



Academy Sport Program Framework

2023+
Revised Edition

This Edition: March 2023

First Produced as the Sport Programs Operations Manual and Academy Procedures Manual, Editor Stephen Craig, South West Sydney Academy of Sport - 2005.

Key Editor: Stephen Craig, South West Sydney Academy of Sport



Vision:

To be recognised across the South West Sydney region as the leader in quality sports program delivery and to be acknowledged as a progressive, well managed organisation.

Mission:

To provide high quality, community focused, talented athlete and coach identification and development programs, which assist athletes and coaches to successfully realise their sporting potential.

Acknowledgement of Country

The land on which the South West Sydney Academy of Sport is located, and where our athletes train and compete is the traditional land of the Dharawal people.

The South West Sydney Academy of Sport acknowledges the Traditional owners of Country and recognise their continuing connection to land, waters and culture.

We pay our respects to their Elders past, present and emerging.

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SPORT PROGRAM FRAMEWORK

FOUNDATIONS OF PERFORMANCE



BACKGROUND INFORMATION

Background Information

Why and Academy 'Sport Program Framework'?

The 'Sport Program Framework' was created in an effort to provide a concise document for the future direction of not only the South West Sydney Academy of Sport and its sport program structure, but as a document that all Regional Academies could utilise for program direction and future planning.

The core information provided within the framework in itself is not new.

The Academy Sport Program Framework in fact, has been adapted from the original 'South West Sydney Academy of Sport Sport Programs Operations Manual' and 'Academy Sport Program Procedures Manual' first developed by the Academy Sport Program Coordinator Stephen Craig in 2005.

Key content from within those original manuals had then been replicated in various forms in the 'South West Sydney Academy of Sport Athlete Manual', and most recently the "Coach Induction Manual" which was produced and given to athletes and coaching staff on an annual basis.

The content within these various manuals effectively summarised the detail contained in four key elemental areas, which are now contained within the new Academy Lifecycle; being Individual skill development, targeted sports education, sport science / strength and conditioning, and competition opportunities.

Due to the significant updates in line with the Regional Academies of Sport (RASi) adoption of the national FTEM models, and in line with the NSW Office of Sport funding projects, a comprehensive re-write of the framework was undertaken, resulting in this current document.

Through this additional work and major update of process and procedure undertaken in 2022, Wellbeing and Support Services was added as a fifth element, and the 'Academy Athlete Lifecycle 2022+' was born.

The Academy Sport Program Framework references a number of key documents that heavily influence the conduct of sport programs within the Regional Academy of Sport network.

These include the implementation of the AIS Winning Edge Strategy (2012-2022), which influenced the development of the FTEM model, as well as the Future Champions Strategy (2019-2023) of the NSW Office of Sport. Now referred too as funding 'Project A and B'. And most recently the NSWIS Ready | RAS Talent Radar Project and NSW Office of Sport / RASi Bound for Brisbane, or Funding "Project C"

These various sporting strategy documents cover the development and implementation of High-Performance Sport pathways within Australia, of which the NSW Regional Academies of Sport network (RASi) forms an important part.

The Academy Sport Program Framework document provides the South West Sydney Academy of Sport a position of accountability for the Academy Administration, Coach and Support Staff in the development of its sport program outlines.

This is achieved by providing guidelines in implementing elements of the FTEM model within the Academy sport program structure in a form of "curriculum".

And to ensure that these elements meet and exceed the expectations of both the NSW Office of Sport, NSW Institute of Sport, and the various State Sporting Organisations, and financial partners who invest in the Regional Academy network.

The work completed on the Academy Lifecycle 2022+ goes further to identify key components of both the athlete, and coach and support staff experience within the Academy, and the intended outcomes of the Academy sport program.

AIS 'Winning Edge' and The F.T.E.M Model

The Australian Institute of Sport's Winning Edge Strategy (2012-2022), was developed in a bid to move Australian Sport from World Class, to World Best. Included in this Winning Edge strategy was the identification of Australia's high performance sporting goals to include;

- Consistent and sustainable success for Australian athletes and teams on the world stage.
- Greater levels of accountability for performance results.
- Improved Governance structures and contemporary reporting and monitoring of performance
- Engaging, uniting, inspiring and motivating all Australians.

As a key outcome of the Winning Edge strategy, it was identified that there was a need for a model framework to be developed that aligned elite pathways in Australian Sport to its foundational or grassroots participation. Hence, the F.T.E.M model framework was born. FTEM stands for **Foundation, Talent, Elite, and Mastery**, recognising the progressive levels of sport performance.

This model framework identifies ten key development progressions within a high-performance pathway, from the learning and acquisition of basic movement (learn to play), through talent identification and verification, and on to elite mastery of the sport (Olympic / International success).

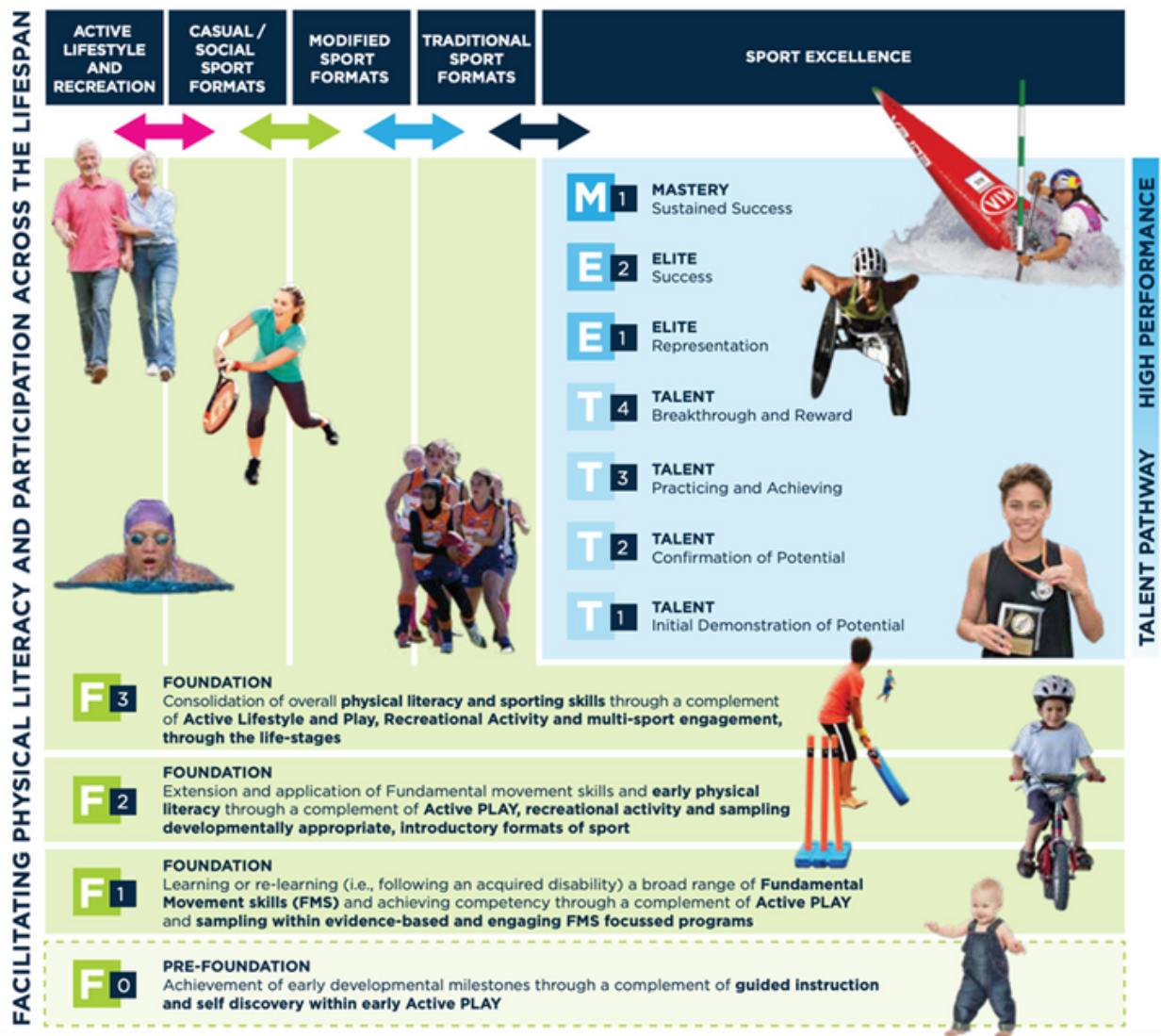
The framework also aims to recognise the progression in sport, from play for recreation, to sport as a profession.

A large majority of state and national sporting organisations have gone on to adopt the FTEM framework in their high-performance pathways, and accordingly, this FTEM model has become crucial in the Regional Academy of Sport program framework.

NSW Office of Sport 'Future Champions Strategy'

The NSW Office of Sport, who are the principal partners of the Regional Academies of Sport, as a part of its "Future Champions Strategy" (2019-2023) further developed the FTEM model specifically for its NSW Sporting pathway.

The NSW FTEM model includes an identified six drivers for high performance success at each FTEM level used specifically within the NSW sporting pathway. The NSW FTEM is not predicted on chronological age but is aimed at best practice and holistic approach to the athlete's development ensuring the 'right support at the right time'. (Future Champions Strategy – FTEM NSW, Weissensteiner, J.R / NSW Office of Sport)



Regional Academy F.T.E.M

Reporting Matrix

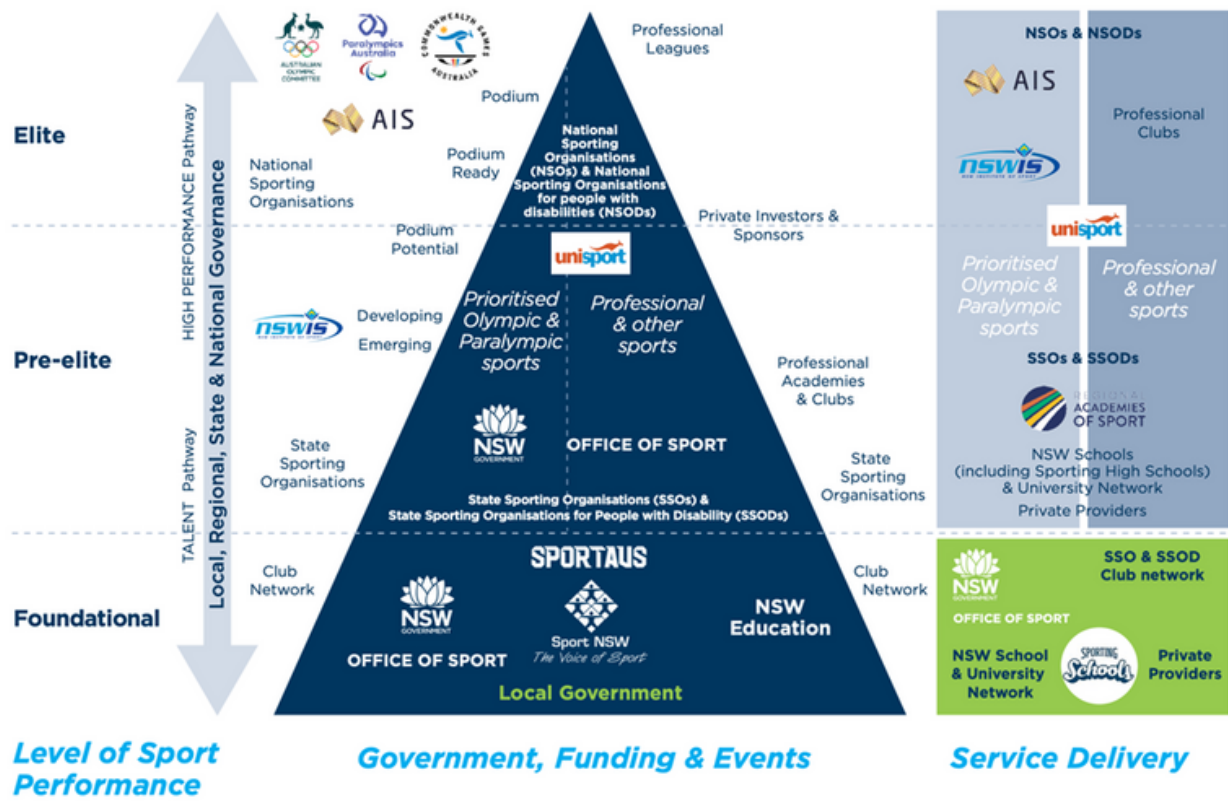
The Office of Sport has provided the following FTEM Matrix for use within the Regional Academies. This matrix forms a key part of the annual reporting on Academy Activities undertaken, as such provides a strong baseline for components of our sports programs.

Foundation 3	IMPLEMENT evidence-based and holistic strategies for facilitating a full repertoire of fundamental movement skills, physical literacy and the technical, tactical, physical and psychological skills of a sport participant who is yet to enter the high-performance pathway.
Talent 1	IMPLEMENT effective and reliable TALENT IDENTIFICATION strategies. Assessments of an athlete's initial talent potential are holistic, informed by the required athlete provide for that sport/event and are cognisant on an athlete's maturational status, skill level and learning potential.
Talent 2	IMPLEMENT dedicated, holistic and evidence-based talent verification strategies to CONFIRM an athlete future high performance potential and inform their initial athlete case management
Talent 3	IMPLEMENT integrated and holistic evidence-based DEVELOPMENTAL strategies to further the development and refinement of recognised emerging athletes that are specific to the developmental status and context of the athlete
Talent 4	IMPLEMENT evidence-based holistic TRANSITIONAL strategies to support athletes' readiness and transition into the Elite levels. Includes aligned athlete and coach education, vertical integration of athletes and coaches and competition opportunities at key National and International benchmarks.

