



**NETBALL**  
NEW ZEALAND  
POITARAWHITI AOTEAROA

# Coaching Diary

**We live this game.**

**THIS COACHING DIARY BELONGS TO:**

.....

**IN CASE OF LOSS, PLEASE RETURN TO:**

.....

.....

***“A good coach can change a game, a great coach can change a life”***  
**- John Wooden**



*Fuji Xerox NZ are proud to continue their partnership with Netball NZ, supporting Secondary School students to be active and have a positive experience with netball.*



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# Coach Support

Get access to free coaching tools, templates, resources and online learning through the Netball NZ learning and development portal [netballnz.brackenlearning.com](http://netballnz.brackenlearning.com) – just register, fill in your details and then look for the tab ‘community coach’

Check out the coaching section of the Netball NZ website for coaching workshops or to contact your Zones Coach Lead [www.netballnz.co.nz/get-involved/coaching](http://www.netballnz.co.nz/get-involved/coaching)

Check out the NetballSmart website for heaps of useful resources, access to workshops or to contact your Zones NetballSmart Development Officer [www.netballnz.co.nz/useful-info/netball-smart](http://www.netballnz.co.nz/useful-info/netball-smart)

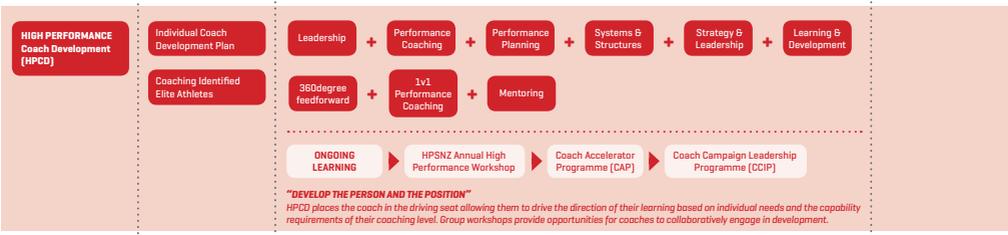
Build your support network by finding out about local coach support personal, such as your School Sport Director, the Coach Co-Ordinator at your Club or Centre, or the local Regional Sports Trust.

For more info, head to the Netball New Zealand website – click “GET INVOLVED” and access the options below. To find out what coach development workshops you can attend, check out the Coaching Framework on the following page.



Below is Netball New Zealand’s Coaching Framework.

*Our purpose is to empower the ongoing development of coaches through targeted programmes aligned to the Netball New Zealand player, coach and official pathways.*



COACHING LEVELS	PRE-REQUISITES	MODULES/WORKSHOPS	COACHING ACHIEVEMENT
<b>PERFORMANCE</b>	<p>CCA II (actively coaching at this level for minimum 2 Years)</p> <p><b>CENTRE/ZONE ENDORSEMENT COACHING LEVEL</b>                      National League Centre U17/U19 Premier Club</p>	<p>Coach Development Plan + ADVANCED Mental Skills 1 + ADVANCED Skill Acquisition 1 + Performance Enhancing + ADVANCED Performance Planning + Performance Coach Practical Observation/Assessment X 4 (training &amp; game environments)</p> <p>ADVANCED Mental Skills 2 + ADVANCED Acquisition 2 + ADVANCED Game Analysis</p> <p>ONGOING LEARNING → Mentoring Leadership → Zone Performance Coach Programmes → Sport NZ Performance Coach Advanced</p>	<b>PERFORMANCE COACH QUALIFICATIONS</b>
<b>COMMUNITY 2</b>	CCA 1	<p><b>TACTICAL</b></p> <p>Developing Physical Capacity + Game Analysis + Mental Skills + Planning Annual/Tournament + Coach Observation</p> <p>Through Court (Attack/Defence) + Centre Pass + Circle Work</p> <p>ONGOING LEARNING → National/Zone/Centre informal workshops</p> <p>CCA 2 caters for the coach who wishes to gain more in-depth knowledge to support their coaching at the Community (development level). Attaining CCA 2 is also one of the pre-requisites for PCQ. There are formal observations of coaches required at this level.</p>	<b>COMMUNITY COACH AWARD 2</b>
<b>COMMUNITY 1</b>	<p>Player Centred Coaching</p> <p>Introduction to Netball Rules (online)</p> <p>NetballSmart – Growing Physical Capacity (online)</p>	<p><b>TECHNICAL</b></p> <p>Building Effective Relationships + Planning (Season &amp; Session planning) + Skills Analysis + Team Culture</p> <p>Attacking Fundamentals + Defence 1 + Shooting + Selecting</p> <p>ONGOING LEARNING → National/Zone/Centre informal workshops</p> <p>This level caters for the entry level development coach. The framework will provide the coaches with the necessary skills to provide quality coaching up to and including the U15 level. Those wishing to develop/transition further are able to attend CCA 2 modules in isolation or in order to complete the CCA 2 which is one of the pre-requisites for the Performance Coach Qualification (PCQ).</p>	<b>COMMUNITY COACH AWARD 1</b>
<b>FOUNDATION</b>	<p>Introduction to Netball Rules (online)</p> <p>NetballSmart – Growing Physical Capacity (online)</p>	<p>Junior Co-ordinator Training &amp; Year 1 &amp; 2 – Star Helper + Year 3 &amp; 4 Coach + Year 5 &amp; 6 Coach + Year 7 &amp; 8 Coach + Player Centred Coaching</p> <p>ONGOING LEARNING → National/Zone/Centre informal workshops</p>	<b>FOUNDATION COACH AWARD</b>

	JANUARY	FEBRUARY	MARCH
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FRIDAY			
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	JULY	AUGUST	SEPTEMBER
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	OCTOBER	NOVEMBER	DECEMBER
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# Monthly Season Plan - Example Template

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	JANUARY - FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER- DECEMBER
Competitions									
Holidays									
Skill Focus									
Tactical Focus									
Team Building									
Player Welfare									
Player Development									
Other									

# Monthly Season Plan - Example ONLY

	JANUARY - FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER- DECEMBER
Competitions	OFF SEASON (FOUNDATION) Players should be encouraged to get involved with other sports and active recreation	← PREPERATION →		Centre Saturday Competition (20th April – 20th August) Weekly interschool Competition (May – July) Rep competition (trials 4th April, games = 20th – 21st June, 20th - 21st July)			Finals 6 Regional Champs		OFF SEASON (TRANSITION) Players should be encouraged to get involved with other sports and active recreation
Holidays			School Holidays 15th – 30th			School Holidays 15th – 30th			
Skill Focus		Movement & Ball Skills a. b. c.	Attacking Skills a. b. c.	Defence skills a. b. c.	Attacking Skills a. b. c.	Defence Skills a. b. c.	Recap where required		
Tactical Focus		Centre Pass Attack	Through Court Attack	Through Court Defence	Circle Work Attack	Circle Work Defence	Recap where required		
Team Building		Vision, values and goals setting	Team dinner with parents to share goals etc.	Fun activity: Adventure park (team to plan)	Team pot luck dinner – revisit values and goals	Fun activity: Movies (team to plan)	Team pot luck dinner – revisit values and goals		
Player Welfare		Netball Smart Warm Up (see Netball Smart website) Netball Smart Preparation (see Netball Smart website) Create calendar of each players loading/other commitments Create injury management and return to play protocols							
Player Development		Create roles & responsibilities for each player	Individual player profiles	Mental Skills session	Individual player profiles	Specialist one on one sessions	Injury management session	Season review and reflection	
Other									

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# The Team

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Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

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Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

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My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

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My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_



Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

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My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

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My Goals for the Season \_\_\_\_\_

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Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

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My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Favourite Positions \_\_\_\_\_

Why I play Netball \_\_\_\_\_

My Strengths \_\_\_\_\_

My Goals for the Season \_\_\_\_\_



# Team Goals and Values

## LONG TERM GOALS [OUTCOME GOALS]

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## MID TERM GOALS [PERFORMANCE GOALS]

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## SHORT TERM GOALS [PROCESS GOALS]

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## OUR TEAM VALUES



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# NetballSmart Dynamic Warm-Up

## Exercise

### 1. The Bench

- i. The Bench - Static. Static bench on forearms (or hands) and feet. Lift pelvis off the ground.
- ii. The Bench - alternate leg (hold each 2 seconds). Continue for 20 - 30 seconds
- iii. Bench on forearms (or hands) and feet. Lift one leg and hold for 20-30 seconds

### 2. Hips - Sideways Bench

- i. Sideways bench - static. On elbow (or hand) and knee on ground or leg straight. Top leg out straight. Lift pelvis and maintain position.
- ii. Sideways bench raise and lower hips. On elbow (or hand) and legs out straight, raise and lower hips.
- iii. Sideways bench with leg lift. On elbow (or hand) and legs out straight. Lift hips, lift top leg and lower. Continue for 20 - 30 seconds.

