

Tri Star Gymnastics Strategic Plan

2024



Tri Star Vision	Growing Gymnastics, Growing People, Growing Champions.					
Strategic Objectives	More athletes, more engaged.		Developing great coaches from the ground up.		A gymnastics community for life.	
What will success look like?	A larger membership across all programmes who are reaching their potential and retained in the sport for longer.		Highly equipped coaches across all programmes who embody the clubs values.		A place with meaningful opportunities for connection and involvement for all ages and stages.	
What we will do to get there.	GfA Athlete Plan	Competitive Athlete Plan	Employee Development Plan	Community Development Plan	Business Plan	Sustainability Plan

Guiding Considerations	Club Values	Gymnastics New Zealand	Life in Auckland
	Belong Respect Excel	Independent Review	Quality of Life Survey 2020
	Sport New Zealand	<u>Maori Health Model</u>	Covid-19
	Balance is Better HPSNZ Strategy	Taha Tinana (physical) Taha Hinegaro (mind) Taha Wairua (spiritual) Taha Whanau (family)	Covid19.govt.nz

Employee Development Plan



Tri Star Values	Belong Respect Excel			
Strategic Objective	Developing great coaches from the ground up.			
What will success look like?	Highly equipped coaches across all programmes who embody the clubs values and are retained for longer.			
Considerations	Physical	Cognitive	Social / Emotional	Environmental

Physical

Actions	Tactics
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Enable better physical wellbeing

Provide opportunities to improve employee physical health & wellbeing

Review and update coach roles to address imbalances in contact hours, days / week, leave allowances/availability and event season recovery.

Cognitive

Actions	Tactics
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Take an evidence based, educational approach to developing staff capabilities.

Employ services of high level technicians where they don't exist internally to provide improved technical professional development.

Increase access and frequency to AWAG, GNZ, FIG, SNZ and other resources for ongoing education for each age and stage.

Education delivery partnership with GNZ (and support any opportunities for staff to deliver)

Introduce educational plan for coaches to upskill specifically in supporting athletes through key developmental impacts (e.g. fear / mental blocks in teen athletes)

Social | Emotional

Actions	Tactics
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Provide additional social and emotional support.

Embed club values in coaches plans / professional development and yearly reviews

Introduce a coach self awareness programme to improve 'soft skills' and increase awareness of human stress response.

Formalise a coach mentoring opportunities both internally and externally

A more active and organised social calendar with sensitivity to coach age and stage (with other staff, and with members).

Introduce strategies to better celebrate individual coaching success alongside podium success.

Environmental

Actions	Tactics
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Create an environment that athletes, parents and staff want to be a part of.

Engage in more active medium to long term career planning with staff.

Creating clear pathways to employment and promotion within the club.

Create opportunities for key leadership roles to pursue higher education / personal development

Competitive Athlete Plan



Belong Respect Excel

Tri Star Values

Strategic Objective
What will success look like?

More athletes, more engaged.

A larger membership across all programmes who are reaching their potential and retained in the sport for longer.

Considerations	Physical	Cognitive	Social / Emotional	Environmental
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Physical

Actions	Tactics
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Improve the physical development / support for athletes at each age and stage

Review training week to ensure athletes are getting the right amount for their programme / age and stage.

Develop, implement and monitor a full age / code specific injury prevention programme.

Develop, implement and monitor full age / code specific evidence based S&C guidelines.

Implement a yearly periodisation and recovery plan for all codes

Nutritional guidelines complete with practical meal ideas created for each age and stage.

Track injury patterns in athletes to build a better understanding of the impact of training load at each age and stage

Introduce athlete health screening at pubertal age and stage to help avoid / manage RED-S

Continue to achieve Regional, National and International honours.

Cognitive

Actions	Tactics
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Embed appropriate mental skills development to complement physical training for each age and stage

Develop, implement and monitor age appropriate in-gym mental skills strategies (e.g. reflection exercise at end of night line up).