Component / Element	F3	T1	T2	T3	T4
Coaching Professional Development	Y	Y	Y	Y	Y
Camps	Y	Y	Y	Y	Y
Athlete Induction	Y	Y	Y		
Athlete Education Sessions	Y		Y	Y	Y
Competition Access	Y		Y	Y	Y
Parental Education Sessions	Y		Y		
Coach Mentoring	Y			Y	Y
Direct Coaching Support	Y				
Physical Literacy Programs	Y				
Psychological Assessments eg valid and reliable inventories, behavioural assessments		Y	Y		
Skill based assessments eg Visual, anticipatory, technical and tactical		Y	Y		
Musculo-Skeletal athlete screening		Y	Y		
Physiological Assessments eg Vo2 max, agility tests, arm and leg strength and power tests		Y	Y		
Anthropometric Assessments eg stature, arm span, body mass, muscle mass		Y	Y		
Running TID Testing Days		Y			
Targeted recruitment of athletes within feeder competitions		Y			
Physiotherapy, Massage other medica service support			Y	Y	Y
Psychological Service Support			Y	Y	Y
Anti-Doping Education			Y	Y	Y
Strength and Conditioning Program			Y	Y	Y
Physiological Service Support			Y	Y	
Athlete Education Resources			Y	Y	
Recovery Sessions			Y	Y	
Skill Sessions			Y	Y	
Individual Athlete Performance Plans				Y	Y
Individual Coach Performance Plans				Y	Y
Media and Public Speaking Training				Y	Y
Athlete Monitoring eg AMS				Y	Y
Athlete Mentoring					Y
Athlete Education Online					Y
Transitional Education and Support					Y

Components of the NSW FTEM Model identified within the NSW Office of Sport Regional Academies of Sport Annual Reporting Tool.

Regional Academies within the NSW Sporting Landscape



NSW Sporting Landscape – NSW Office of Sport Future Champions 2019-2023

The Regional Academies of Sport are recognised as holding a valuable place within the NSW Sporting landscape, providing a crucial and direct link from foundational to Pre-Elite athlete development.

The inclusion in this pathway, clearly identified in the "Future Champions Strategy" by the Office of Sport, identifies the Regional Academy network as one of the key delivery partners in the implementation of the strategy, and its blueprint for high performance success in key areas of;

- Pathway Leadership
- Coaching
- Empowered Athletes
- Pathway Intelligence
- Competition, and
- Performance Environments

Because of this crucial step in the pathway, Regional Academies operate primarily in the Talent identification section (T1-4) of the FTEM pathway. This is due primarily to our unique focus and ability to deliver varying aspects of an athlete's lifecycle in a semi-elite and high-performance environment above the community sport level.

Compliance with the FTEM model framework allows Regional Academies to remain vital in the high-performance pathways of the State Sporting Organisations that support the Academy programs.

Each Academy sport program should therefore be conducted to a minimum level consistent with the following FTEM Model levels T1-T3;

T1 - Talent Identification through Assessments of an athlete's initial talent potential

T2 - Confirmation of an athlete's future high performance potential

T3 - Development of strategies to further progression of athlete into performance pathways.

Some Academy sport programs may have the opportunity to work within the T4 area (transition to Elite Sport Pathways) with athletes in their final year of the program, within the Wests Future Stars program, or as one of the NSWIS Ready / RAS Talent Radar athletes.

Because of this multi-level approach to sport programs, the South West Sydney Academy of Sport subscribes to a three-tiered approach when conducting its sport programs.

Tier 1:

NSWIS Ready / RASi Talent Radar

A Key component of the NSWIS 2032+ Strategy, as a part of the NSWIS Business plan, is the development of a NSW talent unit in partnership with Regional Academies of Sport, to deliver talent development in Regional NSW.

As a part of the Office of Sport "Project C" Bound for Brisbane funding proposal, RASi and NSWIS have formed an NSWIS Ready | RAS Talent Radar Project.

The purpose of this project is for NSWIS / RAS to identify and support regional NSW's best emerging talent with the potential to succeed in Olympic sports and Olympic events, and assist these athletes to be "NSWIS" ready.

Or, effectively prepare these athletes physically, mentally and socially for the demands and rigours of a high performance training environment.

These athletes, and sports, are effectively the top 5% of athletes within Regional Academy programs, or those with "Podium Potential" - ie highly likely to win medals at Olympic Games; Selective identification of the best emerging talent in the FTEM T1-T4 zone.

Therefore, sport programs where athletes may be selected under the NSWIS Talent Radar Project are classified by SWSAS as a "Tier 1: NSWIS Ready" programs.

As a significant number of these athletes may come from outside the current Academy sport program structures, there is a high likelihood that whilst these athletes will be serviced by SWSAS, they will be included in the Wests Future Stars program, given their required alignment with the NSWIS Sport program.

Current NSWIS Sport Programs include;

Archery, Athletics, Canoe Slalom, Canoe Sprint, Cycling, Diving, Hockey, Rowing, Swimming, Sailing, Surfing, Triathlon, Women's Water Polo, Wheelchair Basketball and Winter Sports.

Tier 2:

RASi / SSO Pathway Program

Where a sport has an MoU with RASi, a formalised relationship will exist between the relevant SSO, and the Regional Academies of Sport (RASi).

SWSAS may be listed as a target delivery partner on the MoU to receive funding, or where the SSO does not recognise SWSAS as a target delivery partner, SWSAS may operate the program as a "Tier 2: RASi/SSO MoU" program, and include elements of the MoU, albeit without the funding nor reporting requirements.

Each MoU sets out the guidelines for the sport program across all Regional Academies, to ensure that all athletes are afforded the same individual skill development opportunities. It is often the sports that have an MoU that will compete at the Regional Academy Games.

This MoU enables each Academy program to form an accredited and identified part in the respective sports state athlete development pathway.

The MoU also outlines the SSO's expectations for the Academy program in terms of content, and will also determine the age group, gender, and composition of the squads.

Often the MoU will be accompanied by a curriculum that details the development level and desired athlete progression throughout the program.

Where a sport has an MoU with the sports relevant State or National governing body (SSO/NSO), elements of that MoU MUST be included in the development plans of the program.

Failure to meet the SSO expectation may result in reduced funding by the SSO, or at worst, the deregistration of that sport as a supported program within not only the Academy, but within the Regional Academy network. Coaches who cannot meet the requirements of the Academy Sports Program Planning Guidelines may also be removed from the program.

Tier 3:

Community Development Program

Any sport that does not have a current MoU at the RASi level, is classified as a "Tier 3: Community Development Program".

Whilst an "in principle" agreement may be in place between SWSAS and the SSO or professional body representing the sport, quite often it is the Academy Staff who are responsible for developing the sports specific content and expected outcomes.

These outcomes however will mirror what is considered 'best practice' for the sports junior high performance pathway and align wherever possible to services delivered by the Academy to Tier 1 and Tier 2 sports.

Tier 3 programs will take place where an Academy identifies a need for the development of a sporting code that may be specific to the region, where SSO support either not exist or be very limited, or where local clubs and associations are limited in their ability to service athletes within the Academies broader region.

The inclusion of these programs is ultimately up to the decision of each individual Regional Academy, however when multiple Academies share similar programs, inter-academy development competition may take place.

Tier 3 programs are afforded the same planning priorities within their program to ensure consistency in the delivery of quality across all programs.

Tier 3 programs are often seen as a development pathway or 'pilot program' that may assist athletes in gaining better opportunity for selection into their sports high performance pathway, either through another Academy program, or directly through the SSO's identified selection system.

Tier 3 programs will often focus on F.T.E.M elements from F3 / T1 in an effort to develop athletes' future potential.

SPORT PROGRAM FRAMEWORK

ACADEMY LIFECYCLE

Academy Lifecycle

The principal role's of the South West Sydney Academy of Sport are;

- *To facilitate the personal development of talent identified junior athletes in the South West Sydney region*
- *Provide individual athletes with access to specialist support services including coaching, sports science and sports medicine*
- *Identify, engage and support development of high performance coaches at the local level*
- *Provide a clear, high quality development pathway, for local talent identified athletes to progress through junior development pathways to State and National representation*

With this in mind, the South West Sydney Academy of Sport has identified what it believes to be five core components in the holistic development of a member of the South West Sydney Academy of Sport. The 'South West Sydney Academy Lifecycle 2022+' was developed throughout 2021 and 2022, and released ahead of the Academy's 25th Anniversary year.

There are five core components identified in the Lifecycle, each relevant to both athletes and, coach and support staff within the Academy.

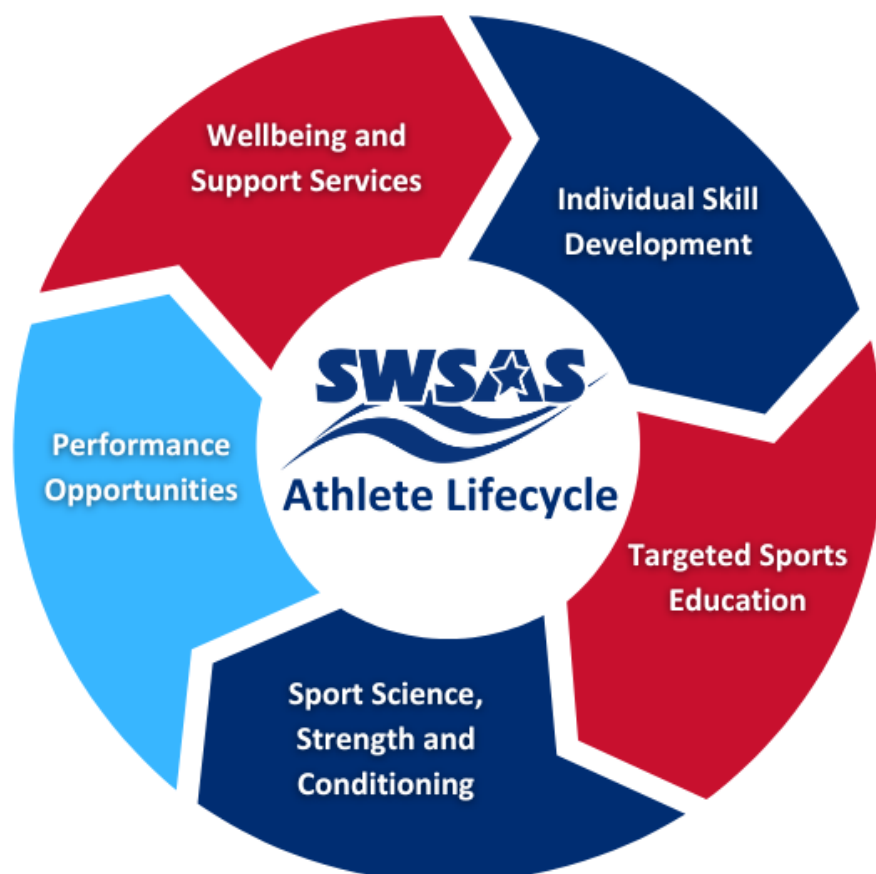
The components form the foundation building blocks for the Academy Sport Program Framework, which in turn strengthens the Academy's position within the FTEM model.

The Academy Sport Program Framework therefore, is a further extension of the lifecycle, by providing a detailed outline of the components, their relevance to the FTEM model and the Academy. As well as providing the key outcomes and structure to present each component within a structured Academy sport program.

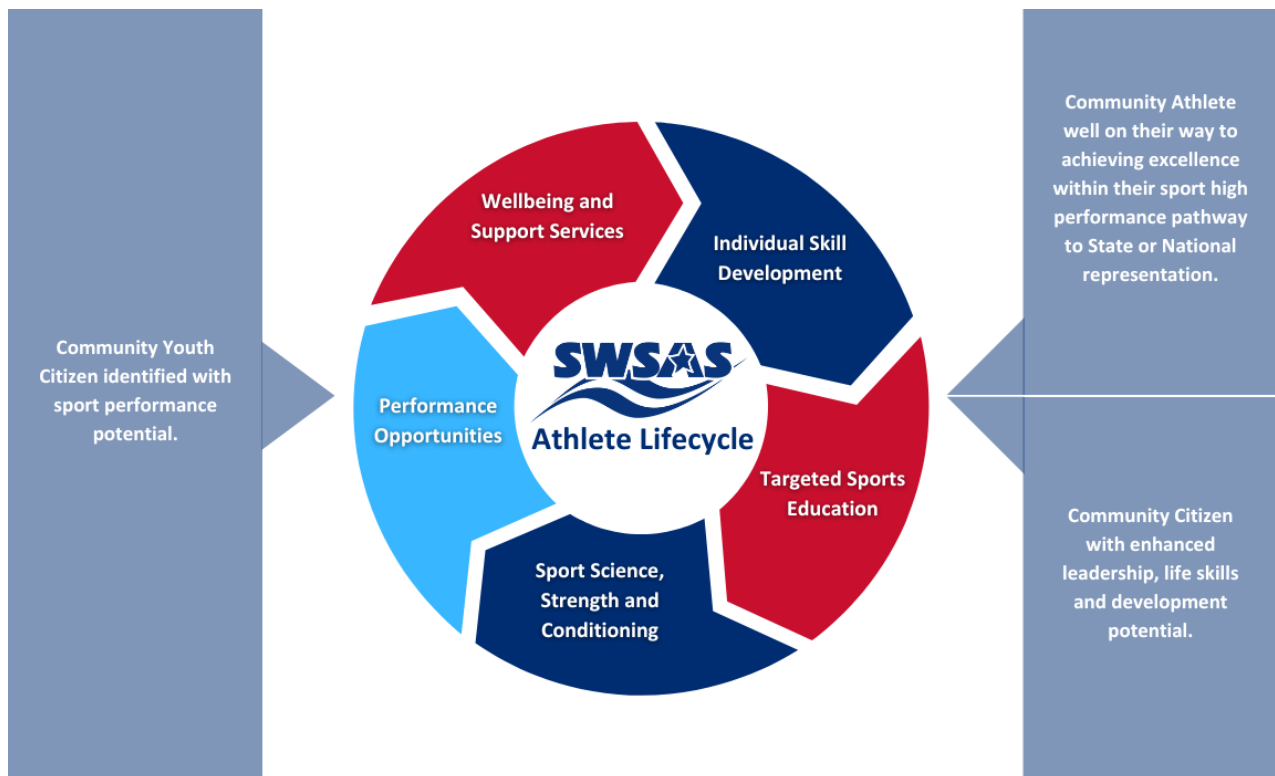
The ongoing work completed on the Academy Lifecycle 2022+ was extended further to identify key components of both the athlete, and coach and support staff experience within the Academy. This is used to guide the intended targets and outcomes of each Academy sport program by identifying both the Athlete and Coach place within the sport program framework.

