Tri Star Gymnastics Strategic Plan

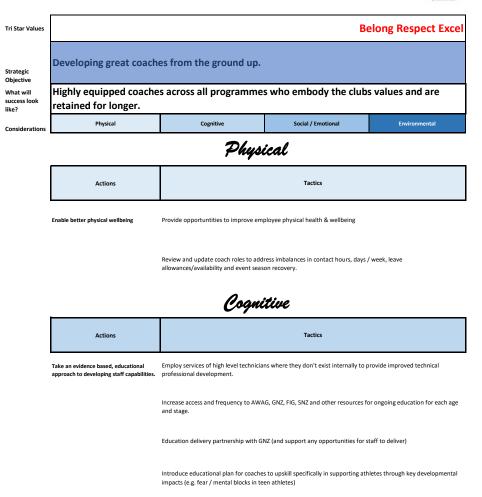
2024



Tri Star Vision	Growing Gymnastics, Growing People, Growing Champions.					
Strategic Objectives	More athletes, more engaged.		Developing great coaches from the ground up.		Resilience in a changing sporting landscape.	
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 opportunties for connection and involvement for all ages and stages.	deliver growth, s and provide buil	of activities that pread financial risk, ding blocks for the sure.
What we will do to get there.	GfA Athlete Plan <u>Competitive</u> <u>Athlete Plan</u>		Employee Development Plan	Community Development Plan	Business Plan	<u>Sustainability Plan</u>

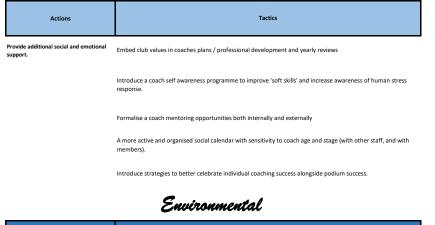
	Club Values	Gymnastics New Zealand	Life in Auckland
Guiding	Belong Respect Excel	Independent Review	Quality of Life Survey 2020
Considerations	Sport New Zealand	<u>Maori Health Model</u>	Covid-19
	Balance is Better HPSNZ Strategy	Taha Tinana (physical) Taha Hinegaro (mind) Taha Wairua (spiritual) Taha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

Employee Development Plan



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Creating clear pathways to employment and promotion within the club.

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

Competitive Athlete Plan

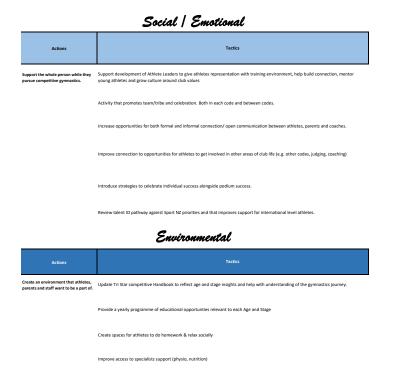


	unve Annere			tris	tar	
Values					Belong Respect	
	More athletes, more engaged.					
look	larger membership or longer.	across all prograr	nmes who ar	e reaching thei	r potential and retained in the s	
rations	Physical	Cognitive	Social / Emotional		Environmental	
			Phy	sical		
	Actions			Tactics		
su	nprove the physical development / upport for athletes at each age and age	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 comple	te with practical meal ic	eas created for each age an	d stage.	
		Track injury patterns in athlet	es to build a better und	erstanding 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-5				
		Continue to achieve Regional	, National and Internatio	mal honours.		
			Cogn	vitive		
	Actions			Tactics		
	nbed appropriate mental skills	Develop implement and m	onitor are appropriate	a in-our mental skills stra	tegies (e.g. reflection exercise at end of night line up)	

development to complement physical Develop, implement and monitor age appropriate in-gym mental skills strategies (e.g. reflection exercise at end of night line up). training for each age and stage

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.



Create new competitive pathway opportunties 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 athltes 13+ Introduce athlete Values Award to celebrate athletes who embody club values.