### 3. Hamstrings

- i. Beginner      Single leg Romanian Dead Lift (RDL)
- ii. Intermediate      Single leg Romanian Dead Lift (RDL)

### 4. Balance

- i. Single leg stance - hold the ball (or imagine you are holding a ball). Progress to moving around back.
- ii. Single leg standing throwing ball with partner.
- iii. Single leg stance - test your partner. Facing partner. Hand on opposite shoulder of partner, tap each other. Keep balanced if possible or return to starting position. Continue for 30 seconds.

5. **Running Straight Ahead.** Run to centre of court and back. Repeat.

6. **Running Hip Out.** Run to first cone, stop, lift knee forwards and rotate knee out to side and put foot down. Run to next cone and repeat with other leg.

7. **Butt Kicks and skipping.** Butt kick to first cone (kicking feet up to butt), skip to next cone, butt kick to third cone. Continue for length of 15m and back.

8. **Running - Circling Partner.** Run to first cone, side shuffle inwards towards and around partner and back out to cone. Run to next cone and repeat. Continue length of 15m and back.

9. **Running - Shoulder Contact.** Run to cone, side shuffle to the middle, jump shoulder to shoulder contact. Land in good stable body position. Continue length of 15m and back.

10. **Running - Quick Forwards and Backwards Sprints.** Run to second cone and back to first cone. Repeat 2 cones forwards one back for length of 15m and back.

**Time/Distance/Reps**

3 x 20-30 sec  
3 x 20 - 30 sec  
3 x 20 - 30 sec hold, alternative sides

2-3 x 30s ea side  
2-3 x 30s ea side  
2-3 x 30s ea side

3-5 each leg  
5 each leg

2 x 30s ea side  
2 x 30s ea side  
2 x 30s ea side

2 x 15 metres

**1**



**2**



**3**



**4**



**5**



**6**



**7**



**8**



**9**



**10**



# NetballSmart Dynamic Warm-Up

## Part C: Dynamic Preparation

### 11. Squats

- i. Squats
- ii. Squat, calf raise and body extension
- iii. Single leg squat
- iv. Combination of all three

### 12. Walking Lunges

- i. Walking lunges
- ii. Walking lunges and calf raises.
- ii. Walking lunges, calf raise and body extension

### 13. Jumping and landing.

- i. Vertical jump and land on 2 feet in a stable body position [SBP]
- ii. Lateral jump - jump sideways 1m off one leg and long on other leg.
- iii. Broad jump - jump forward 1m off two and land on one foot hold one sec in a stable body position on one foot

### 14. Jumping, turning and landing

- i. Vertical jump and turn 90 degrees and land in SBP
- ii. Vertical jump and turn 180 degrees and land in SBP
- iii. Vertical jump and turn 270 degrees and land in SBP

## Part D: Netball Specific Preparation

15. **Running and Stopping.** Run to first cone at 75-80% speed and stop 1-2 foot landing. Continue length of 15 metre and back stopping at each cone.

16. **Running - Plant and Cut.** Run at 80--90%. Run to first cone, plant, and cut off on an angle towards opposite cone. Continue length of 15 metre and back.

17. **Prop, Prop & Stick.** Prop from one foot to another and then "stick" final landing for 2 seconds in a stable body position.

10  
10  
10

5 each side  
5 each side  
5 each side

5 each side  
5 each side  
5 each side

5 turns each side  
5 turns each side  
5 turns each side

2x15 m

2x15 m

15m and jog back

**11**



**12**



**13**



**14**



**15**



**16**



**17**



# Landing Skills: Level 1

Completing 10 minutes of this Landing skill module after a NetballSmart Dynamic Warm up or during a skills and activity session helps reduce injuries and improve performance. Players may be at different levels of this programme at any one time so adjust it for individual members of the team.



## Vertical jump and stick landing

Ensure good squat technique.  
Bend in hips and knees.  
Push back through hips.  
Soft landing in squat position.  
Control trunk.

**5x: 2 Sets**



## Vertical jump, turn and stick landing

Ensure good squat technique - no kissing knees.  
Bend in hips and knees.  
Push back through hips.  
Jump and turn in the air 90, 180, 270, 360.  
Soft landing in squat position, control trunk.

**5x (each side): 2 Sets**



## Drop box and stick landing

Bend in hips and knees.  
Push back through hips.  
Jump down off box.  
Soft landing in squat position.  
Equal weight bearing, control trunk.

**5x: 2 Sets**

**Adapt:** Increase box height, jump and land onto box, jump off one box onto another.



## 5x Horizontal jump and stick landing

Ensure good squat technique.  
Bend in hip and knees.  
Push back through hips.  
Jump forward for distance.  
Soft landing in squat position, control trunk.  
Stick landing (not falling forward).

**2 Sets**



### Broad jump and stick landing (Double Leg)

Ensure good squat technique.  
Bend in hips and knees.  
Push back through hips.  
Jump forward for distance.  
Soft landing in squat position, control trunk.  
Stick landing (not falling forward).

**3x: 2 Sets**



### Tuck jumps x5, stick landing on last

Keep body upright.  
Knees to chest.  
Tuck knees equally.  
Last landing soft in squat position.

**1x: Rest: 3 Sets**



### Jump and land on one foot

Ensure good squat technique.  
Bend in hip and knees.  
Push back through hips.  
Jump in air off both feet and land on a single foot.  
Soft land, control trunk.  
Keep knee in-line with foot.  
Stick landing.

**5x (each leg): 2 Sets**



### Single leg vertical hop and stick landing

Ensure single leg technique.  
Bend in hip and knee.  
Push back through hip.  
Jump in air off one foot and land on single foot.  
Soft landing, control trunk.  
Keep pelvis level.  
Keep knee in-line with foot.  
Stick landing.

**5x (each leg): 2 Sets**

## Landing Skills: Level 2

Players may be at different levels of this programme at any one time so adjust it for individual members of the team, Level two offers adaptations and alternatives for each player during the season.



### Horizontal hop onto one leg

Ensure good single leg squat technique.  
Bend in hip and knee.  
Push back through hip.  
Knees not in front of feet.  
Land on one foot in good single leg squat position.  
Control trunk, trunk not too far forward.

**5x: 2 Sets**



### 5 x Single leg horizontal hop

Same as previous exercise but with 5 repeated hops and stick the last landing.

**1x (each leg): 2 Sets**

**Adapt:** Add ball, call north, south, east and west - players land facing that position.



### Drop box, land, broad jump forward onto one leg

Bend in hips and knees.  
Push back through hips.  
Knees not in front of feet.  
Jump down off box, landing in a good squat position, soft landing.  
Broad jump forward onto one leg.  
Soft landing, control tuck.  
Pelvis level.

**4x (each leg): 2 Sets**



### Multi-directional hopping around a compass

Draw out a compass shape with tape.  
 Balance in the center of the compass.  
 Bend in hip and knee.  
 Knee in line with foot.  
 Head up.  
 Control of trunk.  
 Hop following compass.  
 Ensure all landings have good technique

**5x: 2 Sets**



### Triple hop diagonally - forwards and backwards

Bend in hips and knees.  
 Knee in line with foot.  
 Knees not in front of feet.  
 Hop forwards and to the side of the tape.  
 On the same foot hop to the opposite side.  
 Do three hops moving forwards.  
 Control trunk, trunk not too far forward.

**3 sets each leg**

Adapt: Hop backwards, hop forwards and backwards.



### Jumping or hopping over hurdles

Bend in hips and knees.  
 Knees not in front of feet.  
 Control trunk, trunk not too far forward.  
 Jump or hop over the hurdles and land on one or both feet.  
 Stick final landing.

**5-10 jumps or hops: 1 each foot: 2 Sets**

Adapt: If you do not have hurdles, use drink bottles or sweat shirts instead.









# Smart Injury Management

Smart Injury Management is ensuring injuries are identified, assessed and treated early.

## 3 Tips!



If in doubt remove player from the court

Do not return to play until you can do all of the NetballSmart Dynamic Warm-up



## Types of Injury

There are two types of injury:

Acute or contact injuries can be difficult to avoid.

Non-contact or overuse injuries can be reduced through performing key movements well and managing player's loading.

## P.R.I.C.E.D

APPLY P.R.I.C.E.D AS SOON AS YOU CAN



Protect



Rest



Ice



Compress



Elevate



Diagnose

## Anterior Cruciate Ligament (ACL)

The ACL is the pivotal ligament in the knee. It is critical for stability, and stops the knee from pivoting.

ACL injuries occur in Netball, ACL and all other lower limb injuries can be minimised by using the NetballSmart Dynamic Warm Up and practising proper landing technique. See the Landing Skills Resource for more information.

## Ankle Injury



- > 50% of players who had an ankle injury will have another injury within two years.
- > Use the NetballSmart Dynamic Warm-Up as a rehabilitation tool - it involves balance and landing.
- > Netball NZ is currently working on an Ankle Injury Prevention Strategy.

## Age Related Injury

Sore heels (severs) and knees (osgood schalters) are common during growth phases.



If heels/knees are sore, decrease activity until the pain settles.



These conditions go away once growing stops.



## Return to Play

Injured players need to gradually return to training, then progress to games.

Players should graduate through a return to play process, ensuring injury does not worsen.

Use the NetballSmart Dynamic Warm-Up to gauge progress.