In turn this helps create a detailed summary of each sport program's athlete benefits, program objectives and measures as a part of each sport programs planning process.

The 'South West Sydney Academy Lifecycle 2022+' forms a graphical representation of the pathway throughout the Academy, and its members experience within the Academy Sport Program Framework.



The Athlete Lifecycle



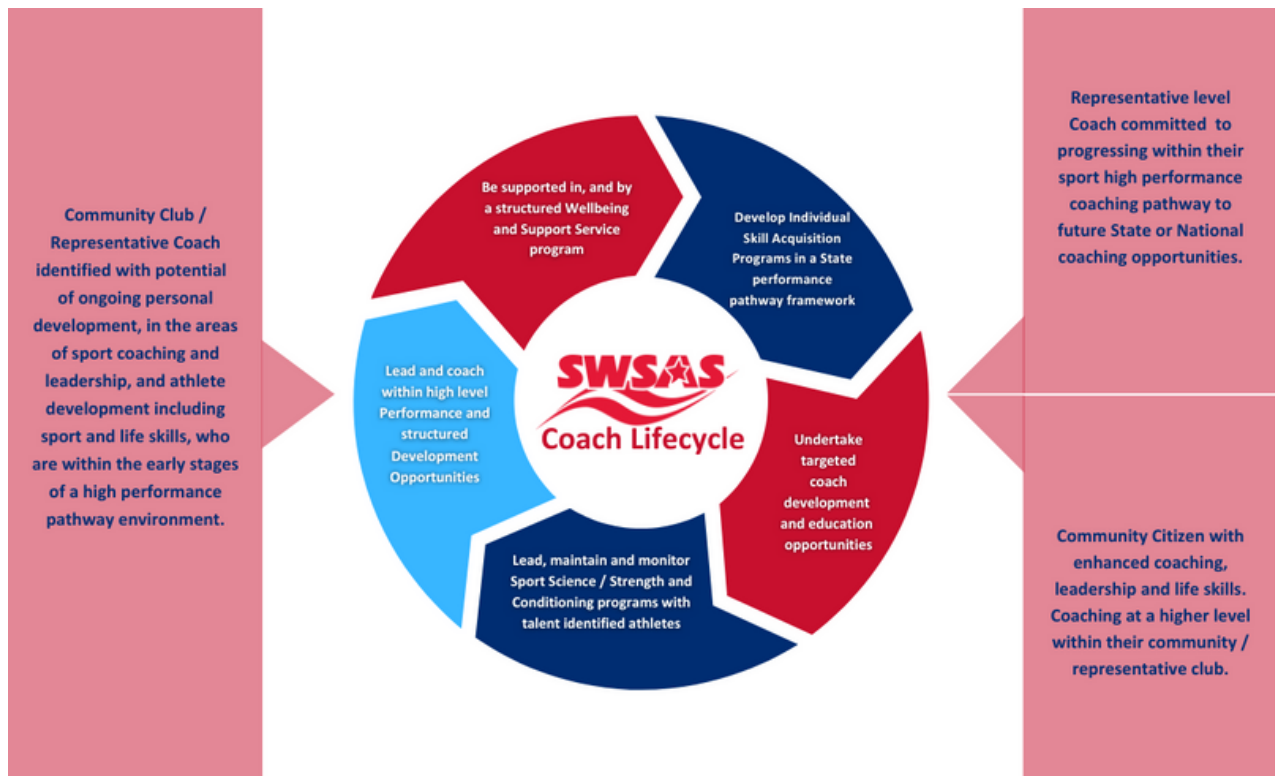
Athletes enter the lifecycle from within our local community, via their respective local club or representative teams, or identified throughout their local school.

Selected athletes then experience each of the five core components of the lifecycle during their scholarship period and leave the Academy either as an athlete within their sports high-performance pathway (approx. 40% per year), or return to their local community club, team or environment with enhanced leadership and life skills.

The Academy's lifecycle as such, is focused not just on the athletic performance of a person, but their character, identity, and value as a community citizen.

To ensure this maximum experience and development of Athletes within the Academy, elements of each of the five components are included in the development of the structure of each sport program's structure and overall presentation.

The Coach and Support Staff Lifecycle



Our athletes are not alone within the Academy Lifecycle, with the Academy's coach and support staff playing a vital role in the leadership and implementation of these components within the sporting program framework.

Further to actually being the drivers in implementing key components of the framework, our Coach and Support staff have the opportunity to grow and develop within their own experience, thus creating the 'Coach Lifecycle'.

As with the Athlete Lifecycle, the 'Coach and Support Staff Lifecycle' helps to identify the coach and support staff experience through the five components in part, by being an integral part of the athletes development within the respective high performance pathways.

What follows provides some detail on how coach and support staff can maximise their experience within the South West Sydney Academy of Sport, and identifies the key coach and support staff specific targets and performances outcomes from their involvement within the Sport Program Framework.



SPORT PROGRAM FRAMEWORK



THE FRAMEWORK

Framework Summary

Using the lifecycle at its foundation, the Academy has grouped the desired components and elements of the NSW Office of Sport FTEM Reporting Matrix into the five areas of a South West Sydney Academy of Sport Athlete's lifecycle to provide a sport program framework.

- **Individual Skill Development**
- **Targeted Sports Education**
- **Sports Science / Strength and Conditioning**
- **Performance Opportunities**
- **Wellbeing and Support Services**

The level of detail provided in the framework provides the leaders of our sport programs, our coach and support staff, a clear structural framework to develop and implement their sport program outlines.

Included within the framework are targeted topics and key focus areas for our current and future program curriculum, as are required learning, program implementation guidelines and the key target outcomes for each component.

This framework also provides a detailed outline for discussion with State Sporting Organisations, program partners, and fellow Regional Academies to assist in the streamlining and inclusion of new and improved programs within the Academy family.

When developing each sport program within the framework model, the ideal minimum time on each component is often derived from the MoU, however an ideal program will contain a **minimum** of;

Individual Skill Development - 20 Hours

Sport Specific field / on-court training to develop and correct athletes fundamental skill and sport specific movement and performance knowledge.

eg 10 x 2hr skills-based training sessions

Targeted Sports Education - 10 hours

Sport Education lectures or practical workshop sessions where the focus is on the athletes education within a sporting environment and not on skill development.

eg 10 x 1hr lectures or workshops

Sport Science / Strength and Conditioning - 20 hours

Made up of at least 8 hours education based, for example 3 hours theory and 5 hours practical correct technique demonstrations, plus the addition of at least 12 hours of "At Home" strength and conditioning programming.

eg 3 x 1hr theory sessions, 3 x 1 1/2hr sports science / biomechanical / movement testing events, plus 12 x 1 hr per week Home S&C Program

Performance Opportunities - 24 hours

Minimum of 3 x Camp-based performance opportunities, including Academy Games, Day in the Life or other Performance-based day/overnight camp.

eg 4 x 6 hr day camps, Academy Games or overnight experiences

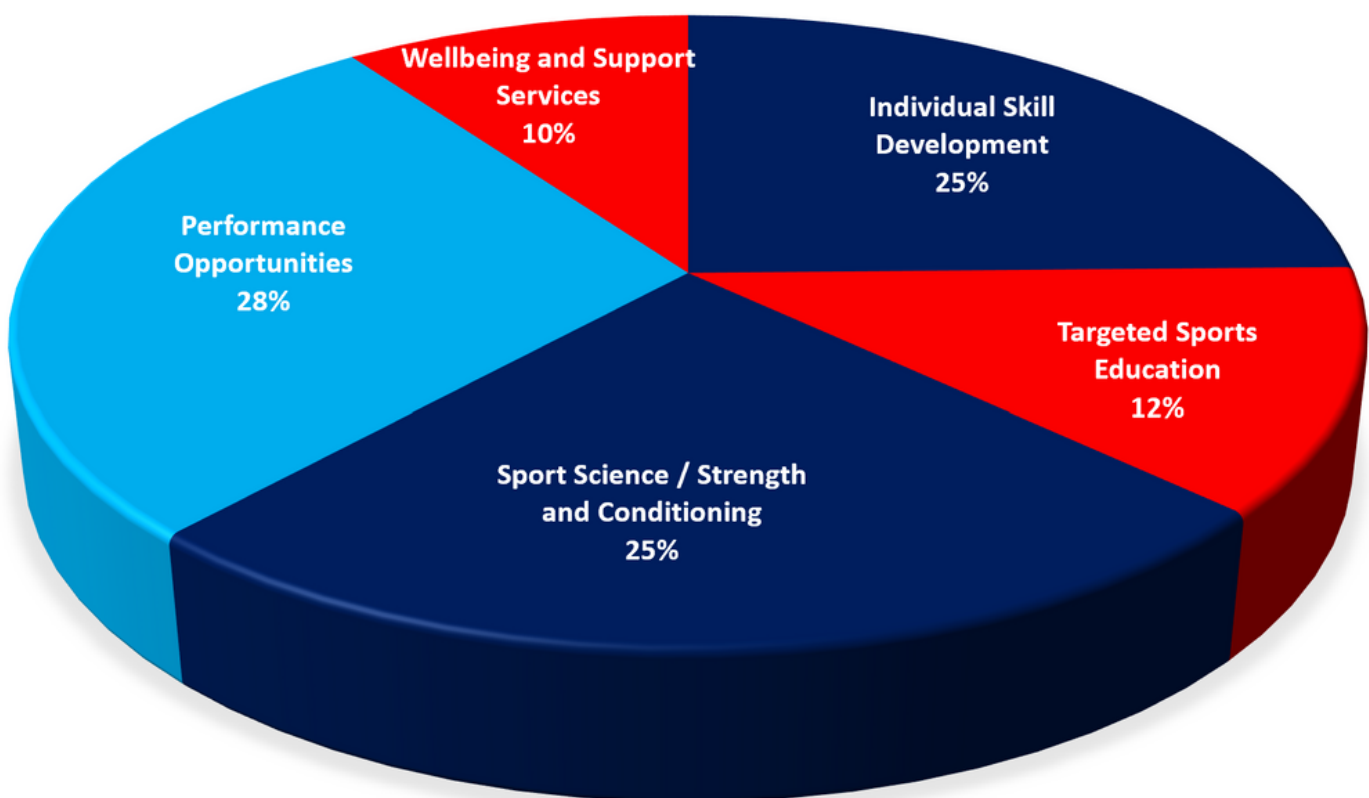
Wellbeing and Support Services - 8 hours

Lectures, practical workshops, visits or one-on-one sessions with the Academy well-being team where focus is on the athlete as a Person, and not on Performance.

eg 8 x 1hr visits to training sessions, plus athlete support, workshops and extra curricular services; including "maintenance phase" check-ins.

TOTAL :

82 Hours "athlete to coach contact" per program



Athletes participation within the framework therefore is approx 75% focused on sport specific practical skills based training and performance, with around 25% of the athletes time within the Academy spent in classroom / lecture based training across the five components.

SPORT PROGRAM FRAMEWORK



**Individual
Skill
Development**

Individual Skill Development



Academy training sessions focus on the individual skill development of the athlete. These are the sports-specific fundamental skills that are relevant to the athlete's ability to progress through the development pathway in their sport.

These skills are the **TECHNICAL** Skills required to play the sport and can include:

- Passing
- Catching
- Dribbling
- Hitting
- Fielding
- Running
- Jumping
- Shooting/Scoring/Attacking
- Defending
- Movement
- Positional specific
- Sport specific

Athletes are given the opportunity to develop their fundamental skills throughout varied playing positions and environments, along with individual and team skills in training and competition environments. The team skill structures, concepts and set plays focus on those used at state trial or state squad level. This allows athletes to develop and practice the skills required to be successful, in moving on the athlete development pathway.

NSW OoS FTEM Elements may include

- Camps
- Skill based Assessment i.e., Visual, Anticipatory, technical, and tactical
- Skill Sessions – to build on above components
- Individual Athlete Performance Plans
- Individual Coach Performance Plans
- Running TID Testing Days

Program Guidelines

There are two key "documents" required to be created by the Head Coach / Program Coordinator relevant to their sports program under the Individual Skill Development element. These documents should also be developed in reference to the sport specific skill development matrix or curriculum for the level of the athlete within their high performance pathway.

1. Athlete (Team) Skill Development Program

2. Individual Athlete Performance Plan (IAPP)

The **Athlete (Team) Skill Development Program**, also known as a seasonal training plan, should be developed by the Head Coach, in consultation with their coaching staff, and implemented throughout regular skill-based training sessions utilising all coaching staff.