Redefining and promoting success through a Growth Mindset approach.

Update our goal setting process through whole person lens allowing more athlete input appropriate to age and stage.

Social | Emotional

Actions	Tactics
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Support the whole person while they pursue competitive gymnastics.

Support development of Athlete Leaders to give athletes representation with training environment, help build connection, mentor young athletes and grow culture around club values

Activity that promotes team/tribe and celebration. Both in each code and between codes.

Increase opportunities for both formal and informal connection/ open communication between athletes, parents and coaches.

Improve connection to opportunities for athletes to get involved in other areas of club life (e.g. other codes, judging, coaching)

Introduce strategies to celebrate individual success alongside podium success.

Review talent ID pathway against Sport NZ priorities and that improves support for international level athletes.

Environmental

Actions	Tactics
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Create an environment that athletes, parents and staff want to be a part of.

Update Tri Star competitive Handbook to reflect age and stage insights and help with understanding of the gymnastics journey.

Provide a yearly programme of educational opportunities relevant to each Age and Stage

Create spaces for athletes to do homework & relax socially

Improve access to specialists support (physio, nutrition)

Create new competitive pathway opportunities in line with Balance is Better philosophy to allow for lower levels of time commitment.

Improve support for athletes moving beyond highschool years and into international level gymnastics.

Conduct athlete survey yearly to measure progress / inform change.

Improve membership retention of athletes 13+

Introduce Athlete Values Award to celebrate athletes who embody club values.

GYM for ALL Athlete Plan



Tri Star Values

Belong Respect Excel

Strategic Objective	More athletes, more engaged.			
What will success look like?	A larger membership across all programmes who are reaching their potential and retained in the sport for longer.			
Considerations	Physical	Cognitive	Social / Emotional	Environmental
	<i>Physical</i>			
	Actions	Tactics		

Tailor the opportunities available for athletes at each age and stage

Increased 'Tween' training opportunities

To continue to develop D Gym training options to enable more access

Regular review of membership trends to make sure opportunities match changing membership needs.

Cognitive

	Actions	Tactics		
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Embed appropriate mental skills development to complement physical training for each age and stage

Integrating a Growth Mindset approach (language, instruction) to training environments.

Social | Emotional

	Actions	Tactics		
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Support the whole person while they pursue recreational gymnastics

Introduce strategies to celebrate individual success inside the GfA programme spaces

Improve connection to opportunities for athletes to get involved in other areas of club life (e.g. other codes, judging, coaching)

Increase opportunities for both formal and informal connection for athletes, parents and coaches.

Environmental

	Actions	Tactics		
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Create an environment that athletes, parents and staff want to be a part of.

Update Tri Star GfA Handbook to reflect age and stage insights.

Improve ease of transition between classes

Community Development Plan



Tri Star Values	Belong Respect Excel		
Strategic Objective	A gymnastics community for life.		
What will success look like?	A place with meaningful opportunities for connection and involvement for all ages and stages.		
Considerations	Diversity	Facility Development	Celebration.

Diversity

Action	Tactics
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Increase accessibility to Tri Star for local community

Integrate te reo Maori into club communication.

Support ongoing delivery / development of Diverse-ability Gymnastics

Embed Fusion (low cost dance/gymnastics programme) into GfA 'Performance Pathway'.

Facility Development

Action	Tactics
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Develop Tri Star into a venue that people want to spend time in.

Improve comfort and function of mezzanine seating area to encourage more families to enjoy club environment.

Improved event seating (bleachers)

Increased 'café' type facilities to improve hospitality at training, member events and competitions/festivals.

Connection & Service

Action	Tactics
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To develop a strong sense of connection and ownership to the club and community.

Fully defined and developed Alumni programme (social, events and volunteerism opportunities for all ages and stages)

Improved opportunities for parent education regarding specific programmes (e.g. judging or nutrition for competitive)

Improved communication of programme pathway opportunities / requirements and between coach & parents.