If you cannot complete 100% of the NetballSmart Dynamic Warm-Up, then you cannot return to games.

- TALK → Significant injury/head injury player in shock
- OBSERVE → Significant deformity, significant swelling
- TOUCH → Severe tenderness, bony tenderness
- ACTIVE → Reluctant to move, painful/loss of range
- PASSIVE → Reluctant to be moved, painful/loss of range
- SKILLS → Inability to perform task, pain/instability
- OBSERVE RTP → Favouring inability to perform task

## REMOVE FROM THE COURT

# EXAMPLE Training Plan Template

<b>DATE</b>		<b>ABSENT</b>	
<b>SKILL FOCUS</b>	From the season plan	<b>TACTICAL FOCUS</b>	From the season plan
<b>LEARNING OUTCOME</b>	What specifically do you want the players to be able to do at the end of the session?	<b>COMMUNICATION POINTS</b>	What are the two or three key points for the session?
<b>WARM UP</b>	The Netball Smart Warm Up should be the base of each warm up session		

## ACTIVITIES

Choose activities that are going to motivate the players and help to build their knowledge and understanding of the game as well as helping them feel confident in their abilities.

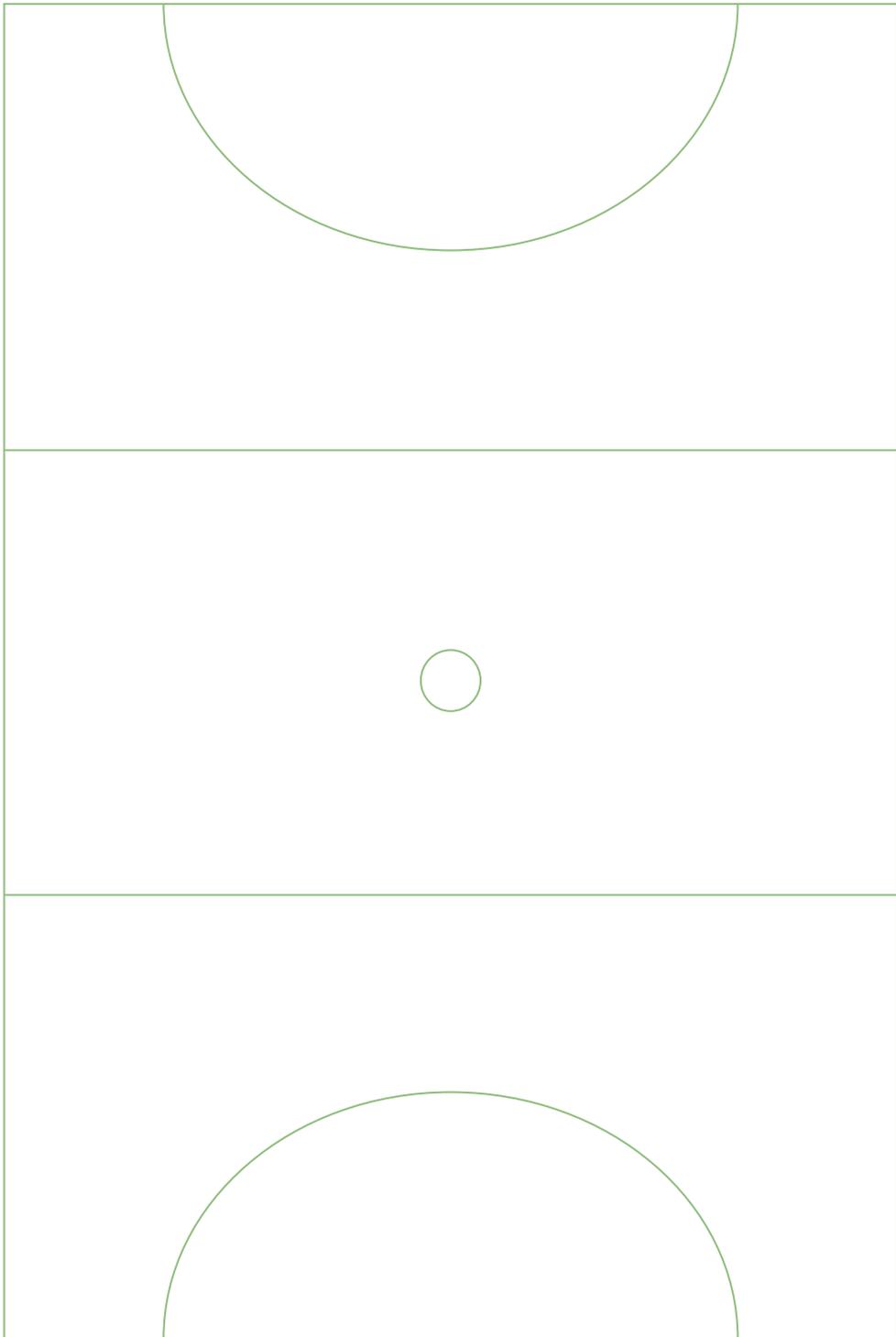
- If you have a range of levels, remember to note down options to make the activities easier or harder.
- It's useful to jot down some key questions that you can ask players to get them thinking and solving problems on their own and as a team.
- Often it is helpful to use the court below to draw a diagram of your activity to show your players

## COACH REFLECTION

- » How well did this session build all players motivation, confidence, understanding and skills?
- » How well did the activities meet each players individual needs [not just physically]?
- » How well did the players achieve the learning objectives?
- » How do I know my players left this session excited to come back next week?

# EXAMPLE Training Plan Template

DATE		ABSENT	
SKILL FOCUS		TACTICAL FOCUS	
LEARNING OUTCOME		COMMUNICATION POINTS	
WARM UP			
ACTIVITIES			
COACH REFLECTION			





# Game Day

Opposition: .....

Date: .....

Court: .....

Weather: .....

P.O.D: .....

Final Score: .....

## Recap Key Points of Game Plan

**Attack:**

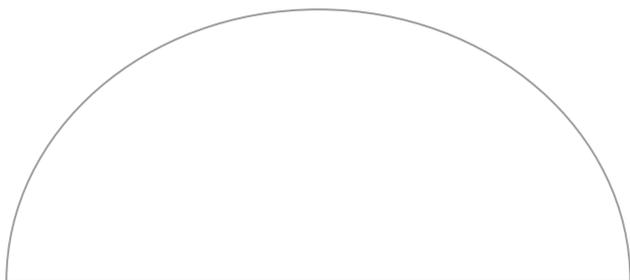
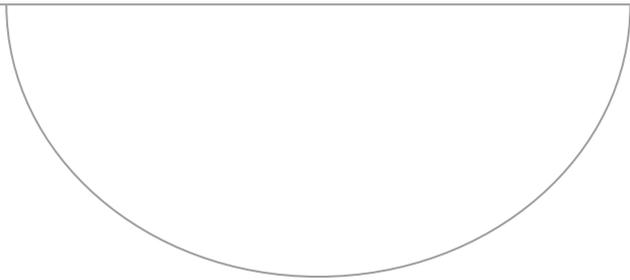
**Defence:**

Position	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
GS				
GA				
WA				
C				
WD				
GD				
GK				

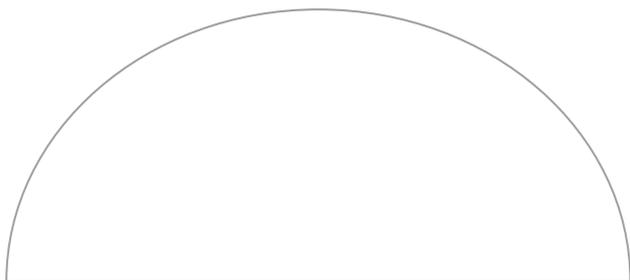
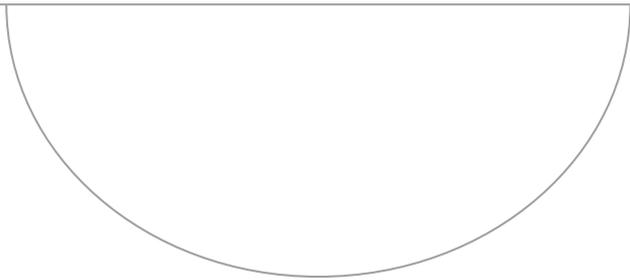
## NOTES

## Feedback/ Questions for Team Talk

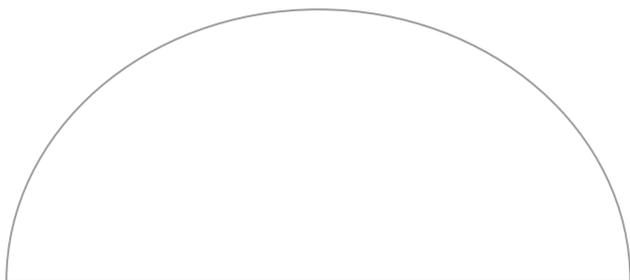
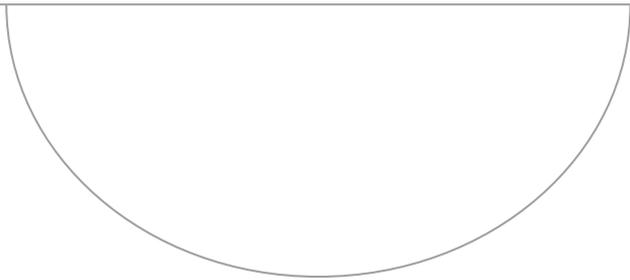
1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter



