>	<p>Percentage of activity participants that would increase their knowledge about harms of tobacco and vape use:</p>	<p><i>In your AWP you identified the outcomes you hoped to achieve. Copy those outcomes into this section. If you did not identify an outcome, or do not know if you whether your team expected a particular result, enter 0.</i></p>

<p><b>Please fill in the following <u>expected</u> results.</b></p> <p><i>(enter '0' if your team did not expect a particular result to occur, or if your team expected a particular result to occur)</i></p>	0	Percentage of activity participants that would increase their knowledge of the benefits of not using tobacco or vapes:	
	0	Percentage of activity participants that would decrease their intention to use tobacco or vapes:	
	0	Percentage of activity participants that would achieve other usage outcomes:	
<p>If you indicated earlier that this activity is linked to <b>Aim 2</b> – Increase smoking or recreational vape cessation:</p> <p><b>Please fill in the following <u>expected</u> results</b></p> <p><i>(enter '0' if your team did not expect a particular result to occur, or if your team expected a particular result to occur)</i></p>	0	Percentage of activity participants that would increase their knowledge about the benefits of quitting:	
	50	Percentage of activity participants that would increase their intentions to take steps towards cessation of tobacco or vape use:	
	0	Percentage of activity participants that would achieve other cessation outcomes:	
<p>If you indicated earlier that this activity is linked to <b>Aim 3</b> – Reduce exposure to second-hand smoke or vape aerosol:</p> <p><b>Please fill in the following <u>expected</u> results</b></p>	87	Percentage of activity participants that would increase their knowledge about the benefits of creating and maintaining smoke-free spaces:	

<p><i>(enter '0' if your team did not expect a particular result to occur, or if you are not sure if your team expected a particular result to occur)</i></p>	50	Percentage of activity participants that would increase their intentions to avoid second hand smoke:	
	50	Percentage of activity participants that would increase their intentions to create smoke-free environments (e.g. homes, workplaces, cars):	
	0	Percentage of activity participants that would increase their intentions to attend smoke-free public spaces and events:	
	0	Percentage of activity participants that would achieve other exposure outcomes:	
<p><b>Which methods did you use to measure all outcomes from this activity, in this 6-month period?*</b></p> <p><i>(please select all that apply)</i></p>	<input checked="" type="checkbox"/> <b>Online or in-person survey</b> <input type="checkbox"/> Informal chats with some activity participants/attendees <input type="checkbox"/> Interviews <input type="checkbox"/> Focus Groups <input type="checkbox"/> Observation <input type="checkbox"/> Yarning circles <input checked="" type="checkbox"/> <b>Collected smoke-free pledges</b> <input checked="" type="checkbox"/> <b>Data counts (for example, number of attendees, social media metrics, etc.)</b> <input type="checkbox"/> Not yet monitoring or evaluating this outcome <input type="checkbox"/> Other		<p><i>For this question, select all the methods you used to measure whether you met your expected outcomes.</i></p> <p><i>You may select more than one option in response to this question.</i></p>



	- If other, then please specify: _____		
<b>What outcomes have you <u>observed</u> as a result of this activity, in this 6-month period?*</b>  <i>The observed outcomes below should be based on the aims you selected previously. If an aim was not selected, do not complete the corresponding outcome.</i>			<i>You should fill in this outcome based on the results of your monitoring and evaluation.</i>
If you indicated earlier that this activity is linked to <b>Aim 1</b> – Reduce uptake of smoking or recreational use of vapes:  <b>Please fill in your <u>observations</u> of what has resulted from the activity</b>  <i>(enter '0' if your team did not observe a particular result, or if you are not sure if your team observed a particular result)</i>	0	Percentage of activity participants that increased their knowledge about harms of tobacco and vape use:	
	0	Percentage of activity participants that increased their knowledge of the benefits of not using tobacco or vapes:	
	0	Percentage of activity participants that decreased their intention to use tobacco or vapes:	
	0	Percentage of activity participants that achieved other usage outcomes:	
If you indicated earlier that this activity is linked to <b>Aim 2</b> – Increase smoking or recreational vape cessation:  <b>Please fill in your <u>observations</u> of what has resulted from the activity</b>	0	Percentage of activity participants that increased their knowledge about the benefits of quitting:	
	90	Percentage of activity participants that increased their intentions to take steps towards	