GYM for ALL Athlete Plan



Tri Star Values			Be	elong 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	s Physical Cognitive Social / Emotional Environmental						
	Physical						
	Actions Tactics						

Tailor the opportunities available for athletes at each age and stage Increased 'Tween' training opportunities

To conitinue 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
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		
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



Improve ease of transition between classes

Community Development Plan



 Tri Star Values
 Belong Respect Excel

 Strategic Objective What will success look like?
 A gymnastics community for life.

 What will success look like?
 A place with meaningful opportunties for connection and involvement for all ages and stages.

 Considerations
 Diversity
 Facility Development
 Connection & Service
 Celebration.

Diversity

Action	Tactics
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Increase accessibility to Tri Star for local Integrate te reo Maori into club communication.

community

Support ongoing delivery / development of Diverse-ability Gymnastics

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



Action	Tactics
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.

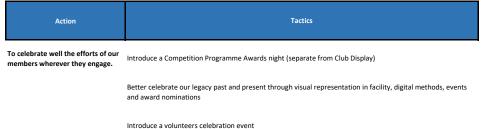


Action	Tactics
To develop a strong sense of connection and ownership to the club and community.	Fully defined and develped Alumni programme (social, events and volunteerism opportunities for all ages and stages)

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



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

Business Plan

Action



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

Fundraising and Partnerships Tactics Increase fundraising activity Develop existing funding partnerships and form new partnerships for programme development in strategic areas (e.g. Aktive partnershp for DGYM) Provide targeted and interest specific opportunities for Alumni to financially support the club.

Improve frequency, strategy and breadth of funding grant applications

stigate interest in corporate / sponsorship partnerships

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

Programmes

Action	Tactics		
Invest in areas that increase opportunties 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 opportunties (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		
Action Diversify Tri Stars activities to reduce dependance on membership growth.	Tactics		
Diversify Tri Stars activities to reduce dependance on			
Diversify Tri Stars activities to reduce dependance on	Increased external hire of facility (including short and long term hire arrangements of gyms, multipurpose rooms and office space)		
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Diversify Tri Stars activities to reduce dependance on	Increased external hire of facility (including short and long term hire arrangements of gyms, multipurpose rooms and office space) Fully developed merchendising programme / pro-shop' Build and implement a long term Capital Facilities Plan (equiment, facility R&M, lease) Continued Covid-19 adaptation, forecasting and developing business continuity capability.		

Promotion



Sustainability Plan



Tri Star Values					Belong Respect Excel
Strategic Objective	Resilience in a chan	ging sporting landscape			
What will success look like?	A community that s				
Considerations	Leadership and Education	Operations	People and Community	Place	
Leadership and Education					

Action

To be a club that actively promotes sustainability.

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

Tactics

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

Create a sustainability policy

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

Action	Tactics
Updating operational practices to align with 'reduce, reuse, recevcle'.	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				
Provide opportunities for membership to be involved in activities that align with 'reduce, reuse, receycle'.	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 sustaibability initiatives.				
	Increase athlete, coach and parent engagement in caring for equipment (e.g. working b's, equipment use guidelines, safe storage).				
	Place				
Action	Tactics				
To strategically align captial investments with sustainable princicples	Update fixed asset register and label all equipment.				
	Develop a captital 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

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).

Request clubs to allow parents to observe training where there is an appropriate viewing area, provided parents do 2 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.

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. 3 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.

4 Consider further review of competition and training attire to address the safety, physical, psychological and holistic well-being of gymnasts.

- Establish or support the establishment of an athlete group/commission to partake in policy decisions for the sport, 5 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.
- 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 fea
- Promote athlete empowerment and engagement in governance, encourage athlete career planning, transition to 7 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
- 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

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

9 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

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.