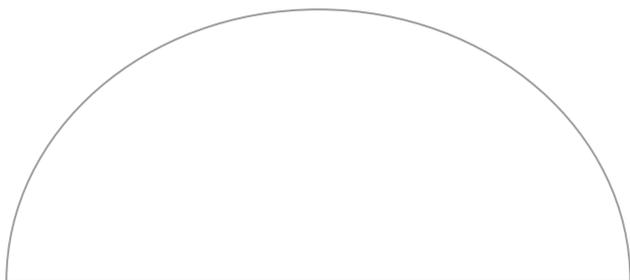
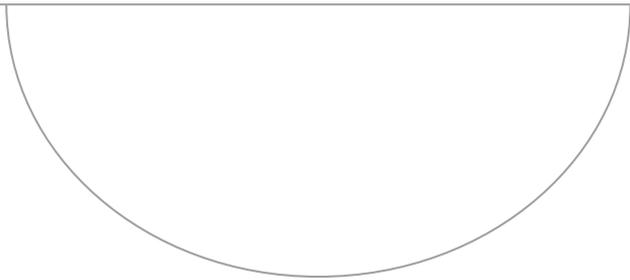




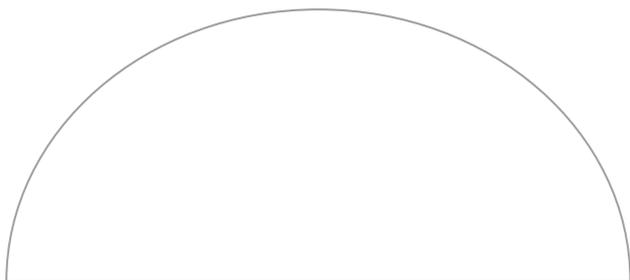
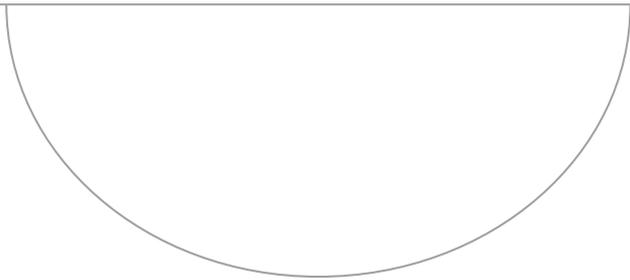




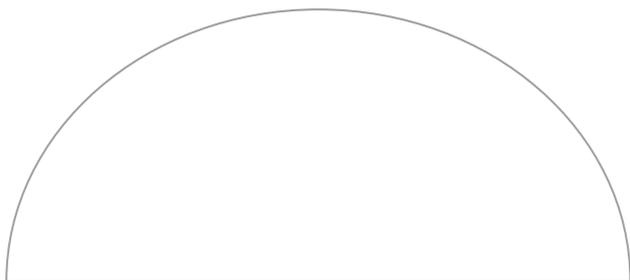
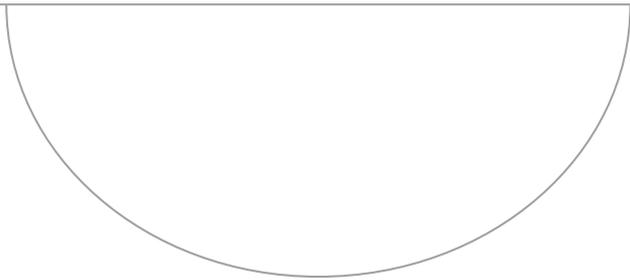




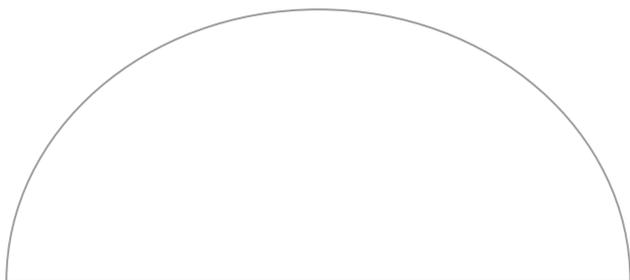
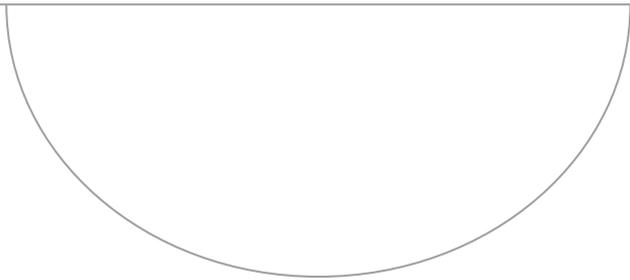




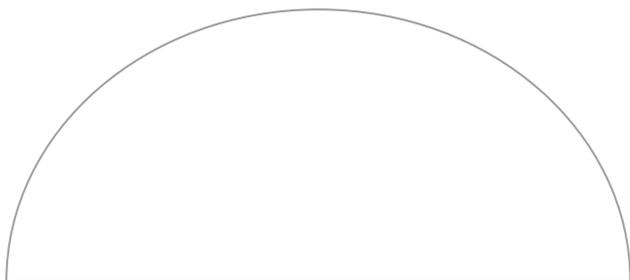
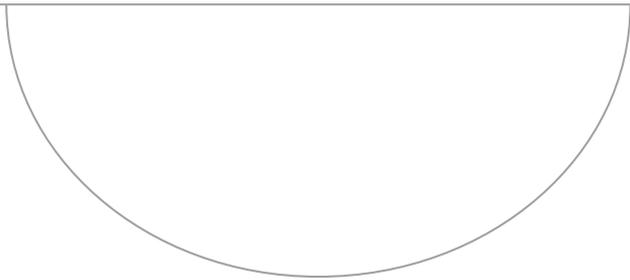




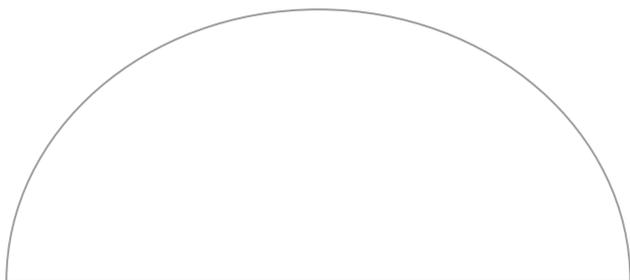
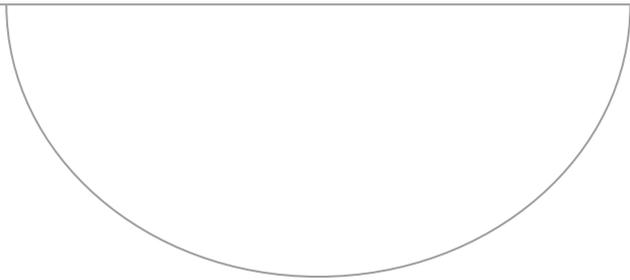




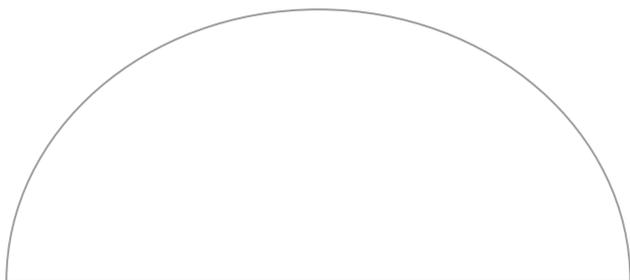
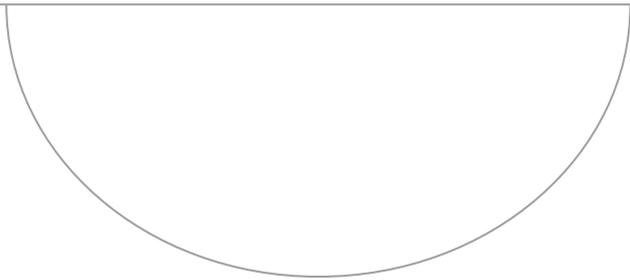