This seasonal training plan requires at minimum, training templates to be produced, detailing the key focus areas of the sport specific program, and the desired level of skill development/progression throughout the program calendar.

The focus on this plan should include the correction of individual skills and implementing correct biomechanical technique as priority over simply conducting skill training through drills.

This plan should reference the relevant sports NSW high performance pathway and/or State level of skill development and progression. And show a building progression of skill level from one training session to the next, ideally not repeating the same skill level and activity at every session.

These programs must recognise and encourage discussion and education on an athletes "load management" requirements across all levels of sport they are currently participating in.

Programs may utilise guest coaches or presenters to conduct a training session. Depending on the level of skill acquisition, this may be considered as an education session.

Individual Athlete Performance Plans should be completed between each athlete and a member of the coach and support staff as early into the program as possible.

A number of SSO's require as a part of their MoU the implementation of an Individual Athlete Performance Plan developed for each athlete. This is an important part of an athlete's experience in the high-performance pathway as it provides them with a document they can use for their development. It is far more detailed than a goal setting exercise.

An Individual Athlete Performance Plan (IAPP) focuses on individual skill development in a team/squad environment whilst providing athletes with performance goals across technical, tactical, physiological, and psychological aspects of their sport. Some IAPP's also provide detail on sports testing results and targets.

As a part of the Academy Sport Program framework, each program should provide some form of IAPP with each athlete in their program, whether formal (individual written document per athlete), or informal (regular goal setting education and follow up).

These IAP plans should be developed with the athlete, providing both the athlete and coach feedback on the athlete's skills, current and desired performances, as well as future performance goals.

Regular review of the IAPP should take place throughout the program to monitor the individual's progress.

Implementation:

In a sport program where the training environment is focused on **squad or team based athletes**, the Athlete (Team) Skill Development Program is a core requirement of the sport program structure, and unless specified by the SSO, the Individual Athlete Performance Plan (IAPP) is recommended.

In sport programs where the sport is primarily **individual athlete focused**, the Athlete (Team) Skill Development Program should be conducted in conjunction with input and continued feedback with the athletes Individual / home program coach.

In these programs, the Individual Athlete Performance Plan (IAPP) becomes a required component of the sport program structure, and should again be developed and shared with the athletes Individual / home program coach.

Individual Skill Development Targets and Outcomes - Athlete

Targets

Min. 20 Contact Hours

- Regular skills-focused **training sessions**.
 - eg 10 x 2hr sessions or similar
- Implement an **Individual Athlete Performance Plan (IAPP)**, focusing on individual skill development in a team/squad environment whilst providing athletes with performance goals across technical, tactical, physiological, and psychological aspects of their sport.
- Implement an **Athlete (Team) Skill Development Program**, focusing on the overall team development within the sport program squad.

Performance Outcomes

- Athletes exposed to regular high-performance training sessions and environment that compliment or are in addition to their own club / representative commitments.
- Athletes progress in skill development through SSO pathway skill sets and acquisition to a level able to be selected into the NSW State performance pathway within their sport and/or meet the skill acquisition targets derived in the MoU.
- Athletes gain increased skill development to play at a higher, and competitive level within their local club or representative sporting team.
- Athletes gain skill correction and development in correct technique, including biomechanical, to assist the athlete progress in their performance pathway
- Athletes gain increased individual and team performance understanding, and the ability to show leadership within their respective sporting environments.
- Athletes gain knowledge and develop an understanding of "Load Management" and development of their overall training program.

Individual Skill Development Targets and Outcomes - Coach

Targets

Min. 20 Contact Hours

- Develop Individual Skill Acquisition Programs in a State performance pathway framework

Performance Outcomes

- Gain practical experience through the development of Individual skill acquisition, and individual performance plans within programs as a part of a State-level performance pathway framework.
- Develop and present an overall training program and regular training sessions to a "State Performance" standard.
- Teach and facilitate training sessions in the fundamental skill development and progression of athletes within their chosen sport.
- Demonstrate skill correction and development of athletes using correct technique, including biomechanical, to assist the athlete progress in their performance pathway.
- Coaching Staff to gain an increased individual and team performance understanding, and the ability to show leadership within their respective sporting environments.
- Demonstrate knowledge and understanding of "Load Management" and facilitate development of an athletes overall individual and team training program.



SPORT PROGRAM FRAMEWORK



**Targeted
Sports
Education**

Targeted Sports Education



The Academy recognises the need to support and develop the total individual, not just their athletic performance (Holistic approach). The targeted sports education component focuses on providing skills that will assist the athlete both inside and outside of competition and training.

Consistent review of the educational topics provided and available takes place resulting in a far more concise, broader range of sports education activities that squad programs can undertake. This has resulted in the inclusion of assessable items, with athletes required to commit some time to study for the sports education program. Greatly emphasizing the mental aspect of the 'game' on and more importantly off the field.

Athletes will undertake study from a selection of core and elective subjects available in both face to face, and online lectures; as well as through practical situations, to complement their sports specific on-field training program.

The Academy continually explores options with educational service providers to value-add to the targeted sports education component, with several regional education providers already partnering with the Academy in the development of this program. These partnerships enable the Academy to provide fresh, age-appropriate, and current material to our athletes and coaches.

Academy athletes as a 'whole of Academy', will undertake a number of similar educational topics at one time; this opportunity will be taken to have as many athletes and their respective squads undertake education at the same time to allow all academy athletes to meet and interact with each other, as a collective Academy unit, as well as present a number of targeted sports education components to the maximum number of participants.

Whilst an athlete's particular individual skill development component of the sport program may not continue for the whole year, athletes will have up to the conclusion of their programs nominated scholarship period to complete any of the program's education components. This will allow ample time should an athlete miss a session due to illness, or competition at a higher level. And may include education sessions that take place during the athletes regular sport's local representative calendar.

NSW OoS FTEM Elements may include

- Anti-Doping education
- Athlete Induction
- Athlete Education Online
- Athlete Education sessions / workshops
- Parent Education Sessions
- Physical Literacy Programs
- Recovery Sessions
- Transitional Education and Support
- Athlete Education Resources
- Media and Public Speaking Training

Program Guidelines

Ideally all sport programs shall include at ***minimum, ten (10) hours*** of either lecture or face to face or online education workshops in a minimum of three Academy or sport program identified topics. These topics are **in addition** to Anti-Doping and Integrity in Sport, which are mandatory components of each sport program - both of which are encouraged to be completed as online subjects through Sport Integrity Australia prior to the athlete commencing with the Academy.

Education sessions should include both a practical and theoretical component that requires athlete interaction. These sessions may include additional research tasks, short quizzes, or other forms of practical assessment for athletes to complete or take home to gauge their level of understanding.

Community, 'Pilot' or short-term (holiday) programs, where conducted, that are less than six (6) sessions in length, are to include ***at least*** one practical, and one theory education workshop, in addition to the required Anti-Doping and Integrity in Sport requirements.

Wherever possible, education sessions should be conducted by an external presenter in their field of expertise. Coaches should consult with the Academy on the most appropriate presenter, as well as to discuss any educational topic not ordinarily listed.

Education sessions may be conducted as a part of an Academy-wide event, combined with an additional sports program, or during a Squad Camp environment. The duration of each theory session should be around 30-45 minutes in length. Some practical sessions however may take longer.

Education Sessions should therefore not be conducted as an informal ad-hoc stand-around chat during a skill training session.

Athlete Education Topics may include but are not limited to;

Compulsory Education in

- o Anti-Doping
- o Integrity in Sport

Clubs NSW Education Modules

- o Nutrition in Sport
- o Introduction to Sports Psychology
- o Drugs in Sport / Community
- o Youth Leadership
- o Sports Medicine / Injury Prevention
- o Social Media
- o Integrity in Sport
- o Financial Fitness

Sports Psychology

- o mental preparation
- o motivation
- o goal setting
- o self-regulation
- o emotional intelligence
- o visualisation
- o performance anxiety

Sports Medicine / Injury Prevention

- o sports taping
- o warm up techniques
- o use of foam rollers / self-massage
- o recovery techniques
- o Physio session
- o Pool recovery

Social Media / Media Training

- o sponsorship skills
- o managing online profiles
- o public speaking
- o working with the media
- o creating video highlight packages

Youth Leadership

- o Good Choices program
- o Character, self-worth, and Identity coaching

Resilience for Athletes

Financial Fitness

- o Contract management
- o Financial Planning for life after sport
- o Gambling and Sport Corruption

Performance / Match Review

- o video analysis
- o high performance centre visit
- o High Intensity Interval Training practical
- o guest high performance athlete visit
- o rules and officiating training
- o community coaching

Gender issues in sport

- o Women in Sport
- o biological traits and differences
- o training loads

Managing parents or external influences

- o Time Management
- o Academic performance
- o International recruitment requirements (NCAA)
- o Managing performance expectation
- o Introduction to pathways
- o Preparing for life after sport

Officiating, Umpiring or Refereeing

- o Introduction to Officiating
- o Advanced levels of Officiating
- o Leadership skills
- o Conflict Resolution and Negotiation training

Targeted Sports Education

Targets and Outcomes - Athlete

Targets

Min. 10 Contact Hours

- Regular 'classroom' education sessions.
 - eg 10 x 1hr lectures or practical workshops
- Participation in Academy **Athlete Induction Session**.
- Inclusion of **Parent Education** throughout either the induction or the sport program sessions.
- Completion of Sports Integrity Australia **Anti-Doping** and **Integrity in Sport** Online courses.
- Participation and completion in a number of varied and engaging **Athlete Education Sessions** either online or in face-to-face workshops, of which some may involve assessment tasks.

Performance Outcomes

- Athletes undertake a dedicated and focused sports education program, supportive of their holistic development by providing additional skills that will assist them both inside and outside of competition.
- Athletes progress in educational understanding of topics whilst an Academy athlete and gain additional knowledge to increase the athletes opportunity of progressing through the high performance pathway; or in their ability to 'give back' to their local sporting community.
- Athletes assisted to reach their vocational, educational, and personal goals.

Targeted Sports Education

Targets and Outcomes - Coach

Targets

Min. 10 Contact Hours

- Participate in, and undertake additional targeted coach development, education and professional development / training opportunities.
- Facilitate presentation of education sessions in their scope of expertise, and / or assist in the presentation of educational workshops to their athletes.

Performance Outcomes

- Increased participation by Academy coach and support staff at RASi Coaching Conference, Coaching workshops and professional development opportunities.
- Attend State or National Level Coaching Conference / Clinic in their chosen sport
- Attain additional knowledge and/or qualifications whilst an Academy Coach.
- Demonstrate ability to present sport education knowledge and information to Academy level athletes through presentations, clinics and workshop sessions.



SPORT PROGRAM FRAMEWORK



**Sport Science
Strength and
Conditioning**

Sport Science / Strength and Conditioning



SPORTS SCIENCE / BIOMECHANICAL TESTING

The Academy supports its athletes, coaches, and programs with scientific and technical testing and monitoring. All test protocols are in line with those used at the higher levels of the sport and are generally conducted where available; in line with testing protocols established by the State Sporting Organisations, the NSW Institute of Sport and a Regional Academies of Sport (RASi) agreed battery of tests.

The sports science testing may include physical activities such as:

- Yo-yo Intermittent Recovery Test,
- Vertical Leap/Broad Jump Test,
- 5m / 10m and 20m sprints,
- Agility test,
- Sit and Reach test,
- Standing and Seated Height,
- Functional movement screening,
- Strength test,
- Baseline Concussion test,
- Aerobic and Anaerobic test, and
- Sport Specific tests.

STRENGTH & CONDITIONING EDUCATION AND PROGRAMS

The Academies Strength and Conditioning Education and programs are conducted in partnership with a variety of Academy Strength and Conditioning Partners.

These partners have been engaged to provide the Strength and Conditioning Program to each squad, as well as provide education in correct strength and conditioning / functional movement techniques through lecture or practical in-Gym sessions.

As the agreement with each service provider differs slightly, the Academy Sport Program Manager, Head Coach and Service provider will discuss the best approach and format for each squad.

These sessions will take place with a mix of theory and practical components, primarily as a group/squad and in a professional gym environment, or wherever possible, in the squad's normal training environment.

The theory and education workshop sessions will include ;

- Strength terminology
- Training principles
- Functional movement
- Warm up and Cool down
- Safe lifting practices
- Basic Anatomy 101
- Training guidelines for Athletes

Following on from the theory and education components, each strength and conditioning provider has been engaged to provide a generic sport-specific program for squad athletes that can be completed in an "at-home" environment, that would take 1 hour per week to complete, as an introduction to strength and conditioning programs.

NSW OoS FTEM Elements may include

- o Athlete Monitoring / AMS system use
- o Musculo-Skeletal Athlete screening
- o Physiological Assessments: sports testing – Agility, arm, leg, strength, and power tests
- o Anthropometric Assessments: stature, arm span, body mass, muscle mass
- o Strength and Conditioning Program
- o Skill Sessions
- o Recovery Sessions
- o Physical Literacy Programs
- o Physiological Service Support

Program Guidelines

Sports Science Testing

All Sport Science testing sessions are to be conducted in consultation with the Academy Sport Program Manager or Sport Services Coordinator.

Sport Science Testing must be included in some form across all sport programs. This testing allows athletes to identify their development potential, as well as experience testing protocols required at the higher levels of their sport pathway.

This testing may take place as a sport specific 'combine', where elements of the athlete's pure athleticism can be tested alongside sport specific drills and any required sport science tests.

All programs should hold testing on at least two to three occasions where data is recorded to allow appropriate progression reporting.

These testing dates should be identified at the commencement of the program to allow additional resources, such as University Interns and additional volunteers, to assist in recording individual athlete data.