Celebration

Action	Tactics
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To celebrate well the efforts of our members wherever they engage.

Introduce a Competition Programme Awards night (separate from Club Display)

Better celebrate our legacy past and present through visual representation in facility, digital methods, events and award nominations

Introduce a volunteers celebration event

Continue to promote successes through website, socials and with media opportunities.

Business Plan



Belong Respect Excel

Tri Star Values					
Strategic Objective	Resilience in a changing sporting landscape.				
What will success look like?	A diverse range of activities that deliver growth, spread financial risk, and provide building blocks for the future.				
Considerations	Events	Fundraising and Partnerships	Programme Development	Sustainability	Promotion

Events

Action	Tactics
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Events calendar maximised with opportunities for all programme areas, and member groups.

Increase value of training camps to drive participation.

Introduce tramp and tumble competition opportunities

Develop Mason Gillespie Festival to major participation event in national event calendar

Fundraising and Partnerships

Action	Tactics
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Increase fundraising activity

Develop existing funding partnerships and form new partnerships for programme development in strategic areas (e.g. Active partnership for DGYM)

Provide targeted and interest specific opportunities for Alumni to financially support the club.

Improve frequency, strategy and breadth of funding grant applications

Investigate interest in corporate / sponsorship partnerships.

Introduce opportunities for advertising in Tri Star platforms (website, Update, socials, events)

Programmes

Action	Tactics
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Invest in areas that increase opportunities to participate and address key attrition areas

Address 'tween' attrition through developing and promoting new or modified programmes e.g. 'Performance Pathway' opportunities (e.g. Fusion & Dance) towards eventual participation in World Gymnaestrada

Improve Adult Gymnastics programme opportunities (including fitness focussed classes, gymnastics and alternative membership options, seniors).

Satellite venue development both within and outside of the Auckland region (where opportunities may exist).

Increase and develop day time facility use programmes (e.g. preschool)

Increased membership & retention

Sustainability

Action	Tactics
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Diversify Tri Stars activities to reduce dependence on membership growth.

Increased external hire of facility (including short and long term hire arrangements of gyms, multipurpose rooms and office space)

Fully developed merchandising programme / 'pro-shop'

Build and implement a long term Capital Facilities Plan (equipment, facility R&M, lease)

Continued Covid-19 adaptation, forecasting and developing business continuity capability.

Continued development of preferred employer investments (e.g. coach education, employment benefits) to ensure retention of valued staff and their IP.

Continued H&S compliance and development.

Build and implement a long term sustainability Plan - In recognition of societal move towards green strategies for operation, to build a plan to step by step make this transition in our facilities, operation and use of resources.

Promotion

Action	Tactics
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Actively promote Tri Star to targeted audiences aligned with the strategy.

Annually review membership and activity growth trends to align marketing strategy to opportunities for growth.

Increased targeted digital promotion breadth & frequency.

Tri Star facility signage completed

Sustainability Plan



Belong Respect Excel

Tri Star Values				
Strategic Objective	Resilience in a changing sporting landscape.			
What will success look like?	A community that supports the health of our people, our place and our planet.			
Considerations	Leadership and Education	Operations	People and Community	Place

Leadership and Education

Action	Tactics
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To be a club that actively promotes sustainability.

Create a sustainability policy

Create educational opportunities to support club initiatives to reduce, reuse and recycle (e.g. print media, club event promotion, website page, speakers)

Establish a 'green event' to promote club 'green' activity and priorities.

Report monthly to board of directors on sustainability activity, and yearly at AGM.

Operations

Action	Tactics
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Updating operational practices to align with 'reduce, reuse, recycle'.

Upgrade waste collection to better enable recycling and explore composting opportunities.

Reduce organisation paper and disposable material use (e.g. event coffee cups). Create base line data in 2023 to then set reduction targets.