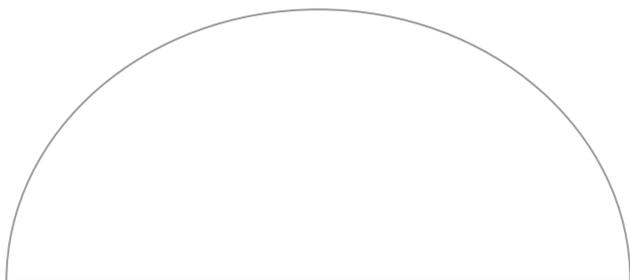
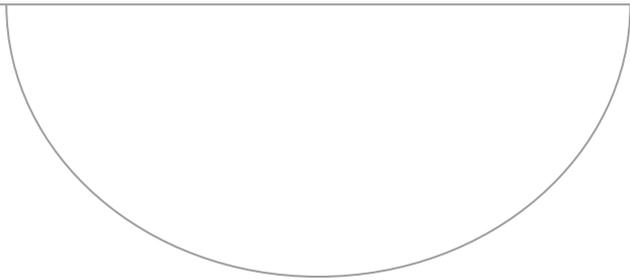




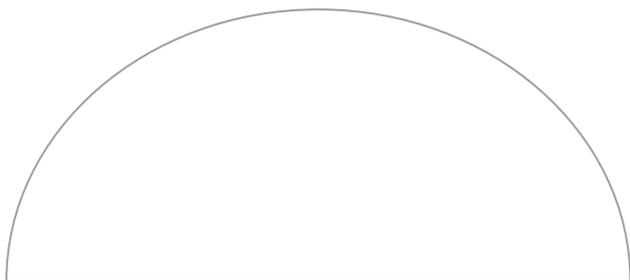
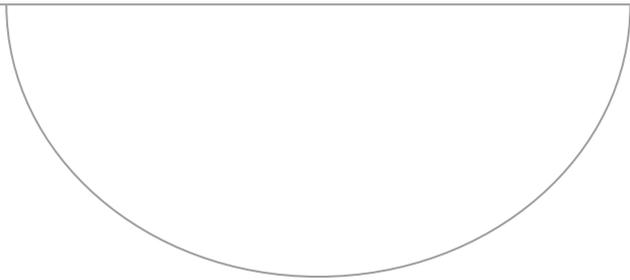




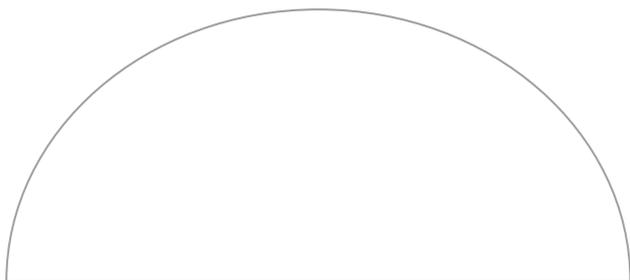
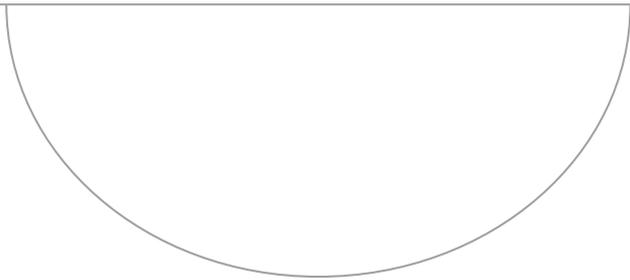




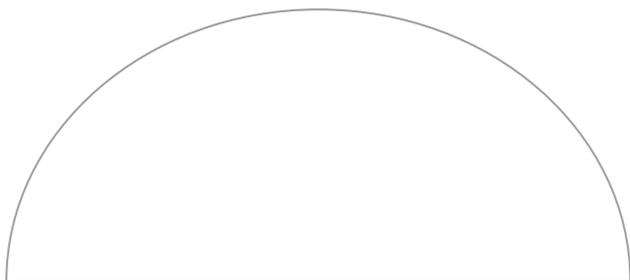
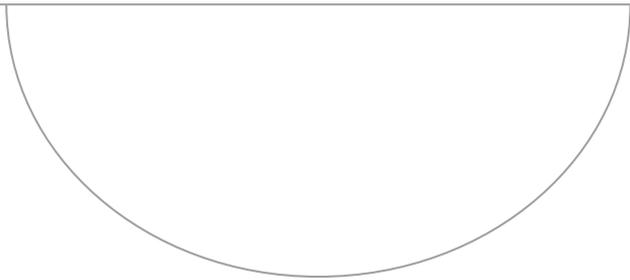




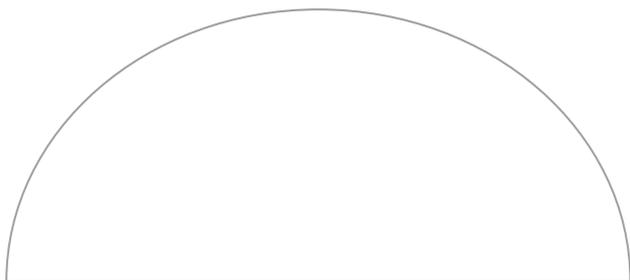
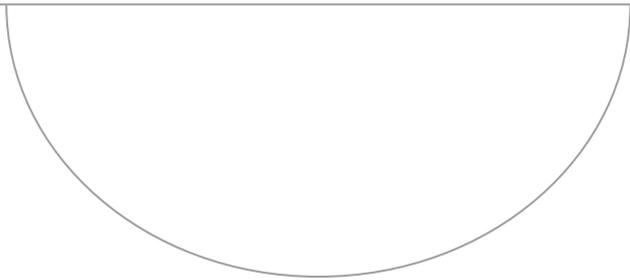




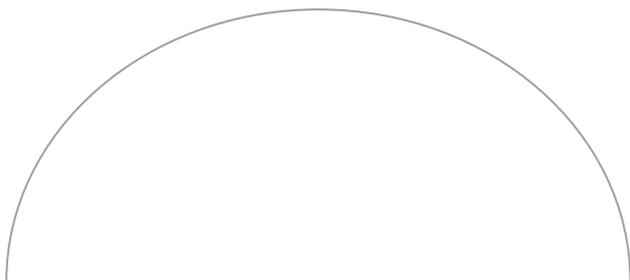
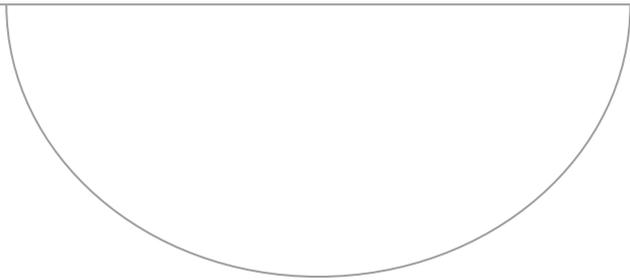




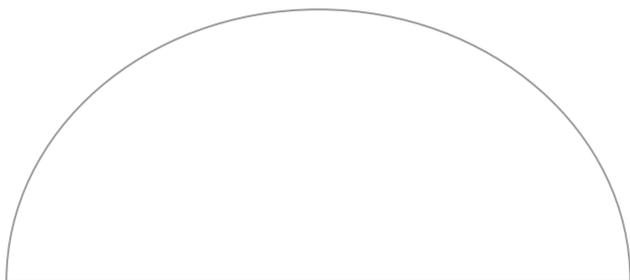
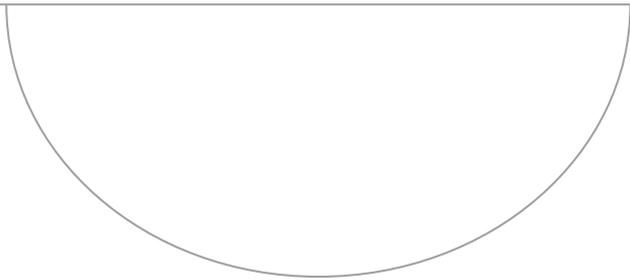




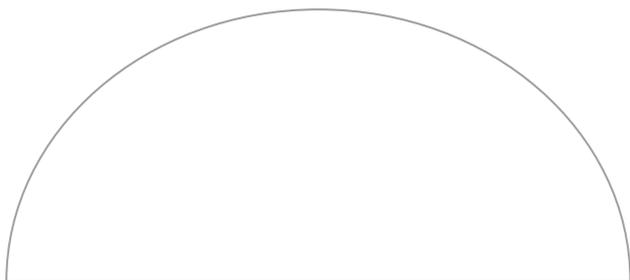
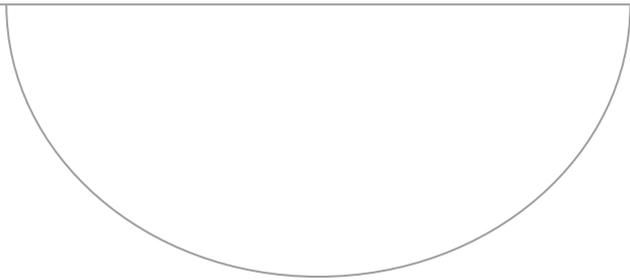