Athletes are encouraged to undertake the opportunity to have their training / technique style video recorded for analysis by squad coaches, S&C Providers and/ or sports science interns. The results from this sports science testing provide valuable feedback for coaches and athletes alike, and often form a good starting point for athletes wishing to take the next step.

Strength and Conditioning

All programs are to include at least three hours theory, and five hours of practical strength and conditioning workshops. These sessions can be implemented as a part of the regular on field training program, if required by their sport.

These activities should be conducted with proper warm-up techniques used within each training session.

A reminder that conditioning is not simply how many laps around the oval can be completed in training. Strength and Conditioning training should never be used or viewed as a form of 'punishment' during a training session.

A suitable sport specific Strength and Conditioning program that can be completed by the athlete at home should also be provided.

This should be a program that is sports specific, not necessarily athlete specific, and be able to be completed outside of a gym environment.

This program should contain workouts requiring at minimum for one hour per week, across a twelve week program. ie 12 Hours.

Additional athlete-specific strength and conditioning programs can be sought in consultation between the Academy Strength and Conditioning Partners, and should also include consultation with an athletes "home coach", if they have one, especially where the athlete is from an "individual athlete" focused sporting discipline.

Coaching staff should look to identify and include basic forms of strength and conditioning activities into their seasonal training plan.

Strength and Conditioning training can include;

- o Gym sessions
- o Sport specific conditioning drills, relevant to the athletes on field movement and performance
- o Speed and Agility training
- o Plyometric/elevation and power training

Sport Science / Strength and Conditioning

Targets and Outcomes - Athlete

Targets

Min 8 Contact Hours + 12hr Home Program

- Regular exposure to a **Strength and Conditioning program**
 - 3hrs Theory, plus 5hrs practical education
 - Min 12hr Home program eg 1hr per week x 12 week home program
- Undertake **Sports Science Testing** and **Functional Movement Screening** relative to the athletes sport, in line with State sporting testing protocols or requirements.
- Participate in, Theory of **Strength and Conditioning**, including terminology, safe practices, and sport specific elements.
- Participate and remain engaged in some form of home / structured **Athlete Monitoring System (AMS)**, which may include access to personalised Strength and Conditioning programs, load management or other athlete reporting.

Performance Outcomes

- Athletes participate in an ongoing Strength and Conditioning program as a part of their program, and in addition to any regular skill development or training program.
- Athletes progress through a staged Strength and Conditioning program and gain appropriate knowledge of proper mechanics, the fundamental "why" of a strength and conditioning program, and terminology before progressing to a higher level or gym program.
- Athlete performance data is captured to show progression as well as provide NSWIS/SSO data on the performance of Academy Athletes.
- Identification of future athlete development needs and performance standards within the NSW F.T.E.M development pathway.

Sport Science / Strength and Conditioning Targets and Outcomes - Coach

Targets

Min 8 Contact Hours + 12hr Home Program

- Gain education and experience in current and correct strength and conditioning movement patterns, techniques and programs.
- Gain knowledge and understanding of athlete load management practices, and use of Athlete Monitoring Systems (AMS) such as XPS Network
- Lead, Maintain and monitor Sport Science / Strength and Conditioning programs with talent identified athletes.

Performance Outcomes

- Increase working knowledge in key sports science, strength and conditioning practices, including support for own athlete programs, gained from working with professional trainers and service providers.
- Develop additional skills to lead development, maintain and monitor an individual athletes, and team sport specific strength and conditioning programs.
- Regular inclusion of relevant and current techniques and education within the sport program's skill training and development sessions.
- Develop, monitor and adjust athletes load management in team and individual development program environments through AMS technology.

Performance Opportunities



Performance Opportunities



Whilst the primary focus of Academy Sport programs is on individual athlete skill development and education, the Academy recognises the need for athletes to have the opportunity to put techniques learnt into practice in competitive and performance situations.

Where possible, Academy squads will compete in inter-Academy competition, such as the **ClubsNSW "Your Local Club" Academy Games** to showcase their skills and to promote the work of the Academy.

The ClubsNSW "Your Local Club" Academy Games is generally a three-day annual event hosted by a Regional Academy in April. RASi are the overall organisers of the event, which allows athletes to participate in a high level of competition alongside fellow Regional Academy athletes, and across a number of sports.

Academy athletes who are in a sport program covered by the RASi Academy Games will travel and stay together, ideally as one Academy in an "Athlete Village" environment.

Additional opportunities may arise to compete in friendly or exhibition matches against other Regional Academies. Opportunities may vary from sport to sport, and some opportunities may be scheduled outside the scope of the sport programs regular season.

Academy squads may also have the opportunity to contest matches against visiting school-aged teams, from interstate and overseas.

Where opportunities for competition-like events may not exist, the Academy aims to provide additional performance or camp-like experiences in an effort to showcase the skill and talent of our Academy athletes.

This may also take place to foster partnerships with local charitable groups, local community sporting events, community promotional days, or by Academy athlete-conducted coaching and skills clinics.

Whilst subjectivity in forming competitive teams is sometimes unavoidable, our coaches and athletes are reminded that whilst to win might feel good, Academy programs are focused on long-term athlete performance and development, not on winning junior competitions.

Our Academy FOCUS is not on winning, but on promoting the Academy's talents through competition with, and not against, other Academies.

Our Academy SUCCESS is not counted in medals or trophies, but by the impact we have in our athletes lives and their journey on the performance pathway.

Quite often, athletes may not realise their sporting potential and excellence until, on average, four to six years after being a part of an Academy sport program.

During any competitive events, equalised playing time and opportunity for athletes to develop their performance skills shall take preference over any "must win" scenario.

This includes 'finals'. It is in this environment that athletes are given the opportunity to experience and develop their ability to perform under pressure.

NSW OoS FTEM Elements may include

- Camps
- Competition Access
- Targeted recruitment of athletes within feeder competitions
- Running TID Testing Days

Program Guidelines

Regional Academy Games

A key component for Tier 2 sport program operating under a RASi MoU, is participation in the Regional Academy Games each year.

Where the Academy is operating a Tier 3 program that is included in the Regional Academy Games, the Academy, with the RASi collective support, will aim to send the squad for their ongoing development; even if this results in competition against tougher opposition.

Participation is compulsory for athletes as a part of their squad program, however they may be occasions such as the Regional Academy Games, where the Academy cannot send the full squad, and will be required to select a team subjective to the make up of the competition field.

If Academy squad numbers do not allow fielding a 'full' team, or there are additional athletes left over, then wherever possible, the Academy will seek to combine athletes with other Academies to field full or multiple teams across age groups, allowing all to participate.

This may include athletes participating in other Regional Academy uniforms. Athletes will stay with their home Academy wherever possible, and whilst competing, will be expected to maintain the values and expectations as a representative of the South West Sydney Academy of Sport.

Inter-Academy Events

Sport program specific opportunities may exist for Inter-Academy training, competition, or 'scrimmage' games with neighbouring Academies.

These opportunities may also involve Academy athletes being mixed in teams with fellow Regional Academy athletes to ensure level playing fields and maximise athlete development.

The use of video analysis in reviewing match play is strongly encouraged as a part of the Performance Opportunities element. This feature is available in XPS network for coach and support staff to utilise in their preparation, conduct and review of performance scenarios.

Camps / Gala Days and "Day in the Life" Experiences

Where the opportunity for Inter-Academy events may not exist, opportunities that provide the performance development within the Academy Squad should be sourced and provided for athletes.

This includes day or overnight camps that contain a performance element or focus, as well as exposure to the high-performance pathway or professional league teams.

At the very least, for sport programs not included in the Regional Academy Games, an Intra-Academy program game or short-sided match play (Gala Day) should be conducted to allow athletes to perform the skills they have developed throughout the program.

This may also take place in the form of the squad hosting a "come and try" clinic for local junior athletes who may themselves be future Academy athletes.

Additional opportunities should be explored to allow athletes to participate in "Day in the Life" of a professional athlete experience, such as attending training sessions and or games featuring professional level athletes within their sport.

Wherever possible, these experiences should seek out the opportunity to have a professional athlete or coach available for a Q&A pre or post match.

Performance Opportunities

Targets and Outcomes - Athlete

Targets

Min. 24 Contact Hours

- Min 4 x 6hr opportunities to showcase athletes learned sport specific skills through day or overnight performance camps.
- Participation in **Regional Academy Games** event in sports conducted by RASi and/or;
- Participation in **Inter-Academy events** and/or;
- Participation in Inter/Intra-Academy skills **development camps** and **Talent identification** Days.

Performance Outcomes

- Provide an opportunity for athletes to participate against similar or higher quality level athletes within the high-performance pathway, as a part of an Academy squad.
- Provide a focus on individual sporting excellence within a team environment, including opportunities to experience and perform under pressure.
- Provide additional opportunities for high level competition to assist athletes' preparation for State / National trials, selection, and programs.
- Provide exposure to the high performance pathways and professional league teams training and performance environments.

Performance Opportunities

Targets and Outcomes - Coach

Targets

Min. 24 Contact Hours

- Lead and coach a squad of athletes within high level Performance and structured Development Opportunities.
- Develop and execute a game plan in line with high performance and structure.
- Gain knowledge in the use of 'playbook' strategy and video analysis software for use in match planning and review scenarios.

Performance Outcomes

- Grow leadership skills in coaching of athletes, allowing both coach and athlete to grow within these performance opportunities.
- Demonstrate gained knowledge of game plan's and performance coaching in a high pressure environment, including providing feedback to athletes and fellow coaching staff in pre- during- and post- game scenarios.
- Lead athletes and coach development within a camp-structured environment, simulating of State/National level camps, and multiple sport 'village' environments.
- Develop and teach the tactical skills of coaching within an environment where winning is not a key focus, and where coaches are regularly mentored in those tactical decisions and discussions.
- Develop match and coaching video analysis techniques for self coaching and athlete performance review and development.

Wellbeing and Support Services



Wellbeing and Support Services



As a result of the COVID-19 pandemic, first experienced throughout the world in 2020, the Academy found itself recognising that a very important aspect of the development of a holistic athlete came to the forefront through a reinforced focus on the mental health and wellbeing of its members.

With sport programs being unable to meet together for face-to-face training, and a large number of sporting events across NSW and Australia cancelled during this time, the need for a dedicated, and online program that supported athletes, coach, and support staff in their own home and away from the sporting arena was identified.

The South West Sydney Academy of Sport, through the support of a sports chaplain, provided by Sports Chaplaincy Australia, along with further support from its partners identified with the American-based '3D Institute's 3Dimensional Coaching framework, as one that ideally fit into the Academy Lifecycle.

As such, the Academy has in parts adopted the 3D coaching model as the foundation for its athlete Wellbeing and Support Services.

In summary, the '3Dimensional' approach to a holistic athlete recognises that each athlete is indeed a three-dimensional being. Our athletes (and coaches) are recognised as being very good at the first dimension, or Fundamental skill level, and as talent-identified athletes.

This 'first-dimension' normally includes training and development in the physiological, technical, and tactical skill development attributes of athletes - or the Individual Skill Development element of the Athlete Lifecycle.

Throughout the targeted sports education component, our athletes receive in-depth training into what's referred to as the 'second dimension', or 'Psyche' of an athlete, including focus areas of Psychology, Body and Mind.

It is the 'third dimension', or the Heart, Mind and Spirit where the Wellness and Support services program finds its focus.

This is the 'dimension' where athletes are introduced to and learn about the significance and purpose (the WHY) in what they are doing and achieving.

The wellbeing and supports services element is enhanced as an extension to their regular sport program, with the Academy providing an additional safe and supportive environment, and away from the sporting arena, where athletes are encouraged to identify with who they are, and their value as a person; and not just in their performance or athletic ability.

The Academy partners with a number of targeted providers, to service our athletes, from providing additional education within the athletes training program; such as performance counselling, self-worth, identity and character building, through to identifying external opportunities and support available to the athlete.

NSW OoS FTEM Elements may include

- Physiological Service Support
- Physiotherapy, Massage, or other medical service support
- Psychological Assessments e.g., behavioural assessments
- Psychological Service Support
- Transitional Education and Support
- Individual Athlete Performance Plans
- Individual Coach Performance Plans
- Athlete Mentoring

Program Guidelines

The Academy has built a strong dedicated wellbeing and support service network utilising professionals in their field and can assist athletes in identifying an appropriate support professional for ongoing psychology or performance matters, including physio, massage, or other sports medicine requirements.

Elements of the Wellness and Support service program should be utilised throughout the education component of each sport program.

The Academy's wellbeing and support program is strongly supported by an Academy Sport Chaplain through Sports Chaplaincy Australia.

This opportunity provides an additional and varied service to athletes, coach and support staff including but not limited to;

- Character coaching sessions, group or one-on-one
- Self-worth, value, and identity development sessions
- 'First point' counselling and support network
- Religious ceremonies, prayer, and support
- Providing a safe person to confide in
- Assist with navigating grief, loss, or general distress
- Non-denominational support and moral guidance

Whilst this component of the Academy Lifecycle is primarily managed by the Academy, educational topics and regular sport program visits by the sport chaplain may be arranged with each squad as a support opportunity.

All sport programs should plan regular visits from the Academy Sport Chaplain or other Wellbeing focused presenters identified throughout the program and implement wherever possible wellbeing strategies within the seasonal training plan.

This should include at least three visits in each program, as well as identifying athletes who may benefit from further leadership or wellbeing opportunities.

These additional opportunities may be sourced by the Academy through 'Captains Class' training, additional Media training, such as pre-Civic Reception interview skills training, or by providing personal one-on-one access for athletes to meet with Wellbeing presenters external to their program.