Increase use of environmentally friendly supplies and engage suppliers who have sustainable practices (e.g. cleaners).

Incentivise and promote responsible energy use (power, water, transport).

People and Community

Action	Tactics
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Provide opportunities for membership to be involved in activities that align with 'reduce, reuse, recycle'.

Create a 'Green Team' (athletes, parents, staff) to organise and promote sustainability activity.

Establish a 'green event' to promote club sustainability activity and priorities.

Create an environmental award to support membership engagement in sustainability initiatives.

Increase athlete, coach and parent engagement in caring for equipment (e.g. working b's, equipment use guidelines, safe storage).

Place

Action	Tactics
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To strategically align capital investments with sustainable principles

Update fixed asset register and label all equipment.

Develop a capital investment plan that prioritises maintenance and timely replacement of fixed assets (equipment and facility).

Employ use of renewable energy sources where possible (e.g. EV vehicles, solar)

Actively recycle and repurpose equipment.

Provide safe storage of bikes / scooters to encourage members to reduce travel in vehicles.

GNZ Independent Review Recommendations (relevant to Tri Star)

Recommendation	Tri Star Action to date
<p>1 Create a Medical and Health Advisory Panel, which should include people with appropriate expertise and an understanding of the nuances of the sport of gymnastics, in order to: • guide GNZ in respect of general injury management and prevention programs, injury recovery times, and rehabilitation issues; • set up an injury database with advice and guidance from ACC to ensure confidentiality; • consider how to enable parents to have access to medical advice in relation to training following an injury; • advise on training limits and training hours for young gymnasts; 51 • develop resources and guidelines for primary health care providers to guide best practice care for gymnasts including referral to appropriate specialists as needed. • with guidance from a sport dietitian, ideally with expertise in gymnastics, create and implement nutritional guidelines with particular emphasis on appropriate energy requirements for the elite and competitive gymnast. • Incorporate cultural diversity and understanding in the panel and guidelines. Seek advice and guidance from the Assistant Children’s Commissioner for Maori in respect to the model of health and well-being drawing upon Taha Tinana (physical), Taha Wairua (spiritual), Taha Whanau (family) and Taha Hinengaro (mind).</p>	<p>Athlete Wellbeing Advisory (AWAG) Group established to advise on injury, access to medical support, S&C / training limits, nutrition etc. They have shaped the Competitive Athlete Plan to address Tri Star level elements of GNZ recommendation. AWAG will continue to help operationalise advice from GNZ as it comes through. Tri Star strategy plans for Athlete and Coach now have Maori Health Model embedded as framework for delivery.</p>
<p>2 Request clubs to allow parents to observe training where there is an appropriate viewing area, provided parents do not intervene in the coaching in any way, and noting that under the SCPP there is a duty for all to report incidents of abuse.</p>	<p>Mezzanine viewing access and revised equipment layout now enables parent seating during club events such as ‘Club Night’ and Mock comps etc.</p>
<p>3 Have increased regard for the mental health of all involved in the gymnastics community, but especially competitive gymnasts given the high demands on them physically, mentally and emotionally from a young age. Shifting the cultural mindset from unrealistic perfection to “seeking excellence”. Underpinning all coaching, communications and standards of management, from Head Office down with a seeking excellence mindset to improve the mental health and self-worth of all in the community.</p>	<p>See Competitive Athlete Plan</p>
<p>4 Consider further review of competition and training attire to address the safety, physical, psychological and holistic well-being of gymnasts.</p>	<p>Shorts have been made optional to WAG competition athletes (as they already are in training).</p>