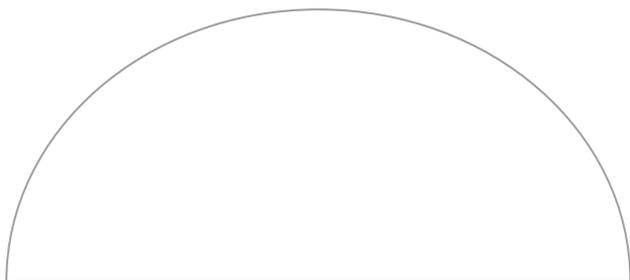
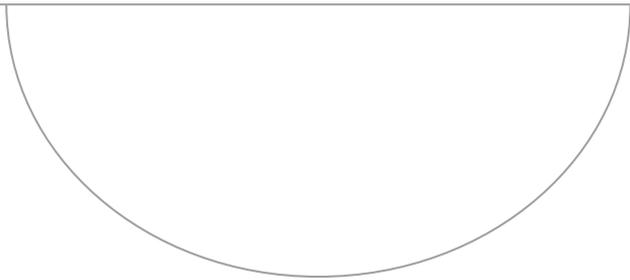




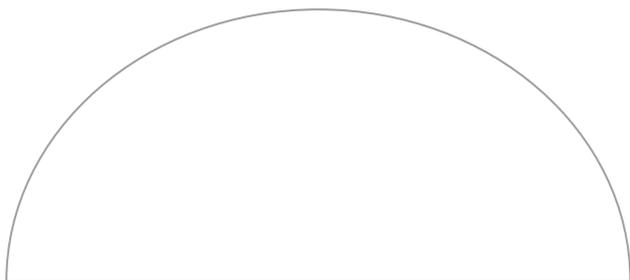
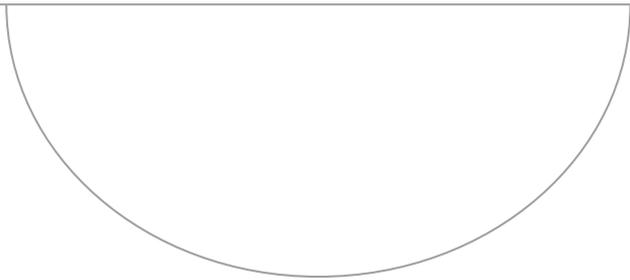




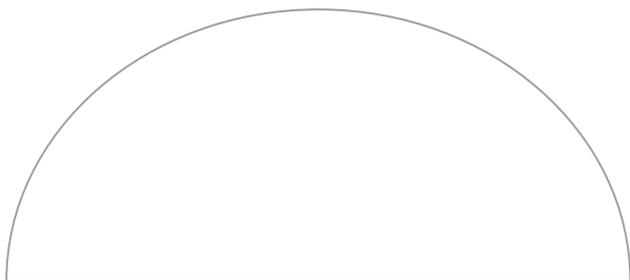
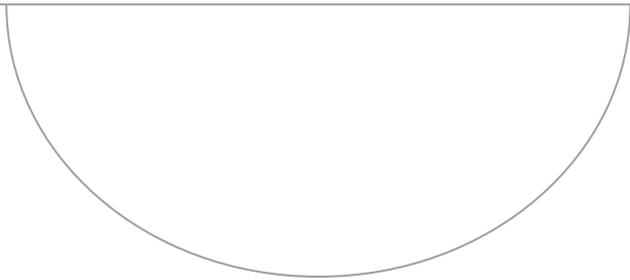




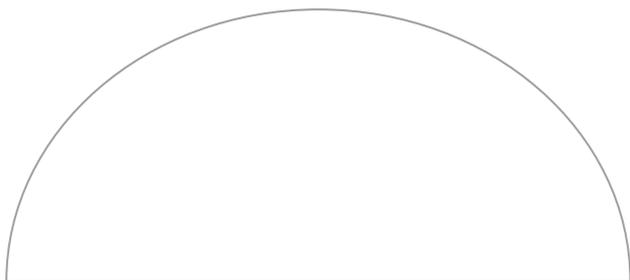
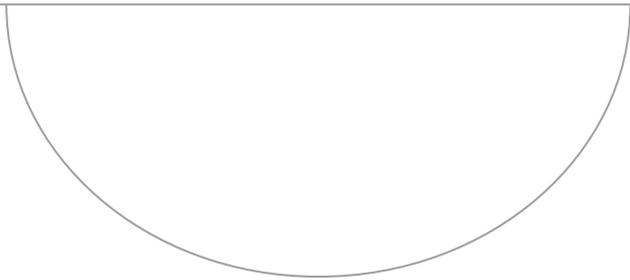




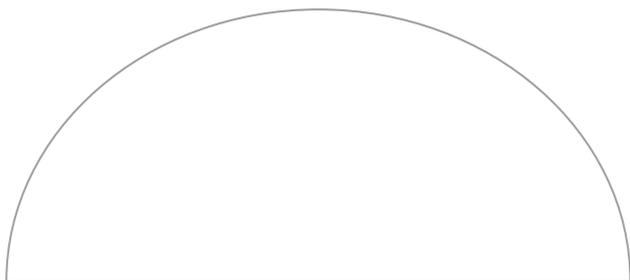
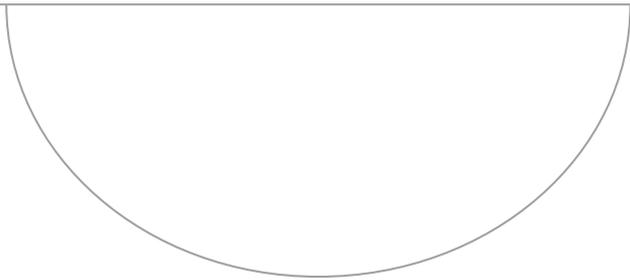




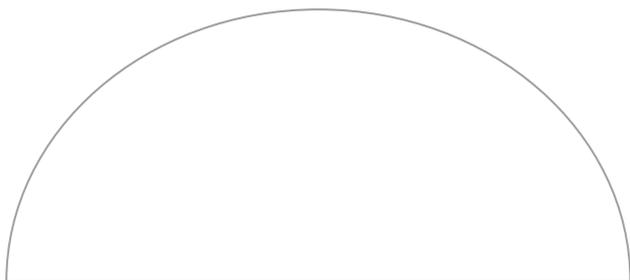
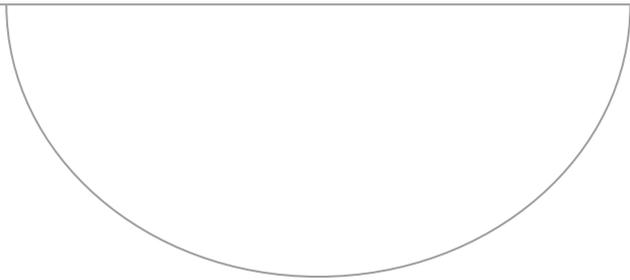




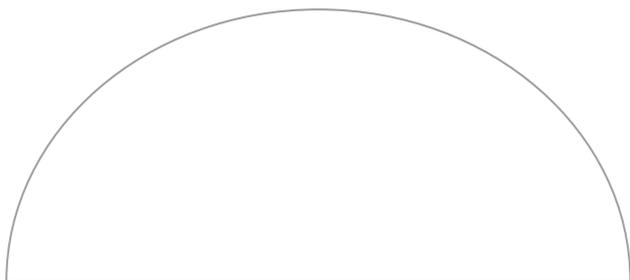
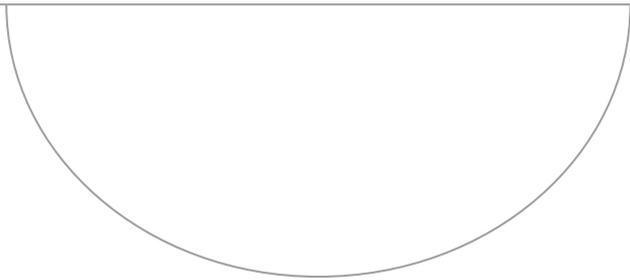




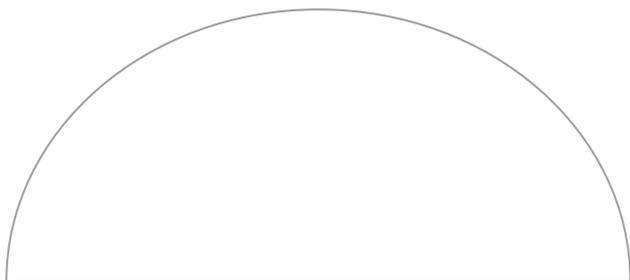
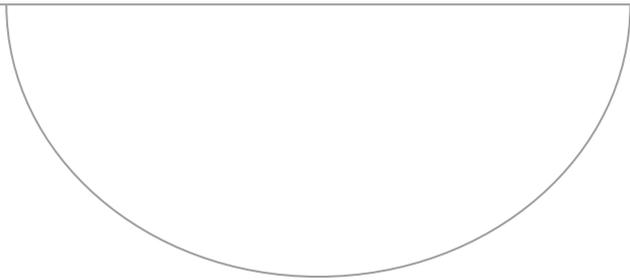