Additional programs that focus on youth mental health awareness, anti-bullying, gender inclusivity, anti-youth suicide, communication skills, and life after sport training also form a part of a vast array of wellbeing and support topics that are available, as are Academy facilitated sessions with performance and sports psychologists, physiologists and other medical professionals within the sporting arena.

"Maintenance Phase"

The Academy has also identified that sport program athletes and coaches should maintain contact whilst the athlete is participating within their regular competitive "rep" season.

This maintenance phase should include at least monthly check-ins between the coach and athlete through either an online or face to face education session to monitor the athletes progress in performing the skills attained within the Academy in their representative playing environment.

Wellbeing and Support Services Targets and Outcomes - Athlete

Targets

Min. 8 Contact Hours

- Regular access to wellbeing and support network
 - eg 4 x 1hr sessions with wellbeing presenter as a part of sport program, 4 x 1hr "maintenance phase" check ins during athletes Representative sporting season.
- Access to a dedicated **Wellbeing and Support service network**, including service providers as they are required.
- Participation and engagement in **undertaking wellness surveys** throughout the program.
- Engagement in activities that promote value and worth in recognising the person above and beyond their athletic performance.
- Engagement in activities that promote increased motivation and success as a result of the ongoing promotion of a safe and supportive training and competition environment.
- Engagement in additional leadership and communication skills.

Performance Outcomes

- Development of athletes who are supported in all aspects of their holistic growth, with their value placed on them as a person, and not purely on their performance.
- Identification of athletes potential outside of sport, including leadership skills and wellbeing personal development
- Valued long-term life skills growth, and as a community citizen and not just a talented athlete.
- Confirmation of an athletes progression in skill and performance ability from Academy athlete to representative level athlete.

Wellbeing and Support Services Targets and Outcomes - Coach

Targets

Min. 8 Contact Hours

- Be and feel supported in, and by a structured Wellbeing and Support Service program.
- Lead wellbeing activities within the sport program environment.
- Maintain contact with athletes during their representative sporting program.

Performance Outcomes

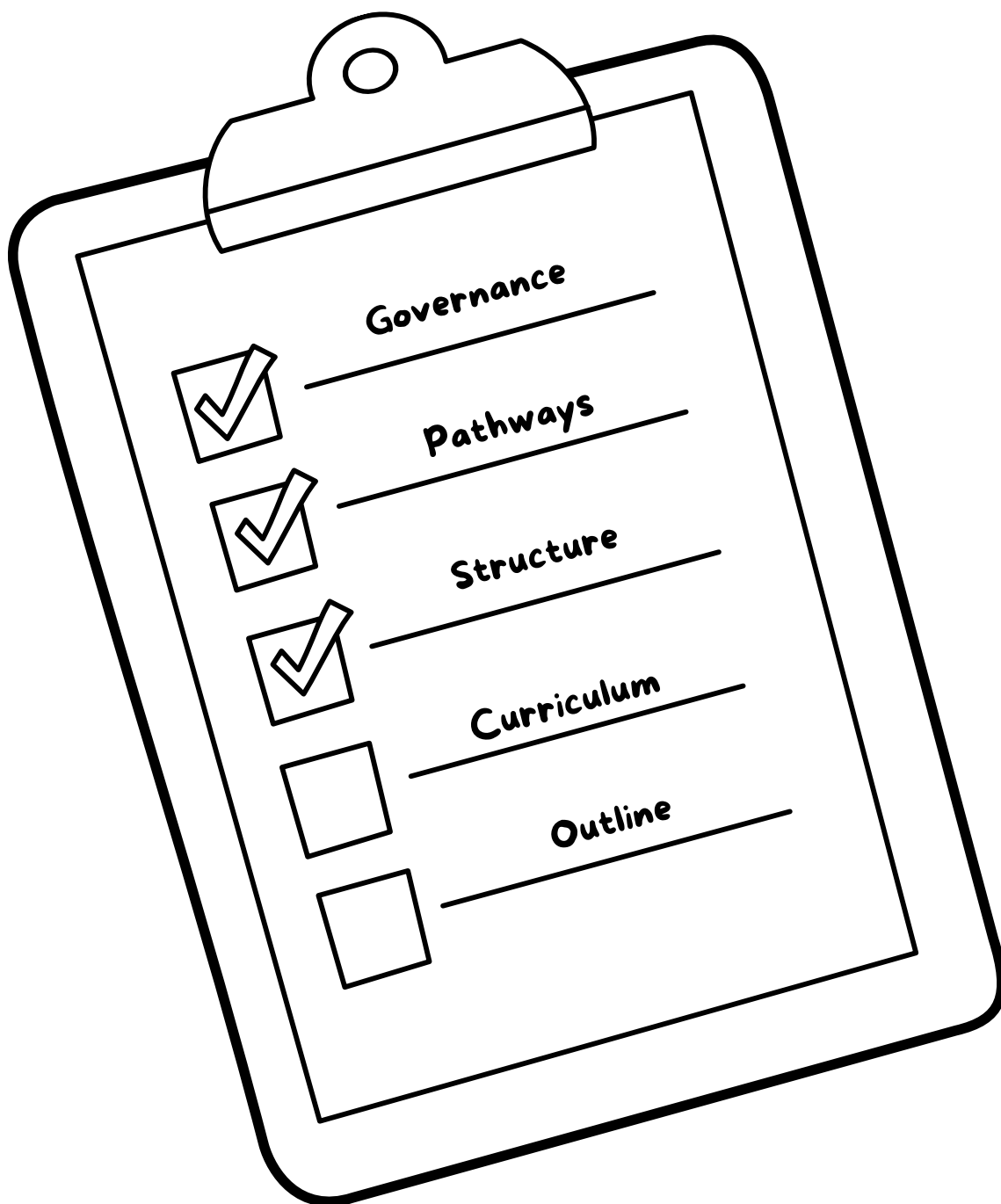
- Supported by and an active part of a structured wellbeing and support service program.
- Provided encouragement of their own personal growth and development, as well as that of their athletes.
- Ability to facilitate and lead conversations surrounding mental health and wellbeing of themselves and their athletes.
- Mentor athletes and fellow coaching staff in and out of representative sporting seasons
- Seek additional education and support resulting in coaches identifying their own definition of success, purpose statements, coaching values and long-term performance goals and strategies.



SPORT PROGRAM FRAMEWORK



SPORT PROGRAM STRUCTURE



Building a Program

To be able to develop a strong and consistent program, each sport program within the Academy requires its own individual framework.

The Academy has a number of detailed "checklists" that are used as a part of any sport program review of an existing program, or development of an upcoming program.

These checklists are also used to provide the detail required if there is a change in MoU or SSO relationship, or when identifying a potential new sport program within the Academy.

The two main checklists that the Academy uses within the sport program framework cover the **Operational and Program Structure** requirements of the program, and the second covering the Technical requirements of the program, or the **Program Outline**.

The Operational and Program Structure is often developed in consultation between the CEO, Sport Operations Manager and Sport Program Manager, where the Program Outline is completed in consultation between the Sport Program Manager and the Program head coach or coordinator.

Preparing the Operational and Program Structure

The Operational and Program Structure checklist can effectively be classed into six key subject areas, with the underpinning information providing a solid outline of the individual sport program's framework and requirements, including the programs governance, program pathway, key partnerships and relationships, program structure including key objectives, measures for success and athlete benefits, training program outlines, and compliance with the elements and detail within the Athlete Lifecycle and Academy Sport Program Framework.

Program Governance

- Level of the program; Tier 1, Tier 2 or Tier 3
- Expectations or requirements of the State Sporting Organisation
- Requirements of any MoU with Regional Academies of Sport
- Regional Academies of Sport operating under the same or similar MoU
- Alternate (private entity) Governing bodies who may run similar or conflicting programs
- What levels the sport is played - ie State, National, Olympic, Commonwealth Games, NCAA etc.
- Key partnerships and relationships that exist to ensure the Academy program operates.

Pathways

- Where does the program sit in the high performance pathway, and what is the next step once athletes "graduate"?
- When are the State / National championships in relation to the program timing.
- What are the alternate pathways, including professionally to consider in the development of the program.



Program Structure

- Intent and desired outcomes of the program
- Age, Gender and squad specific detail
- Summary of coaching structure - detail from the MoU or detail to be added from the Program Outline checklist.
- Summary of the Athlete selection process - detail from the MoU or confirming whether a skill-based assessment or alternative selection process exists.
- Nomination and program timeframe
- Representative season clashes
- Program content, either detailed or summary
- Program inclusions and athlete benefits
- Program objectives including key aims and goals
- Measures of success and key performance indicators



Curriculum

- Is there a curriculum that exists that details what is to be included within the training component of the program? or what will it look like.
- What will the training program look like, including frequency and training facility.

Program Outline

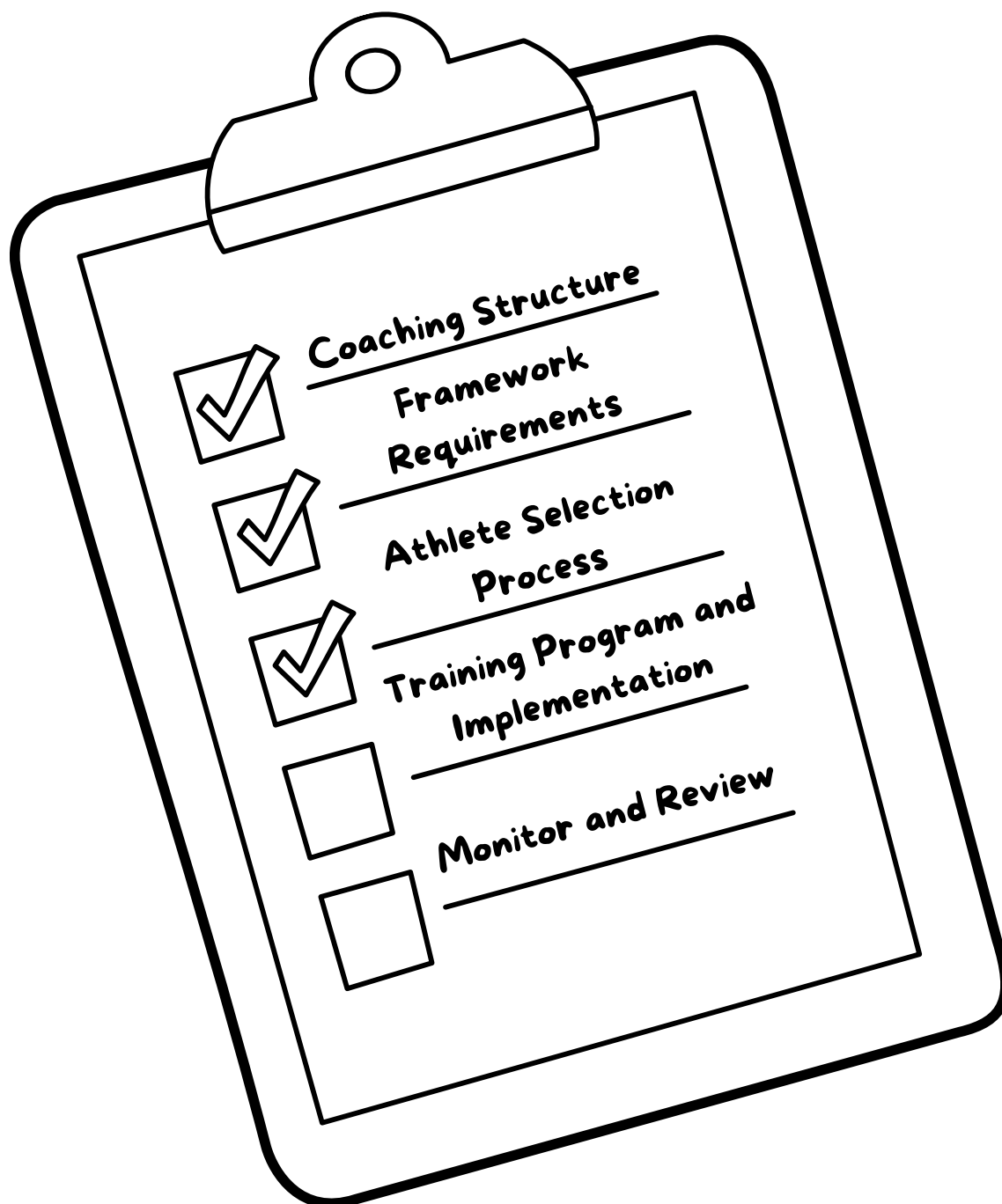
With the above information at hand, the Sport Program Manager can then meet with the coaching staff to determine the year to year Program Outline which provides significantly more detail on the coaching structure and makeup, framework requirements or program content, the detailed athlete selection process, detailed training program, implementation and resources, as well as detailed measures and review processes.



SPORT PROGRAM FRAMEWORK



Developing a Program Outline



Developing a Program Outline

Planning the Program

The presentation of the outline is as such, to provide a template for the program structure of events, key targets and outcomes, it is not about the technical elements, skills, drills or individual training session plans for each part of the program. This comes later down the track.

The Academy will aim to schedule a Pre-program meeting with at least the Head Coach and Manager of the program well in advance of the program trials and selection process. A number of Mid- and Post-program debrief meeting's may be conducted with all coaching staff.

An initial meeting may take place with the Head Coach and Sport Program Manager to run through the MoU and expectations of the Academy for the respective sport program, as well as any debriefing reports from the previously conducted sport program.

With the Academy Sport Program Framework document and Operational and Program Structure as the key reference documents, the Head Coach and Sport Program Manager will then design the proposed program outline that provides the detail as to what is included in each sport program's year.