<p>5 Establish or support the establishment of an athlete group/commission to partake in policy decisions for the sport, among other activities. Take advice from existing athlete groups in other sports as how to best establish and manage this initiative, noting in particular the issues surrounding active engagement of current athletes.</p>	<p>AWAG group created to oversee athlete wellbeing, Athlete Leader positions created with calendar of activity including feedback to AWAG. Athlete survey conducted and feedback build into Athlete Plans</p>
<p>6 Create a confidential pathway between current elite athletes and former athletes, preferably through the new athlete group, to ensure issues and concerns can be shared and then advanced without fear.</p>	<p>Concern register established - report to BOD monthly. Athlete Wellbeing Coordinator facilitates discussions with athletes to resolve concerns or support if escalated.</p>
<p>7 Promote athlete empowerment and engagement in governance, encourage athlete career planning, transition to retirement, and athlete to coach transition pathways. Seek ways of enabling longevity in the sport. Empower athletes to make choices within gymnastics at age- appropriate stages.</p>	<p>See Competitive Athlete Plan</p>
<p>8 Acknowledging that more than 80% of gymnasts are “recreational”, prioritise coaching programs and pathways to pastorally care for them and publish those for parents and children to understand and pursue.</p>	<p>See GfA & Comp Athlete Plan</p>
<p>9 Accepting that the country is too small for every sport to resource education of all its coaches, look to collaboration with other sports and guidance from SNZ as to ways and means of delivering education courses on child development, human behaviour and an understanding of the human stress response for all coaches. — Encourage coaches to be proactive in their growth as coaches and to utilize resources such SNZ’s “Coaching for Impact” and “Balance is Better” programmes and other online courses.</p>	<p>See Employee Development Plan</p>
<p>10 Provide ongoing education for all coaches to ensure continuing professional development. Include in this education a focus on “becoming a better coach” and the personal development of each coach. — Seek a mentoring program for coaches, not focused on technical coaching, but rather on the soft skills and lifestyle demands of coaching. Encourage accessing mentors from outside the gymnastics community.</p>	<p>See Employee Development Plan</p>
<p>11 Create a culture where coaches from different clubs support and respect each other by working together where appropriate.</p>	<p>Tri Star hosts training camps 3x/year and facilitates coaching support through involvement in 360 squad for MAG. We have facilitated an Auckland Team Training Camp for Natioals in June. Hosting/promoting higher level short (weekend) camps for competitive programmes.</p>
<p>12 Provide education material relating to judging for parents, gymnasts and coaches, so there is a better understanding of judging processes. — Acknowledge the need for respect for judging, but that this respect is reciprocated to all in the community. — Seek mentoring and support for young judges</p>	<p>See Community Plan</p>
<p>13 Set up systems that encourage and support gymnasts through two critical development stages: puberty and leaving high school. Both stages need more information and education for coaches, gymnasts, and parents.</p>	<p>See Employee Development Plan + Competitive Athlete Plan + Age & Stage resource</p>
<p>14 Encourage all members of the community to take personal responsibility for their professional and personal development and to adopt a curious mind, centred around excellence and the pursuit of self-improvement.</p>	<p>See Employee Development Plan and Competitive Athlete Plan</p>
<p>15 Continue the good work recently completed in producing the Safeguarding and Child Protection Policy and produce a program for clubs to follow to achieve compliance of the policy</p>	<p>Up to date with current guidelines</p>
<p>16 With the desire to create and sustain a safe sport environment, review the SIU complaint and reporting of abuse process to ensure it is now safe, independent, easy to access, non-complex and appropriate for children, particularly where the child is the complainant.</p>	<p>Implemented a confidential concerns register reviewed by board of directors monthly, provided child friendly concerns process posters and employed AWC and athlete leaders to provide additional support for athletes</p>

Age and Stage Resource



Compiled from Athlete Wellbeing Advisory Group expertise, Athlete Survey, Coach and Parent feedback, Sport NZ resources.