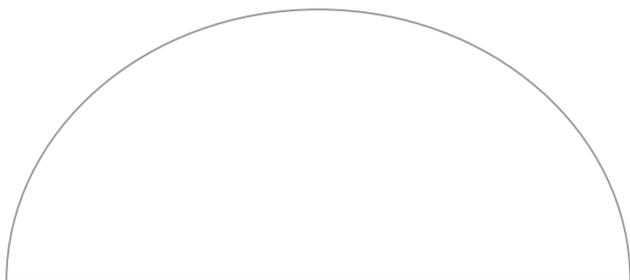
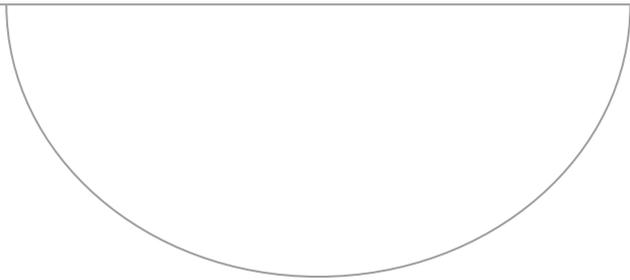




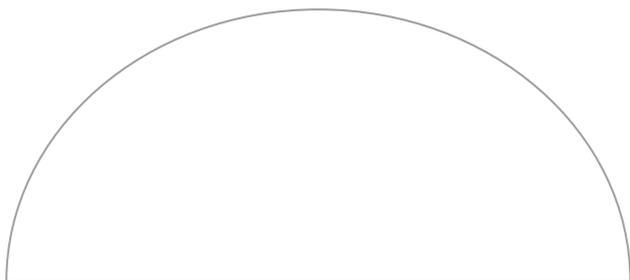
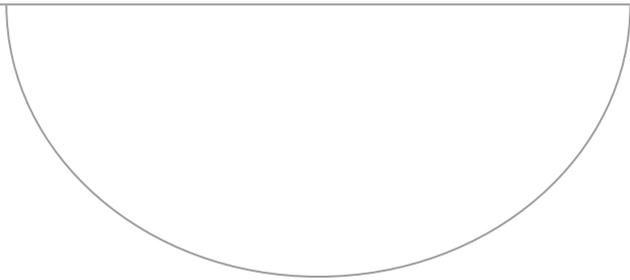




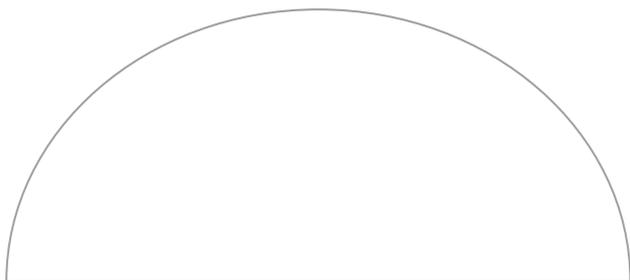
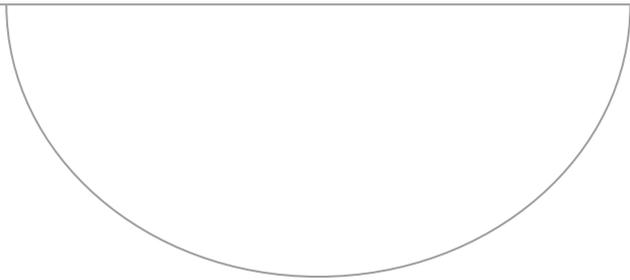




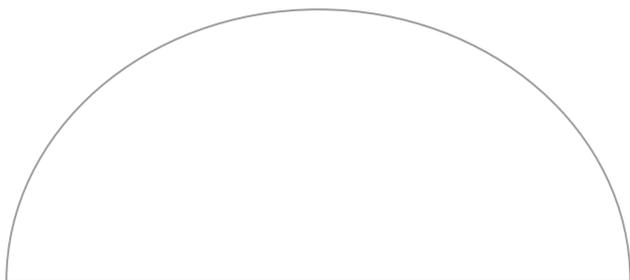
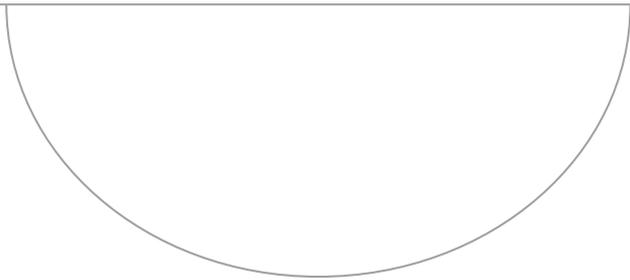




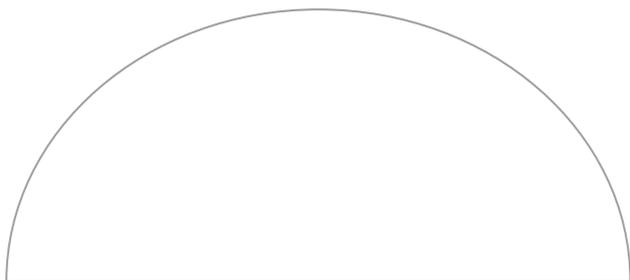
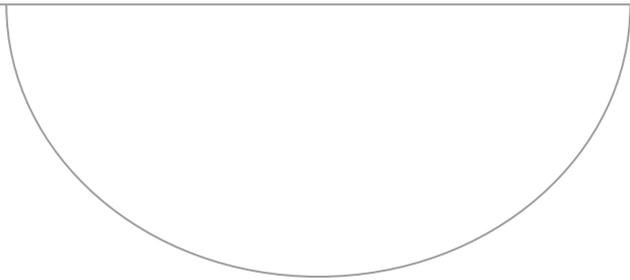




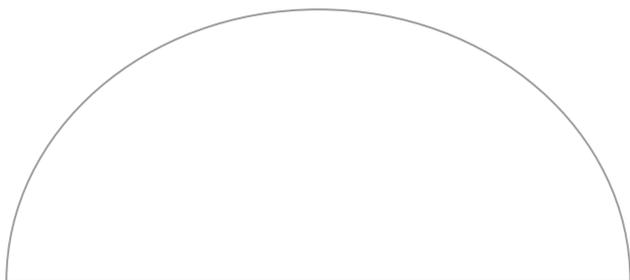
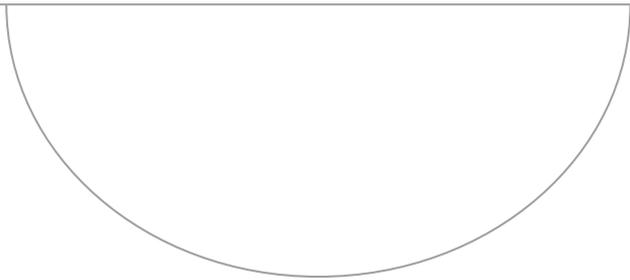




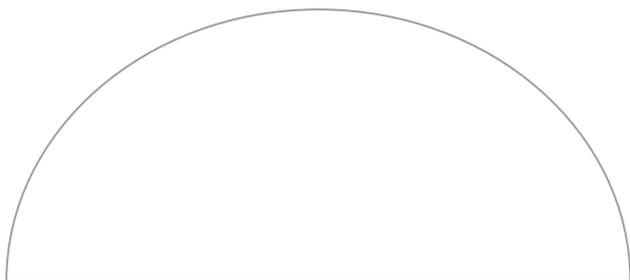
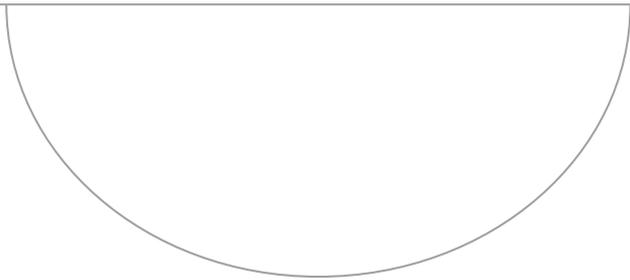




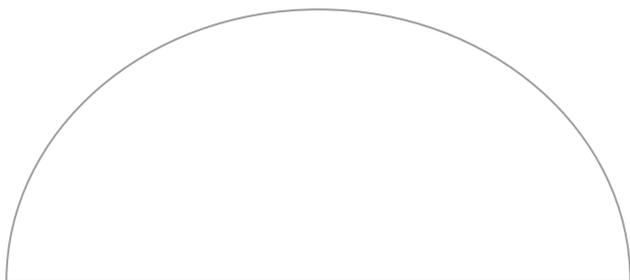
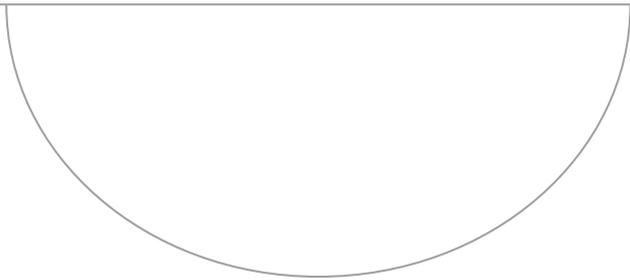