The Academy must ensure that the program meets the requirements of the Academy Sport Program Framework by checking off the program elements against the F.T.E.M model, and the key requirements and outcomes of each section in the Academy Lifecycle.

The implementation of the Academy Lifecycle and Sport Program Framework is key to the success of each sporting program, and to the overall high performance outcomes of the Academy.



Coaching Structure

- Coaching roles and structure tree - who is expected to do what and when
- Number and skill level of coaching and support staff - who is needed to ensure adequate coverage of athletes (this may also determine the number of athletes selected in programs)
- Coaching succession / development needs and planning
- Personal Coaching philosophies and values - do they match those of the Academy, are the coaches the right fit for the program
- Coaching expectations of the program - do they match the expectations of the Academy



Framework Requirements

- Required elements of the Academy lifecycle to be included, including minimum contact hours.
- Key areas of individual skill development - identifying key technical and fundamental skill development areas to be included
- Key areas of targeted sports education - identify key educational topics to be included, including targeted presenters and preferred format for education within the program
- Key areas of Sports Science / Strength and Conditioning - identify key components of sports testing and S&C workshops and development for the age and gender groups of the squad, and identify target providers for testing and education
- Key areas of performance opportunities - identify participation at Regional Academy Games or equivalent events, other performance focused opportunities, identify possible inter-Academy camps with RASi members who have the sport, or local clubs out of season who may provide development opportunities.
- Key areas of wellbeing and support services - identify training for athletes and coaching staff in this area, as well as planned periods of rest and mental recovery for both.

Athlete Selection Process

- Selection trials including dates, times, length, and format - ie skills trial or nomination form process
- Selection criteria including gender, age, skill level - developed matrix/mapping criteria to provide adequate data collection and feedback from the trials process
- Squad size and composition, based on the selection criteria and SSO requirements.

Training Program

- Proposed training dates and venues, including time and frequency, including all aspects of the Academy lifecycle
- Detailed curriculum and Athlete Development Plans in place, as well as adequate record keeping of training content, attendance and development progression.
- Identified clashes, including state trials, training and higher competition that may impact athlete attendance.

Program Implementation

- Resources and administrative support required
- Sport equipment and training accessories required
- Signage / Sponsorship requirements at training or on uniform
- Budgetary considerations, changes or recommendations
- Playing / Training uniform requirements of athletes and staff

Monitoring and Review Process

- Communications tool and methodology to stay communicated
- Program review process - identify what success would look like for the program

Whilst there is a large level of autonomy in the coaching of athletes within the skill development section of the sport program, which is included in the **Athlete (Team) Skill Development Plan** (See Individual Skill Development within The Framework), there is a requirement that the Academy sign off and approve the Sport Program Structure and Program Outline to ensure consistency with any MoU, and the respective sports program structure and budget.

The Academy may utilise an additional checklist using an online platform or relevant spreadsheet specific to each sport that will be used to build the Program Outline.

This Program Outline and relevant checklists will also assist in planning or amending the program budget.

Program Budgets

Often the program budget is set months prior to the commencement of the program, and whilst the best efforts are made to estimate the cost of events and associated levies on a year to year basis, the Academy will be open to discussion to work through the cost of the program to ensure the maximum benefit for the ATHLETE. This may also include load management concerns.

Once the final program has been approved, the Academy will advise if there are any requests to alter the budget if required.

One of the Academy's key operational requirements is that a program, and program staff, under no exceptions is to conduct a non-approved session or ask athletes to pay additional fees to conduct a session not included in the budget.

Any request for additional fees is to come only from the Academy office, who also set the athlete levy and any "reasonable" contribution to camp or Academy Games event that are held overnight, and that would normally be a significant cost to the individual.

This may also include additional meals or contribution to meal costs, where the proposed program budget exceeds the "ordinary" cost prescribed by the Academy.

The majority of costs however are budgeted in as a program expense, and the levy amount, including program, uniform, Academy Games and additional camps, are set by the Academy annually.

Coaching Staff should be aware that these budgets are usually drafted in April - May each year, and tabled at a Board of Management level in early June, for implementation under a Financial Year calendar.

This often results in the need to amend budget items as the majority of program specific planning may often take place after the budget is set.



SPORT PROGRAM FRAMEWORK



ACADEMY COACHING STRUCTURE

Coach and Support Staff Role

The Academy provides a great level of support and encouragement to its coach and support staff throughout their time within the Academy.

It is the Academy's belief that essentially the key role of any coach or support staff member in the Academy is this;

To take your athletes from where they are, within their own sporting or life journey, and assist them to get to where they want, or in some cases, need to be.

Within the position of this great role, comes great responsibility. And with that said, one of, if not the **core responsibility** of an Academy coach during their time at South West Sydney Academy of Sport, can be defined as

The responsibility to provide a safe and supportive environment in which to provide our youth-aged athletes with Influential mentorship; encouraging and allowing the athlete to find and grow within their sporting prowess; all whilst teaching the athlete life skills, respect, and sportsmanship.

The impact that each coach can have on an athlete within the Academy program is endless. It has often been quoted that one coach has the ability to impact more people in a single season than the average person can in a lifetime.

Yet core to your role you have as an Academy Coach or Support Staff is this; you are NOT 'Just a Coach'.

The Academy is a unique environment in that it is not a professional sporting team, even though coaches may have at their disposal a large team of experts and field professionals to call upon as far as administration, sports services, technical, tactical and sports science / medicine advice.

We are still a relatively small organisation within the high performance pathway, so have limitations on resources, both financial and personnel within each sporting program.

The Academy is often the first step in the representative and high performance pathway for our athletes, where the focus is not purely on their sheer athleticism and ability to 'play' the sport.

We are often the first port of call to add in a focus of strength and conditioning, sports science, and sports education. We may also be the first competitive environment that athletes are a part of where the focus is not on winning at all costs, but their continual (and often post-Academy) development.

As such, as coach and support staff, the Academy needs to model the expectations of sport's high performance pathways, yet have a knowledge and understanding of our athletes position often being at the beginning of those pathways.

With that said, the Academy has a strong Coach and Support staff structure in place to ensure a favoured position of retention and internal promotion throughout, in order to maintain consistency in the direction, content and overall presentation of Academy programs.

Coaching Structure

Each Academy program ideally contains an average of between four and eight coach and support staff.

Whilst these position may be stipulated in part by the MoU, the Academy Coach structure will consist of at minimum a;

- Head Coach / Coordinator, and
- Squad (Program) Manager

Mentor, Assistant, Apprentice and Trainee coaches will be appointed as required.

Guest (External) Coaches may also be invited / included by the Head Coach and/or Academy to attend and conduct training sessions, and may be provided by the State Sporting Organisation on consultation with the Academy.



The final structure of each program's coaching staff is to be determined in consultation with the Academy, however the Academy aims for an athlete to coach ratio of no more than **6:1**. (being one coach for every six athletes selected in the program)

This can however vary from sport to sport depending on coach suitability and availability, and individual sport MoU requirements.

Coaches are selected ordinarily by a nominations and interview based process, or where required, on advice from the SSO.



HEAD COACH

Level 2 + or equivalent
Representative/State League
Coaching Qualification.

ASSISTANT COACH

Level 1 or equivalent
Club Coaching Qualification.

TRAINEE COACH

Graduate Athlete /
Community or Introduction
to Coach Qualifications.

SQUAD / PROGRAM MANAGER

Experience working with Junior athletes
in a local club or state league level
representative environment.

Academy Coach Development Pathway

Selected Coach and Support staff then primarily enter into the **Academy Coach Development Pathway**.

The majority of coach and support staff arrive at the Academy with a community club or representative coaching background. Coaching staff will often have been identified through their own sport's development pathways as a coach with potential in a range of areas.

Depending on what level of coaching qualification a coach holds, or the specific requirement of the Academy program at that time, a coach may enter in to the Pathway at the most appropriate level.

Multi-Year Program

The Academy Coach Pathway exists to allow coach and support staff a multi-year progression and development within the Academy, from a trainee coach, through to the opportunity to undertake a Head Coaching role; whilst being supported in remaining active within their own club or representative program.

Each sport program carries with it an additional coach development and succession plan to ensure the ongoing development and progression of coach and support staff. And the Sport Program Framework itself contains specific outcomes targeted to the coach and support staff who assist implement it.

Academy Coaching staff are generally 'contracted' in two-year cycles to allow the coach to adequately gain a development experience, whilst growing and working with the Academy's athletes in a multi-season program environment.

A significant proportion of coaching staff will however remain within the Academy framework for a significant number of years, with many progressing through from Apprentice and Trainee coaches, to Assistant and eventually Head coaching staff.

Coach Development

This pathway therefore encourages coaches at all levels within the Academy to participate within the areas of coach succession, program planning and implementation processes involved within a high-performance sport program environment.

The Academy environment encourages a higher level of coach and athlete relationship and mentorship through shared experiences with fellow coaching staff during the program, and as a part of the Academy's coach education program which exists to provide further education and professional development opportunities for its coach and support staff.

Coaches are encouraged to continue their professional development through opportunities to undertake further training. Such as gaining a higher-level General Principles of coaching, Sport Trainer accreditation, Advanced Sports Taping, as well as engaging in the Academy's community-based Coach Education lecture series program, and cross-train within the multi-sport environment. Often financially supported by the Academy.

It is through these shared experiences that each coach is expected to place a significant value in their own experience and growth as a coach in an effort to provide significant impact into the life and sporting potential of each athlete they coach.

Athlete to Coach Transition

One potential outcome of combining the Academy Sport Program framework with the Academy Coach Development Pathway, is to create a structure that can support the growth and journey of an Academy Athlete, and transition this athlete through the sporting pathway, to becoming an Academy Coach.

Cyclic Coach Transition

Coaching staff may eventually exit the Academy program, where it is hoped that they will gain selection as either a State or National level pathway coach within their sport, or at the very least, return to their local club, representative program, or community environment.

And in doing so, having gained the additional knowledge and skills ready to coach at a higher level and provide these skills to athletes and fellow coaching staff within their home organisation.

Academy Coach Benefits

Whilst being an Academy Coach has a large expectation and responsibility, there are a number of benefits of being an Academy coach and support staff which includes;

- *Opportunity to develop and train to a skill equivalent of state-level programs*
- *Coach within a high-quality development program without the focus or pressures of winning*
- *Influence and develop athletes who want to gain experience at a high level in their own individual development*
- *Work with talent-identified athletes (and coaches) within a recognised high-performance sporting pathway*
- *Access to a high-quality coaching network and identified coach development pathway, whilst building and enhancing own coaching network*
- *Access to the Academy Lifecycle and Program Framework, including targets and performance outcomes for athletes and coaching staff*

SPORT PROGRAM FRAMEWORK



Coach and Support Staff Requirements and Responsibility

Program Expectations

There are a number of key requirements and responsibilities of coach and support staff within the Academy.

This includes adherence to the guidelines, Policies and procedures of the Academy, as well as the Coach Code of Conduct.

All these documents are able to be found on the Academy website, and are included in the information pack provided to coaching staff on their induction within the Academy program.

These expectations centre around the coach and support staff members role within the Academy program, and are often put in place to protect not just the athlete, but the coach and support staff member themselves.

These expectations include;

- **Proper Planning**

- Spend the appropriate time and plan your training sessions well ahead
- include your assistant coaching staff in running drills and session elements

- **Attendance**

- Be on time, if not early, for Academy Sessions.
- Understand that some occasions you may be unavailable, ensure adequate coverage of sessions or postpone them.
- Be aware that events like the Academy Games do require travel on an ordinary work day - prepare ahead with your employer.

- **Presentation**

- Wear your coaching uniform with pride, clean and tidy - including footwear, and headwear.
- Be conscious of your speech, language and manner of presentation to junior athletes and others who may be around you.

- **Scope of Training**

- Coach and provide advice, information to athletes within your scope of training and sport specific knowledge.
- This includes injuries - provide advice to see a physio or Doctor, do not diagnose an injury if you do not have medical training in that area.
 - First Aid only.

- **Discipline**

- Provide the first or immediate step, then follow up, in writing to the Academy Staff for further actions from the Academy.

- **Reporting**

- Keep an accurate register of attendance and injuries, provide this information to the Academy office in a timely manner.
- This also goes with athlete and coach achievements. We cannot report on them if we do not know them.

- **Program Changes**

- Communicate these with the Academy ahead of time so alternative arrangements and or bookings can be made.

- **Camp, Supervision Environments**

- When away or in a camp environment, support your manager and fellow staff by getting in and preparing meals, cleaning dishes, supervising athletes.
- All coach and support staff have the same expectation and responsibility when it comes to athlete supervision.
- Refrain from smoking, vaping or drinking in the vicinity of athletes.
- (Camp and performance environments should be alcohol free)

- **Communication**

- Use only appropriate and approved squad communication tools, to communicate to squads, athletes and parents.
- Email may be used as a back up, and SMS / text if deemed urgent.
- Keep a record of all emails / text messages/ communication sent and received from parents or athletes, and preferably CC replies to the Academy Office
- Encourage athletes to communicate with squad manager and/or head coach first.
- Encourage parents to communicate with coaching staff via the Academy Office.

Requirements

Coach Accreditation

Head Coaches should possess the Level 2 NCAS (or sport specific equivalent) or higher coaching certification.

Head Coaches may be appointed who do not possess a Level 2 (or equivalent), however must endeavour to complete their Level 2 within the first twelve months as an Academy Coach. Assistance through the Academy may be available and provided to assist coaches meet the financial costs associated with upgrading their qualification.

Assistant Coaches should possess at minimum the Level 1 NCAS (or sport specific equivalent) or higher coaching certification.