(enter '0' if your team did not observe a particular result, or if you are not sure if your team observed a particular result)		cessation of tobacco or vape use:	
	0	Percentage of activity participants that achieved other cessation outcomes:	
<p>If you indicated earlier that this activity is linked to <b>Aim 3</b> – Reduce exposure to second-hand smoke or vape aerosol:</p> <p><b>Please fill in your <u>observations</u> of what has resulted from the activity</b></p> <p>(enter '0' if your team did not observe a particular result, or if you are not sure if your team observed a particular result)</p>	85	Percentage of activity participants that increased their knowledge about the benefits of creating and maintaining smoke-free spaces:	
	75	Percentage of activity participants that increased their intentions to avoid second hand smoke:	
	75	Percentage of activity participants that increased their intentions to create smoke-free environments (e.g. homes, workplaces, cars):	
	0	Percentage of activity participants that increased their intentions to attend smoke-free public spaces and events:	
	0	Percentage of activity participants that achieved other exposure outcomes:	

<p><b>What feedback did participants provide on this activity?*</b></p>	<p>Participants really enjoyed the activity. Older participants wanted ways to participate without having to be part of the 'race' side of things.</p>	<p><i>This is where you record any written or other feedback you received from your participants about the activity.</i></p>
<p><b>Comparing the intended outcomes listed on your AWP to the actual activity outcomes listed here, did this activity achieve, miss, or exceed its expected outcomes?*</b></p> <p><i>(Please select one option)</i></p>	<p> <input checked="" type="radio"/> <b>Exceed</b>  <input type="radio"/> Achieve  <input type="radio"/> Miss         </p>	<p><i>If your expected outcomes and your observed outcomes were the same, then select 'Achieve'.</i></p> <p><i>If your expected outcomes were worse than your observed outcomes, then select 'Miss'</i></p> <p><i>If your expected outcomes were better than your observed outcomes, then select 'Exceed'</i></p>
<p><b>What were the main reasons the expected outcomes were achieved, missed, or exceeded?*</b></p> <p><i>Think about:</i></p> <ol style="list-style-type: none"> <li><i>1. If missed, what barriers prevented your TIS team from achieving its goals?</i></li> <li><i>2. If achieved or exceeded, what enabled your TIS team to do so?</i></li> </ol>	<p>We did not anticipate how influential team members' would be on each other. So, when one team member decided to sign a pledge, pretty much the whole team would follow.</p>	<p><i>This is where you describe why you think you got the result you did in the previous question. This section will allow you to reflect on the things that made it hard or easy for you to achieve your outcomes with this activity.</i></p>
<p><b>Has your TIS team learned anything else from monitoring and evaluating this activity?*</b></p>	<p>We learnt how much people also enjoyed using the event to spend time with different people in the community. By building mixed teams, with older and younger people, and people from different organisations, we were able to help make links between community members that may not have happened otherwise.</p>	<p><i>This is where you describe anything you have learnt from the process of monitoring and evaluating this activity.</i></p>

<p><b>Describe any changes your TIS team has made/will make to this activity in response to what was learned from monitoring and evaluating this activity*</b></p>	<p>Based on feedback from the community, we have decided that at future amazing race style events, we will establish a space located at the start of the race which will be open throughout the event for anyone who wants to be involved but can't join the race aspect. TIS information and activities will be run throughout the day here for attendees who want to come along and be part of the event, but can't or don't want to be part of the race. This will help increase engagement of bystanders and supporters.</p>	<p><i>This is where you describe any changes you have made based on the lessons you have learnt.</i></p>
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**\* For each additional activity, please copy [Appendix A](#) and paste it before Section 2. Fill in required details for each activity. \***