Age and Stage Considerations	Physical	Cognitive	Social / Emotional	Environmental	Age and Stage Specific feedback	Feedback for coaches
5-8 years	Start to develop motor coordination	Starting to understand words - learn best by doing/exploring	Learning how to be friends, tend to be inclusive/acceptive	Primary school	Primary school	Focus on team.
	Mainly use large muscles - less control over small muscles	More interested in process than outcome	Learning to cooperate, can be possessive	Training 2-9 hours / week	Training 2-7.5 hours / week	Introduce basic mindfulness, focus, reflection exercises
	High energy levels, tire easily but recover quickly	Concept of competition is hard to understand	Motives for sport are to be with friends and have fun	First time training alongside much older athletes	First time training alongside much older athletes	Coach education on communication, connection, strategies for supporting children, group management, learning styles
	Similar abilities between male & female	Easily distracted	Fairness - golden rule!	Lots of afterschool activity opportunities - connoitine for time	Lots of afterschool activity opportunities - competing for time	Coaches taught correct landing technique
	Impact of training hours (including other activities)	Starting to understand others can have different perspective	Need/seek approval	Family activities more important	Family activities more important	How to manage athletes while they are injured, club strategies here
9-12 years	Sleep and recovery considerations	Naturally curious / imaginative	Sensitive to criticism, quickly frustrated	Potential impact of shared care arrangements / logistics	Potential impact of shared care arrangements / logistics	How to manage group with different abilities
	Lack spatial awareness & understanding of time	Lack spatial awareness & understanding of time	Like external rewards, praise	older siblings involved in gym potentially (influences engagement)	older siblings involved in gym potentially (influences engagement)	Review of coaches PD / working conditions /
	Can't differentiate between ability and effort	Can't differentiate between ability and effort	Haven't learned how to cope with failure, can be self critical	Some cultural practices have an impact on willingness of children to seek up	Some cultural practices have an impact on willingness of children to seek up	Personality typing (self awareness training) built into coach education.
	Children have different learning styles.	Children have different learning styles.	More family-centric week			Communicating with parents
	Puberty - many females, some males	Vary greatly in cognitive abilities	Begin to identify with peers, though still need/want coach guidance/support	Transition to Intermediate School or College	Some kind of club managed social media engagement	Coach mentoring
13-16 years	* growth spurts	Attention span starts to increase	Begin to question authority	Training 6-16 hours / week	Create homework space at the gym	Coach development / support - education, workforce including technical progressions + equipment resources to facilitate learning without increasing load
	Increased vulnerability to growth plate injuries	Tend to assess things in black /white, right/wrong	Admire and imitate older people	Athletes days lengthen, and travelling can be significant	Clarify commitment, provide alternative competitive opportunities, look at ways to reduce costs	Strategies to encourage more independent training
	* skeletal system grows fast than muscular system so increased risk of injury	Limited ability to think hypothetically and take multiple perspectives	Like consistent standards & fair consequences	Some athletes start navigating social media	Education on managing emotions, developing self regulation strategies as a part of training.	Coach development, technical education, mentoring
	Lack Coordination	Like to share thoughts/reactions; rapidly increase vocabulary	Sense 'difference'/comparisons (include body awareness)	Increased homework	More tailored S&C programming	Coaches in a programme on same page technically to avoid athlete confusion.
	Steady increase in motor skills, strength, balance, coordination - fine motor skills awareness	Frontal Lobe development - start to use reason / logic (slower in males)	Female more socially mature	Time management	Increased focus on core stability training, pelvic floor	Coach development / support - education, workforce balance, accountability, technical education, mentoring
17+ years	Start to see maturation at different rates (individual / gender)	Begin to differentiate between ability/effort	Like challenges: Dislike public failure	Increased financial & time commitment	Regular screening - code specific	How to build variety into training plan and still achieve skill development / consistency
	Growth has an impact on technical development (e.g. timing)	Growth period can bring about mental blocks, confidence issues due to required technical adaptation.	Puberty, hormones = mood swings	Impacts of early specialisation	Introduce team reflections / meetings	