Apprentice / Trainee Coaches must have at minimum completed the General Coaching Principles course and shall endeavour to complete their Level 1 accreditation within the first twelve months with the Academy.



Squad Managers should possess a current First Aid Certificate and provide a copy to the Academy.

Currently there is no requirement for Squad Managers to hold any additional formal management qualifications; however, a General Principles of Coaching and/or extensive experience managing in a junior sporting club, or State development squad environment is preferred.

All Head, Assistant Coach and Squad Manager staff must be 18 years of age or older.

Apprentice / Trainee Coaches must be at least 16 years of age.

Working with Children Checks

ALL Coach and Program Staff, including Mentor and Guest Coaches, and any person aged 18 years and over acting in a supervisory role, MUST provide the Academy with confirmation of a verified NSW Working with Children Check (WWCC) to at least volunteer status. These are available from Service NSW.

Any coach or support staff member who does not have a valid WWCC will not be able to commence coaching within the program.

Coaches are expected to be aware of expiry and maintain the validity of their check during the course of their time with the Academy. Any coach found to have an expired WWCC will be excluded from the program until their WWCC is renewed and re-verified.

All coaching staff shall also complete a form of online Child Protection Training, and at minimum the Sport Integrity Australia Level 1 Anti-Doping Course and Coaches Course.



Responsibility

Decision Making

Whilst appointed to the position of coach and support staff of an Academy sport program, it is the staff employed by the South West Sydney Academy of Sport that have the ultimate responsibility in ensuring the implementation of the program framework content.

You are a part of the **Academy's** sport program, NOT that of an individual coach, or sport.

The Academy's CEO is responsible for securing the MoU with the SSO and the collective Regional Academies, as well as overseeing the governance and financial stability of each program and the Academy as a whole.

The Academy's staff who underpin the CEO then have responsibility for implementing the MoU within each sporting program through the Sport Program framework.

All Coaching Staff

All staff (irrespective of role, position or salary!) are expected to assist with media commitments, athlete supervision, meal preparation, setup and pack-down (including cleaning and washing up), overseeing discipline and providing a good moral role model for athletes on tour.

You are not 'Just a Coach'.

When we go away, you have just as much responsibility for supervision of your squad as any other person on tour.

By seeing the coaching staff tidy up after themselves and help out wherever needed, athletes will respect the position and opportunity more than if they believe they (and more so their coaches) are 'entitled'.

Administrative Support

The Academy's Office and Administration staff provide ongoing administrative support to all coaching staff, but primarily to the Head Coach and Squad Manager, whilst having the responsibility for;

- *Booking of all associated trials, induction and training venues for each squad, liaising with Head Coach and Squad Manager*
- *Managing payment for all associated squad education and training sessions, and assist in sourcing and booking as required.*
- *Book and provide payment for all sourced accommodation and transportation as required in consultation with Head Coach and Squad Manager.*
- *Advise athletes/parents of any additional costs, levies and invoice accordingly.*
- *Provide feedback to Squad Manager and Head Coach on status of bookings, along with advised changes.*
- *Assist Squad Manager in communicating changes or upcoming SWSAS squad activities to athletes and program coaches, including on official Academy Social Media and website channels.*
- *Implement the Sport Program Framework in consultation with the program Head Coach.*

Mentor Coach



A program may utilise or be appointed the assistance of a Mentor Coach, who may help oversee the progression of a sports program. The Mentor Coach responsibility would be the ongoing education, training and development of the coaching staff within that program; and would provide intellectual assistance to the Head Coach in the development of their program.

The implementation of a Mentor coaching role within a squad will be developed as required and closely monitored by the Academy.

A Mentor Coach would most likely be appointed to a program that has new or less experienced lead-coaches, or in a larger program where a coaches experience is significant, yet the availability of that coach would not meet normal attendance expectations. (ie a National league / program coach).

Head Coach / Program Coordinator

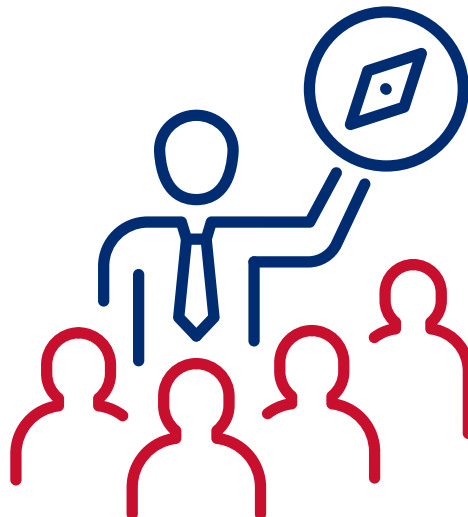
The Head Coach, also referred to as Program Coordinator in some sport programs, will have the responsibility for ensuring the Sport Program Framework is implemented within their sport, as well as;

- *Implementing program selection formula and recommendation of athletes to be selected.*
- *Implement and directly oversee the athletes Individual (Team) Skill development program and training sessions, including use of coaching team.*
- *Communicate any changes to program outline to the Academy and Squad Manager for communication to athletes, at least 14 days prior.*
- *Develop and implement a program for the squad's Assistant, Apprentice and/or Trainee coaches to further their development, within the program.*
- *Provide timely feedback on all aspects of the program when and as required by the Academy.*
- *Liaise with the Academy on all matters pertaining to the operations of the squad; including disciplinary requirements, incident and accident reports as required.*
- *Liaise with the Academy and Squad Manager in items such as program budget, expenditure and monitor squad manager's performance and handling of squad athletes.*

Squad (Program) Manager

The squad manager (or Program Coordinator where a Squad Manager is not in place) will have responsibility for;

- *Keep Attendance / Injury registers*
- *General Management and supervision of the squad*
- *Liaise between Head Coach and Academy on progress of expenditure relative to programs budget*
- *Provide feedback on all aspects of the program as required*
- *Liaise with Academy staff on all matters pertaining to the operations of the squad; including discipline requirements, incident and accident reports as required, as well as camp / performance event reports.*
- *Support other/ additional activities as required that may form a part of the Squad Managers duties that may arise in consultation with the Head Coach*
- *Communicate program changes or upcoming Academy squad activities to the Academy, athletes and program coaches in a timely manner.*



Volunteer Position

All coaching positions within the South West Sydney Academy of Sport are undertaken on a voluntary basis.

In recognition of this service and time committed to the Academy program, a small honorarium may be provided for the Head Coach, Assistant Coach/s and Squad Manager. From time to time, the Academy may be able to provide additional honorariums to additional coaching staff.

The Academy includes within each sport program budget an allocation to cover coach and support staff accommodation and majority of meals whilst on camps, and attendance at the Regional Academy Games.

The Academy also covers the cost of attendance at the Annual Graduation and Sports Awards Dinner, as well as the provision of a Coach uniform whilst a part of the Academy.

Attendance at Academy training and/or education sessions, along with travel in personal vehicles to Academy events will be at the expense of each individual coach. The Academy does not generally provide reimbursement to attend these sessions.





SPORT PROGRAM FRAMEWORK

ATHLETE SELECTION AND VALIDATION

Athlete Selection and Validation

Eligibility

Athletes must first meet the following eligibility criteria for the sport they are nominating for;

- **Age and/or Gender Specific Criteria** (set by MoU / SSO)
- **Regional Eligibility** ie
 - Live within the LGA's of the Academy Catchment Area,
 - Attend School within the LGA's of the Academy Catchment Area,
 - Compete for a registered club (of the sport nominating for) within the LGA's of the Academy Catchment Area

Whilst the above policy exists and is adopted by all Regional Academies, it should be noted that RASi in principle agrees that **the primary method of eligibility into an Academy program is by an athletes Residential status**, that being the address the athlete spends the "majority" of their calendar year, must be within an LGA of the Academy Catchment Area.

Criteria such as attending school or competing within a registered club within the LGA may only be used as an athletes primary eligibility where an athlete resides in an adjoining LGA, and one where a neighbouring Academy does not operate the same sporting program. In these circumstances, the neighbouring Academy must be consulted to determine the athletes eligibility.

Where a neighbouring Academy does operate a program, the athlete shall be advised that they must nominate and trial for the Academy where they meet the primary form of eligibility.

Athletes may not nominate and trial or be selected into multiple Academies.

Selection Panel

The core selection panel will consist of the Head Coach, Assistant Coach, and wherever possible, a representative of the SSO, and an Academy Staff Member. The final approval on selections and squad composition however will be sanctioned by the Academy CEO.



Nominations Process

All athletes will be required to nominate for the respective sporting program. Nomination forms will be placed on the Academy website and promoted to local sporting clubs and schools, no less than two weeks prior to any first trial date.

Information about upcoming trials however should be released no less than four weeks prior to the trial date.

The Academy may extend the closing date for trials, or hold additional trials should the number of initial nominations be considered limited; the time between nominations released and the trial be considered unreasonably short; if the quality of trialling athletes be considered limited; or in cases of unresolved selection dispute.

The selection panel may give consideration to athletes who are facing exceptional circumstances. These however must be approved by the CEO.

Athlete Selection Process

Athletes can be selected into Academy Programs through two main methods.

- **Sporting Trial**
- **Nomination, performance criteria and/or Interview**

Trial dates, lengths, frequency and formats will be finalised with the Academy and publicised as a part of the nominations process.

Sports with an individual athlete focus are often selected based on nominations. These programs should as a part of their selection process, hold interviews for prospective athlete nominees.

Squad, team or position-based sport programs contain levels of subjectivity and as such, are often selected based on performance at trials.

The Selection process for squad members for Academy Programs should be made within two weeks (14 days) of either the nominations closing date (for nominations based sports), or within one week (7 days) of a final trial held (for trials based programs).

Final selections will be made based on consultation with the Academy, Head Coach and any requirements of the MoU / SSO.

Any alternate methods of selection, such as NSWIS / SSO pre-determined athlete selections as per MoU's must be declared as a part of the advertised nomination and selection process.

The only exception to this is if a program does not have enough athletes to warrant a program and must seek or recruit additional athletes, who may be invited to attend a "trial and join" session; or athletes who have previously been selected into another RASi member Academy, who have moved in to the Academy LGA. (ie Previously talent-identified and Academy selected).

Trials Process

The trial process should include at least two of;

- Fitness testing / Sport Specific 'Combine'
- Sport Specific individual and/or team skills and drills
- Short Sided or Trial games

Each trial should take at least 90-120 minutes in duration, with each athlete provided an equal amount of opportunity to trial.

Where possible, and dependant on the number of coaches available, any skill correction should take place so that the athlete who trials will depart the process with not only a better understanding of the Academy, but of the sport performance pathway.

Therefore the trial process should be used as an education opportunity for the athlete as well as a selection opportunity.

Interview Process

Where the athlete selection is completed via an interview, the selection panel should provide a process of no less than thirty minutes to allow the athlete to develop a level of comfort in the interview process.

During this process, the athlete should be asked questions to develop the following as a part of the selection criteria;

- Athlete knowledge of the Academy, their sport and their sport's high performance pathway.
- Why the athlete wants to be a part of the Academy and what they hope to achieve by being a member of the Academy.
- The athlete's goals and objectives within their chosen sport.
- The athlete's challenges, successes and failures within their chosen sport.
- Any other sport specific information required by the selection panel to make an informed selection decision.

Feedback Process

Throughout the selection process, Coach and Support staff should compile an appropriate list of individual and general feedback for all trialling athletes, that would be suitable to be provided to the Academy.

This should include both generalised sport as well as individually specific feedback.

Coach and support staff should not enter into discussions related to successful / unsuccessful athletes or parents, nor discuss the progress of athletes at the trials outside of the immediate coaching staff. (Bearing in mind that some coaching staff may have relationships with trialling athletes within their own club or representative programs)

Once the Academy has finalised the selection process, the Academy will advise successful and non-successful athletes.

The Academy aims to provide the generalised sport feedback to unsuccessful athletes, as well as provides the opportunity for the athlete to seek additional and personalised feedback, via a written request to the Academy Office.

Academy staff will then provide this feedback to the athlete.

Who we are looking for?



With the Tier 1 - NSWIS Talent Radar in mind, the NSW Institute of Sport identifies the above as key values and attributes of athletes they are targeting for inclusion into High Performance Pathways.

There are athletes who,

- Have sampled a range of sports throughout their childhood / youth to a high level.
- Highly motivated, committed and resilient individuals.
- Well supported and backed by family to pursue their sporting dreams.
- Performance and capability is high relative to their peers in their respective age group or category**

**Accounting for biological maturation estimation. Estimation tool – (Abbott & Cobley, USyd & Office of Sport)

Athlete Attributes

Academy Athlete Attributes

With the NSWIS Talent Radar in mind, and recognising the athletes with our region and various sporting program requirements, the Academy has identified the following attributes that coach and selectors should consider at a minimum when selecting athletes to be a part of our Academy programs;

- ***Identified Sporting Talent***
- ***Behaviour and Discipline***
- ***Ongoing development potential***
- ***Team Dynamic***
- ***Coachability***
- ***Sport Specific Individual Skill***
- ***Comparison to overall talent pool***
- ***Leadership***
- ***Attitude and Commitment***
- ***Want and Willingness to learn***

Coach and selectors are encouraged to develop their own attributes alongside those of the Academy, and sport specific selection criteria in their own selection checklist.

Whilst subjectivity is often unavoidable in selecting team sports, playing positions should not be the final determining factor in squad composition.

Subject to the MoU, the Academy is not limited to the number of athletes it takes. Selectors should prepare a list of successful trialists, as well as a list of ranked "reserves" should athletes decline any offer.

At no stage through the trial process should athletes be identified as successful, reserve or unsuccessful. This includes placing unsuccessful athletes on an adjacent court etc.