## Section 2 Cultural Basis

How many TIS funded positions (filled or currently vacant) does the TIS grant for this IREG cover, expressed in Full-Time Equivalency terms (FTE)?*	3	<p>Provide a number that corresponds to the number of staff you have TIS funding for, even if you have not filled all of these positions.</p> <p>For example, if your TIS grant has funding for 2 full time staff and 2 part-time staff, and only 1 full time and 1 part-time staff member have been hired, your answer here would be 3.0 positions (2 full time + ½ time + ½ time).</p>
How many TIS funded positions across your IREG are currently filled, expressed in Full-Time Equivalency terms (FTE)?	1.6	<p>Provide a number that corresponds to the number of positions that are filled.</p> <p>For example, if your <b>TIS grant</b> has funding for 2 full time staff and 2 part-time staff, and only 1 full time and 1 part-time staff member have been hired, your answer here would be 1.5 filled positions (1 full time + ½ time).</p>
How many of the TIS funded staff positions are currently filled by Aboriginal and/or Torres Strait Islander people, expressed in Full-Time Equivalency terms (FTE)?	0.6	<p>Provide a number that corresponds to the number of filled positions that are held by Aboriginal or Torres Strait Islander people.</p> <p>For example, if your <b>TIS grant</b> has funding for 2 full time staff and 2 part-time staff, and only 1 full time (Aboriginal) and 1 part-time staff member (non-Aboriginal) have been hired, your answer here would be 1.0 positions filled by Aboriginal people (full time).</p>
How many of the TIS funded staff positions are leadership or management roles (e.g., TIS Coordinator, TIS Manager), expressed in Full-Time Equivalency terms (FTE)?	1	<p>Provide a number that corresponds to the number of leadership or management roles that your TIS Team has funding for, even if they are not currently filled.</p> <p>For example, if your <b>TIS grant</b> has funding for 2 full time staff and 2 part-time staff, and one of the full-time roles is a management role, your answer would be 1.0 leadership/management position.</p>

How many of those TIS funded leadership or management staff positions are currently filled by Aboriginal and/or Torres Strait Islander people, expressed in Full-Time Equivalency terms (FTE)?	1	Provide a number that corresponds to the number of leadership or management roles funded by the TIS Program that are currently held by an Aboriginal or Torres Strait Islander person.  For example, if your <b>TIS grant</b> has funding for 2 full time staff and 2 part-time staff, one of the full-time roles is a management role, and that role is currently filled by an Aboriginal person, your answer would be 1.0 positions.
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## Section 3 Engaging with Partners

### Partnerships, Leadership & Advocacy

<p>Since 1 July 2023, how many organisations outside of your TIS-funded organisation or consortium, have provided or shared their time, materials, space or access to their networks for your TIS Teams' activities?*</p> <p><i>Please do not count organisations that are part of the TIS grant for your IREG here.</i></p>	5	Put a number here that corresponds with the number of organisations outside of your <b>TIS grant</b> that have provided support for your TIS Teams' activities since the start of the TIS funding (1 July 2023). If an organisation has helped with multiple activities, please only count it once.
<p>Since 1 July 2023, how many people (as individuals, not representing an organisation) have provided or shared their time, materials, space or access to their networks for your TIS Teams' activities?</p> <p><i>e.g. Local Ambassadors or Champions. Please do not include TIS-funded individuals in this count.</i></p>	3	Put a number here that corresponds with the number of people outside of your <b>TIS grant</b> that have provided support for your TIS teams' activities since the start of the TIS funding (1 July 2023). If an individual has helped with multiple activities, please only count them once. These individuals cannot be receiving money from your TIS Team to support these activities.
Since 1 July 2023, how many organisations outside of your RTCG-funded organisation or consortium, have led or advocated for tobacco or e-cigarette control activities on behalf of your TIS Team?	2	Put a number here that corresponds with the number of organisations that have taken a lead or undertaken advocacy on behalf of your team since the start of this round of TIS funding (1 July 2023). If these organisations have taken a lead or been

<i>Please do not count organisations that are part of the TIS grant for your IREG here.</i>		<i>involved in advocacy on your behalf multiple times, please only count them once.</i>
<b>Since 1 July 2023, how many people (as individuals, not representing an organisation) have led or advocated for community-wide tobacco or vape control activities on behalf of your TIS Team?</b>  <i>Please do not include TIS-funded individuals in this count.</i>	0	<i>Put a number here that corresponds with the number of people that have taken a lead or undertaken advocacy on behalf of your team since the start of this round of TIS funding (1 July 2023). If these individuals have taken a lead or been involved in advocacy on your behalf multiple times, please only count them once.</i>