	Power slow to develop		Aware of a wider range of emotions	Interest in other sports ... having to choose sports if they enjoy multiple	Introduce more individualised Goal setting, including mental skills training	
	Rapid loss of flexibility (e.g. hamstring)		Friendships more important		Introduce growth mindset concept	
	Sleep and recovery considerations				Education re. disordered eating.	
17+ years	Maintenance of healthy body weight				Continued individualised Goal setting, including mental skills training	
	More growth spurts - clumsiness, potential for injury	Like to find own solutions	Searching for personal (+athlete) identity	Transition to Highschool	Parent education around best way to support at this age	
	Hormones affect body composition (and mood)	Have a sense of invincibility	Peer groups VERY important, developing independence from parents	Training 6-20 hours / week	Increased 1:1 communication with coaching team and opportunity to contribute to decision making	
	Capable of training energy systems	Tend to be self-focused	Seeking to understand/accept sexuality, beginning of more intimate relationships	Increasing awareness and possible use of alcohol and drugs	Drug free sport education	
	Maturity differences between genders	Start to think hypothetically and take multiple perspectives	Want responsibility + to be treated as adult	Wider range of opportunities = time constraints	Communication - explaining rationale of activity rather than just giving directives	
17+ years	Physical development - uneasiness	May lack understanding of their abilities / talents	Internally desire success, but influenced by external pressures to conform (cool to 'not try')	15+ hours equates to gym being your life - an increasing challenge to balance outside social/family time	More tailored S&C programming	
	Increased vulnerability to growth plate injuries	Males slower frontal lobe development	Vulnerable to negative criticism	Year 11,12,13 internal and external exams	Increased focus on core stability training, pelvic floor	
	Growth has an impact on technical development (e.g. timing)	Growth period can bring about mental blocks / loss of confidence due to required technical adaptation.	Emotional expression - gender difference	Increased financial & time commitment	Periodisation	
	Power slow to develop but increasing		For most, technology & social media is a big part of their world, and how they communicate	Impacts of early specialisation	Introduce more opportunities to get involved outside of competing (coaching, judging, athlete leadership etc)	
	Rapid loss of flexibility (e.g. hamstring)		Self conscious about progress. Need to redefine success at this stage		Investigate using tech for good.	
17+ years	Maintenance of healthy body weight			Transition to higher education / work	Education specific to supporting athletes during pubertal years (RED-5, LEA)	
	Sleep and recovery considerations				Increased access to technical education i.e. judging	
	Puberty (still)	Frontal lobe continues to develop ... fully developed in females by 20 yrs, male = 24 yrs	Strong, independent social needs/desires	Training 10-25+ hours / week	Strategies to foster individual achievement within a team environment	
	Most reach skeletal maturity		Status in peer group is important	Are in transition/decision making stage - home, education, sport involvement	Drug & Alcohol education and support	
	Males continue to gain muscle strength/mass		Want to belong to a group, but be recognised as an individual	18/19 year olds learn to self manage and prioritise as they become independent from family life	More tailored individual strategies for good competitive and training outcomes (e.g. visualisation, managing anxiety etc)	
17+ years	Maintenance of healthy body weight		Likely to be involved in alcohol use and risk taking activity	Transport to and from uni / work	Education, refer to specialists	
	Increased skill complexity can lead to increased risk of injury		More stable emotions, but feelings of inferiority and inadequacy not uncommon	Time constraints	adequate coach education + training environment	
	Sleep and recovery considerations		Feel pressure of multiple priorities	Financial - potentially paying for training - looking for part time work possibly	Periodisation	
			Hormone changes still - more for males	high level athletes touring (costs)	Multidisciplinary approach to training / leadership / decision making	
			Intimate personal relationships become more impactful	Often older training with younger due to attrition - can have negative impacts	More 1:1 approach to mental skills coaching	
		More fully developed personalities impacting training environment	Impact on motivation from team mates retiring	Support continued opportunities to get involved outside of competing (coaching, judging, athlete leadership etc) so club is community		
				Increased 1:1 communication with coaching team outside of gym to 'check in'		