



IONA COLLEGE

HIGH PERFORMANCE

SPORT PROGRAMME



ALWAYS LEARNING

MISSION STATEMENT

The High Performance Sport Programme seeks to nurture the physical talents of Iona College students, whilst supporting academic potential. It identifies, guides and fosters the development of high performing athletes and well-rounded men. Underpinning the programme is the development of the student as a lifelong learner who is committed to physical activity, has healthy eating habits, is resilient, motivated to achieving their potential and prepared to make a difference in the community. The programme encompasses the theory of Long Term Athletic Development, including strength and conditioning, nutrition and sports psychology.

It enables students to achieve a balance between elite sporting and academic performance through tailored guidance provided on a weekly, term and yearly basis.

BACKGROUND

Over the past decade, Iona College students have increasingly represented the school, state and country through a range of elite level sports.

Through ongoing observation of these high performance sports people, several consistent challenges have been identified. This includes conflicting training, sport and school schedules, which often result in students not reaching their full sporting or academic potential.

Talented athletes are also often juggling multiple sports and training schedules, which can lead to early burnout, injury and loss of motivation.

The High Performance Sport Programme has been developed to address these challenges, providing students and parents/carers with the tools to maximise sporting potential, whilst supporting strong academic performance.

Launched in 2014, the programme is currently unique to Iona College. It provides a proven foundation to help talented sports people achieve their long-term potential throughout school years and beyond.



ACADEMIC PLANNING

The programme provides students with planning tools for weekly, term and yearly timetables. It enables the student and parents/carers to prepare for assessments and maintain a balance between schoolwork and training.

This includes:

- **Weekly:** A document that outlines the training and homework commitments on a likely weekly schedule;
- **Term Assessment Planner:** Highlights when assessment tasks are due; and
- **Annual Plan:** To be developed by the athlete's coach, including assistance and input from the Head of High Performance Sport.

ACADEMIC TRAINING SESSION

This is currently under development, which will include an allocated period(s) in the week where the student (with parental guidance) commits to extra study/academic tasks. This session embraces the athlete's Learning Style (Psychology of Learning), with learning strategies designed to suit the individual learner.

SELECTION CRITERIA

At Iona College, we respect hard work, dedication and commitment.

Students are eligible for the programme based on the level of representation achieved. The sport where elite representation is achieved should be (foremost):

1. AIC sport;
2. School based sport (Queensland Secondary Schools Team or Australian All Schools Team);
3. Olympic sport; and/or
4. Discretionary selection – Head of Sport and Head of High Performance Sport.

On selection into the High Performance Sport Programme, the athlete will be placed in one of two categories for that year:

- High Performance – an athlete who has represented Queensland and/or Australia; an athlete who has medalled in a Queensland Schools Championship and/or medalled in an Australian Schools National Championship, and
- Pathways – an athlete who has represented Metropolitan East and competed at a Queensland Schools Championships.

IMPORTANT NOTES

Underpinning these achievements, the student needs to be an active member of the Iona Community. This can be identified as:

- A participant in other AIC sports;
- Member of the College music programme; and
- Involved in other co-curricular and/or extra-curricular activities.

The student also needs to demonstrate:

- An understanding of the ethos of Iona College and display the charisma of the Oblates;
- A higher standard of behaviour;
- Be diligent in his work ethic towards academic studies;
- Understand that sacrifices need to be made in pursuit of his academic and athletic potential; and
- Be a well-rounded, balanced and respectful member of Iona College and the wider community.

PHYSICAL ASSISTANCE

As an extension of the High Performance Sport Programme, each student has access to a supervised Strength and Conditioning programme. The strength programme embraces the theory of Long Term Athletic Development and focuses on skill development (movement pathways).

FINANCIAL ASSISTANCE

Financial Assistance can be accessed through application. Contact the Head of High Performance Sport to obtain a copy of the Application Form for Financial Assistance.

NUTRITION

The programme engages professionals in the field of nutrition to consult on general eating habits and personal eating plans.

SPORT PSYCHOLOGY

The Programme engages Mr Kai Smith to lead group presentations and provide one on one consultations with our athletes.

SCHOOL PROCEDURES

A policy document has been developed should a student miss school due to sporting commitments. The student must liaise with teachers (and Head of High Performance Sport) to catch up on work missed or outstanding assessment items. This includes extensions for assignments and completing exams.



i RESPECT . . .

Matthew 7:12

“Do to others whatever you would like them to do to you.”

The College-wide focus for 2020 is to grow and enhance positive, respectful relationships throughout our Ionian community and beyond. The above quote from Jesus summarises the spiritual basis for this respect and this “Golden Rule” is found in all major religions.

So what is respect?

- Respect is thinking and acting in a positive way about myself, others or the environment.
- Respect is thinking and acting in a way that shows that I am aware of the feelings and well-being of others.

Examples of what respect could be:

- I admire (respect) a current or historical figure who stood up for what she or he believed in, even when it was hard.
- I accept (respect) a referee’s decision even if I don’t agree with the call.
- I listen carefully (respect) to another person’s opinion during a class discussion, even if I don’t understand their idea yet.
- I am very mindful and careful (respect) on trains, buses and cars to ensure that everyone, including myself, is safe. I also care about my actions and language both in and out of uniform.
- I attempt to engage (respect) in the learning environment of the classroom for the benefit of all, including myself.
- I make an effort (respect) to attend my House or Year Level Mass to give time to my relationship with God.
- I stand up (respect) for people when I notice them being excluded or in need.
- I present (respect) a positive presence on social media and refrain from any language or attitudes that harm others.
- I keep my commitment (respect) to training or rehearsals because I am part of the team.
- I participate positively (respect) in family activities as a sign of deep belonging.
- I am quiet in a library to show that I care about (respect) others’ need to read without interruption.
- I put rubbish in an appropriate bin to show that I care about (respect) the environment that we live in.
- I follow my parents’ rules to show them that I care about (respect) how they feel about the situation.
- I don’t call people names because I care about (respect) their feelings.
- I don’t hit or otherwise hurt people because I care about (respect) their well-being.
- I speak and act in a way that shows I care about what I know is right and safe, because I care about (respect) myself and my well-being.
- I don’t interfere with other people’s right to look, think, or act differently than me because I care about (respect) their feelings and well-being.