### QUIT Support Partnerships

<b>How many partnerships does your TIS Team have with quit support services?*</b>	1	<i>Put a number here that corresponds with the number of quit support services you have either a formalised partnership agreement or an informal arrangement with. These partnerships must relate only to the IREG that you are reporting on in this Performance Report.</i>
<b>How many partnerships does your TIS Team have with services that refer to quit supports?</b>	1	<i>Put a number here that corresponds with the number of organisations that refer people to quit support services with whom your TIS team has either a formalised partnership agreement or an informal arrangement with. These partnerships must relate only to the IREG that you are reporting on in this Performance Report.</i>
<b>How many referral pathways exist between your TIS Team and services offering quit support?</b>  <i>(Referral pathways might include formal agreements between your TIS Team and a quit support service to send them referrals, but may also include informal arrangements</i>	1	<i>Put a number here that corresponds with the number of pathways between your TIS Team and any service that offers quit support.</i>  <i>Referral pathways might include formal agreements between your TIS Team and a quit support service to send them referrals, but may also include informal arrangements within your TIS team</i>

<i>within your TIS team to refer people to individuals, services, or organisations capable of providing quit support)</i>		<p><i>to refer people to individuals, services, or organisations capable of providing quit support.</i></p> <p><i>These referral pathways must relate only to the IREG that you are reporting on in this Performance Report.</i></p>
<p><b>How many people has your TIS Team directed to Quitline (either via direct referral or by providing information) in the past 6 months?</b></p>	12	<p><i>Put a number here that corresponds to the number of written referrals your TIS Team has made to Quitline during the reporting period of this report.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>
<p><b>How many people has your TIS Team directed to other services for quit support (either via direct referral or by providing information) in the past 6 months?</b></p> <p><i>E.g. medical service, quit support group.</i></p>	3	<p><i>Put a number here that corresponds to the number of written referrals your TIS Team has made to other quit support services during the reporting period of this report.</i></p> <p><i>These might include medical services, quit support groups, etc.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>



## Section 4 Supporting Smoke Free Environments

### Smoke-free Organisations

<b>In the past 6 months, how many organisations in this IREG have you assisted to establish a smoke-free or vape-free policy?</b>	2	<p><i>Provide a number here that corresponds to the number of organisations you helped to write and set up a smoke-free policy.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>
<b>In the past 6 months, how many organisations in this IREG have you assisted to review an existing smoke-free or vape-free policy?</b>	0	<p><i>Provide a number here that corresponds to the number of organisations you helped to rewrite/improve/revise and existing smoke-free policy.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>
<b>In the past 6 months, how many organisations in this IREG have you helped implement an existing smoke-free or vape-free policy?</b> <p><i>For instance, by putting up or developing signage for them, finding and designating smoking areas for them, or helping them come up with and action other strategies to discourage smoking that are aligned with their existing policy</i></p>	2	<p><i>Provide a number here that corresponds to the number of organisations you helped to put a smoke-free policy into action. This could mean doing this such as putting up or developing signage for them, finding and designating smoking areas from them, or helping them come up with and action other strategies to discourage smoking that are aligned with their existing policy</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>

### Smoke-free Public Spaces and Homes

<b>In the past 6 months, how many events in this IREG have you assisted to be smoke-free or vape-free?</b>	2	<p><i>Provide a number here that corresponds with the number of events that you have supported to be smoke-free in the reporting period of this Performance Report.</i></p>
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		<i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i>
<p><b>In the past 6 months, how many homes in this IREG have you supported to become smoke-free or vape-free?</b></p> <p><i>For example, number of pledges to have a smoke and vape free home, number of smoke and vape free home signs distributed.</i></p>	8	<p><i>Provide a number here that corresponds with the number of homes that you have supported to be smoke-free in the reporting period of this Performance Report.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>
<p><b>In the past 6 months, how many pledges to keep homes smoke-free and vape-free have you supported?</b></p>	3	<p><i>Provide a number here that corresponds with the number of individuals who have signed pledges to be smoke-free in the reporting period of this Performance Report.</i></p> <p><i>This number must relate only to the IREG that you are reporting on in this Performance Report.</i></p>