- 11 Create a culture where coaches from different clubs support and respect each other by working together where appropriate.
- Provide education material relating to judging for parents, gymnasts and coaches, so there is a better 12 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
- Set up systems that encourage and support gymnasts through two critical development stages: puberty and 13 leaving high school. Both stages need more information and education for coaches, gymnasts, and parents.
- Encourage all members of the community to take personal responsibility for their professional and personal 14 development and to adopt a curious mind, centred around excellence and the pursuit of self-improvement.
- 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
- With the desire to create and sustain a safe sport environment, review the SIU complaint and reporting of abuse 16 process to ensure it is now safe, independent, easy to access, non-complex and appropriate for children, particularly where the child is the complainant.

Athlete Wellbeing Advisory (AWAG) Group established to advise on injury, ccess to medical support, S&C / training limits, nutrition etc. They have haped the Competitive Athlete Plan to address Tri Star level elements of GNZ recommendation. AWAG will continue to help operationalise advise rom GNZ as it comes through. Tri Star strategy plans for Athlete and Coach ow have Maori Health Model embedded as framework for delivery.

Mezzanine viewing access and revised equipment layout now enables parent seating during club events such as 'Club Night' and Mock comps etc.

See Competitie Athlete Plan

AWAG group created to oversee athlete wellbeing, Athlete Leader positions created with calendar of activity including feedback to AWAG. Athlete urvey conducted and feedback build into Athlete Plans

Concern register established - report to BOD monthly. Athlete Wellbeing Coordinator facilitates disucssions with athletes to resolve concerns or upport if escalated

See Competitie Athlete Plan

See GfA & Comp Athlete Plan

See Employee Development Plan

See Employee Development Plan

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 Natinoals in June. Hosting/promoting higher level short (weekend) camps for competitive programmes

See Community Plan

See Employee Development Plan + Competitive Athlete Plan + Age & Stage resource

See Employee Development Plan and Competitive Athlete Plan

Up to date with current guidelines

mplemented a confidential concerrns register reviewed by board of directors monthly, provided child friendly concerns process posters and mployed AWC and athlete leaders to provide additional support for athlete

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
onaluerations	Start to develop motor coordination	Starting to understand words - learn best by doing/exploring	Learning how to be friends, tend to be inclusive/accepting	Primary school	Primary school	Focus on team.
		best by doing/exoloring More interested in process than outcome	inclusive/accepting Learning to cooperate, can be possessive	Training 2-9 hours / week	Training 2-7.5 hours / week	Introduce basic mindfulness, focus, reflection exercises
		outcome Concept of competition is hard to	Motives for sport are to be with friends			Coach education on communication, connection,
	recover quickly	understand	and have fun	older athletes	First time training alongside much older athletes	strategies for supporting children, group management, learning styles
	Similar abilities between male & female		Fairness = golden rule!	Lots of afterschool activity opportunites - competing for time	Lots of afterschool activity opportunites - competing for time	Coaches taught correct landing technique
5-8 years	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
	Sleep and recovery considerations	Naturally curious / imaginative	Sensitive to criticism, quickly frustrated	Potential impact of shared care arrangments / logistics	Potential impact of shared care arrangments / logistics	How to mange group with different abilities
		Lack spatial awareness & understanding of time	Like external rewards, praise	older siblings involved in gym		Review of coaches PD / working conditions /
			Haven't learned how to cope with	potentially (influences engagement) Some cultural practices have an		Personality typing (self awareness training) built into coach
		effort	failure, can be self critical	impact on willingness of children to speak up		education.
		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
	* growth spurts	Attention span starts to increase	Begin to question authority	Training 6-16 hours / week	Create homework space at the gym	including technical progressions + equiment resources to
	Increased vunerability to growth plate	Tend to assess things in black /white,	Admire and imitate older people	Athletes days lengthen, and travelling	Clarify commitment, provide alternative competitive	facilitate learning without increasing load
	injuries	right/wrong	Admire and initiate older people	can be significant	opportunities, look at ways to reduce costs	Strategies to incourage more independent training
	muscular system so increased risk of	Limited ability to think hypothetically and take multiple perspectives	Like consistant standards & fair consequences	Some athletes start navigating social media	Education on managing emotions, developing self regulation strategies as a part of training.	Coach development / support - education, worklife
	inury Lack Coordination	Like to share thoughts/reactions; rapidly	Sense 'difference'/comparisons	Increased homework	More tailored S&C programming	balance, accountibility, technical education, mentoring
	Steady increase in motor skills, strength, balance, coordination - fine motor skills		(including body awareness)			Coaches in a programme on same page technically to avoid athlete confu
9-12 years	developing	reason / logic (slower in males)	Female more socially mature	Time management	Increased focus on core stability training, pelvic floor	Increased coach awareness of strategies to suport through fear /anxiety.
	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
	Growth has an impact on technical	Growth period can bring about mental blocks, confidence issues due to	Puberty, hormones = mood swings	Impacts of early specialisation	Introduce team reflections / meetings	
	development (e.g. timing)	required technical adaptation.				
	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	choose sports in they enjoy maniple	Introduce growth mindset concept	
	Sleep and recovery considerations				Education re. disordered eating.	
	Maintenance of healthy body weight					
					Continued individualised Goal setting, including mental skills	
	More growth spurts - clumsiness,	Like to find own solutions	Searching for personal (+athlete)	Transition to Highschool	training Parent education around best way to support at this age	
	ootential for iniurv Hormones affect body composition (and		identity Peer groups VERY important, developing		Increased 1:1 communication with coaching team and	
	mood!)	Have a sense of invincibility	Peer groups <u>VERY</u> important, developing independence from parents		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	Want responsibility + to be treated as	Wider range of opportunities = time	Communication - explaining rationale of activity rather than just	
	waturity unterences between genders	multiple perspectives	adult	constraints	giving directives	
	Physical development - uneasiness	May lack understanding of their abilities / talents	Internally desire success, but influenced by external pressures to conform (cool	15+ hours equates to gym being your life - an increasing challenge to balance outside social/family time	More tailored S&C programming	
13-16 years	Increased vunerability to growth plate		to 'not try')	balance outside social/family time Year 11,12,13 internal and external		
	Increased vunerability to growth plate injuries	Males slower frontal lobe development	Vulnerable to negative criticism	exams	Increased focus on core stability training, pelvic floor	
	Growth has an impact on technical	Growth period can bring about mental blocks / loss of confidence due to	Emotional expression - gender	Increased financial & time	Periodisation	
	development (e.g. timing)	required technical adaptation.	difference For most, technology & social media is a	committment		
	Power slow to develop but increasing		big part of their world, and how they	Impacts of early specialisation	Introduce more opportunites to get involved outside of competing (coaching, judging, athlete leadership etc)	
	Rapid loss of flexibility (e.g. hamstring)		commulcate Self conscious about progress. Need to redefine success at this stage		Investigate using tech for good.	
	Maintenance of healthy body weight		success or cars study	Transition to higher education / work	Education specific to supporting athletes during pubertal years (RED-	
					S, 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,	Strong. Independent social	Training 10-25+ hours / week	Strategies to foster individual achievement within a team	
17+ years		males 25 vrs	needs/desires	Are in transition/decision making	environment	
	Most reach skeletal maturity		Status in peer group is important	stage - home, education, sport involvement	Drug & Alcohol education and support	
	Males continue to gain muscle		Want to belong to a group, but be	18/19 year olds learn to self manage	More tailored individual strategies for good competitive and	
	strength/mass		recognised as an individual	and prioritise as they become independant from family life	training outcomes (e.g. visualisation, managing anxiety etc)	
	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	Time constraints	adequate coach education + training environment	
			uncommon	Financial - potentially paying for		
	Sleep and recovery considerations		Feel pressure of multiple priorities	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	More 1:1 approach to mental skills coaching	
				impacts		
					Support continued opportunites to get involved outside of competing (coaching, judging, athlete leadership etc) so club is	
			More fully developed personalities impacting training environment	Impact on motivation from team mates retiring	Support continued opportunites to get involved outside of competing (coaching, judging, athlete leadership etc) so club is community)	