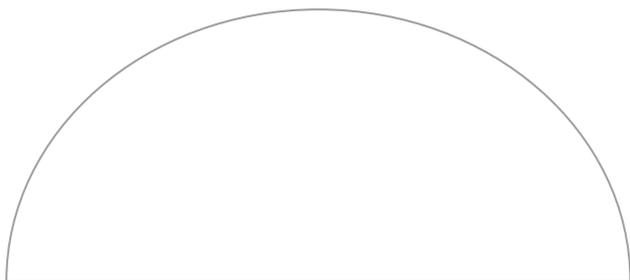
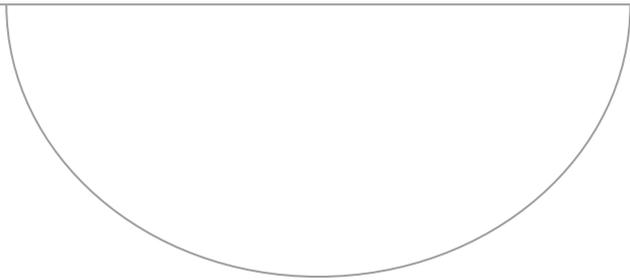




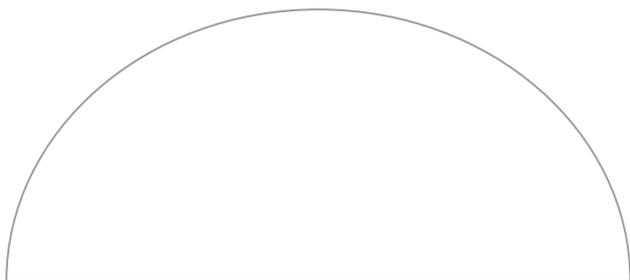
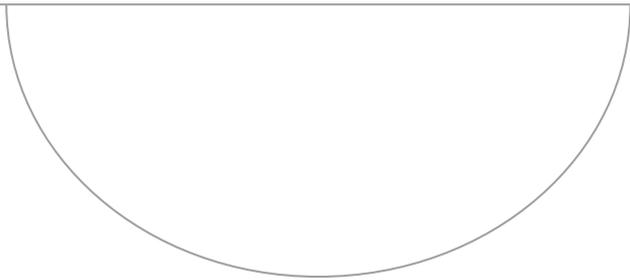




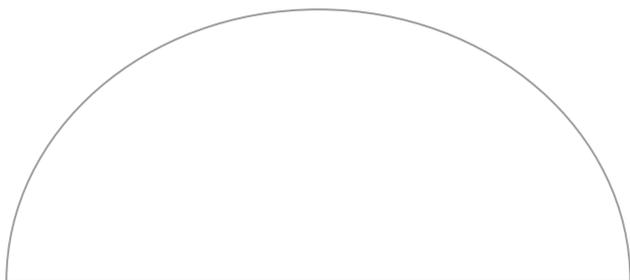
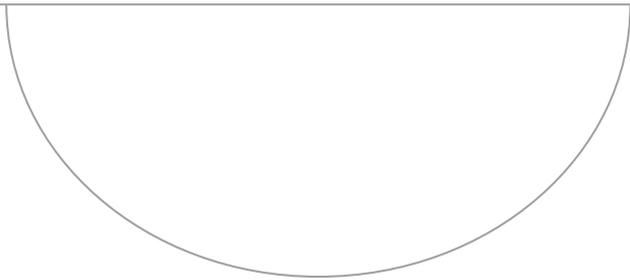




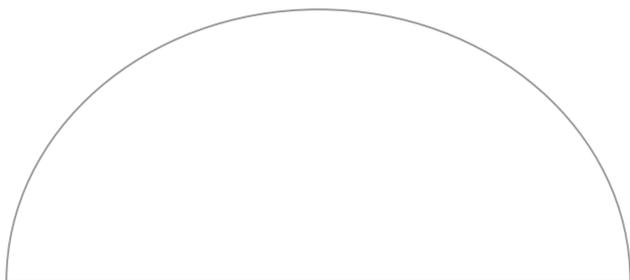
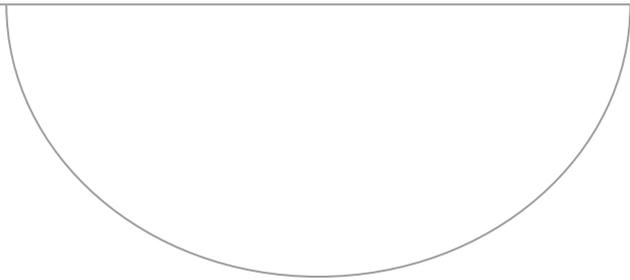




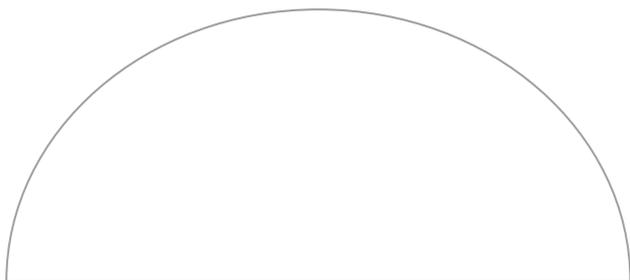
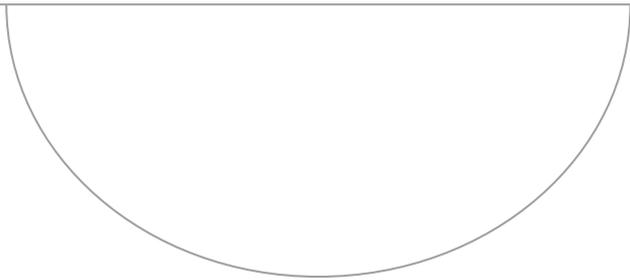




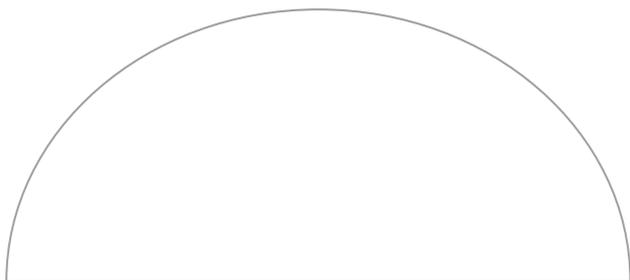
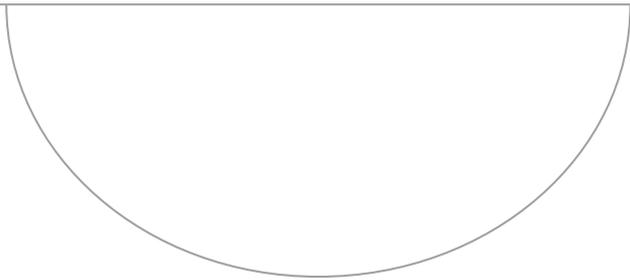




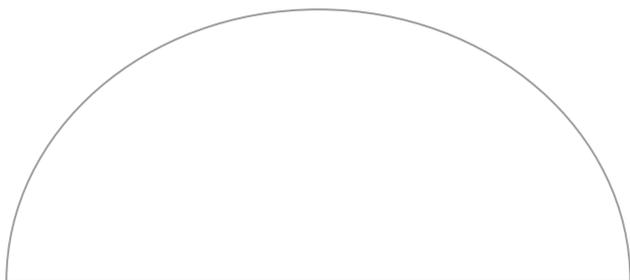
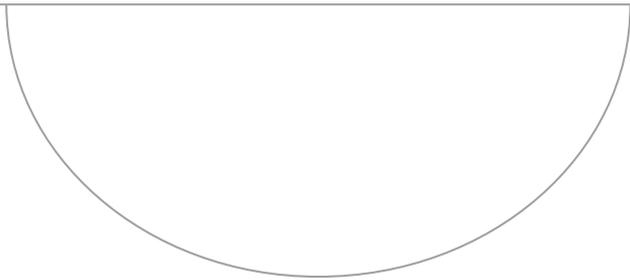




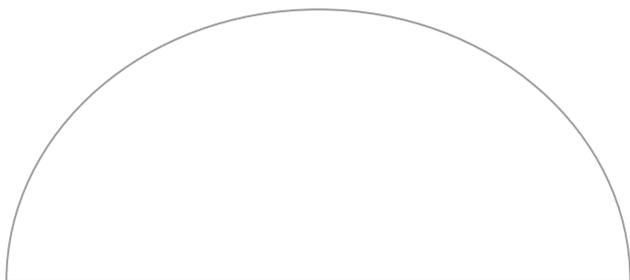
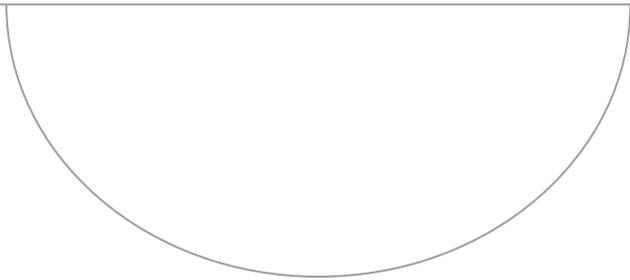




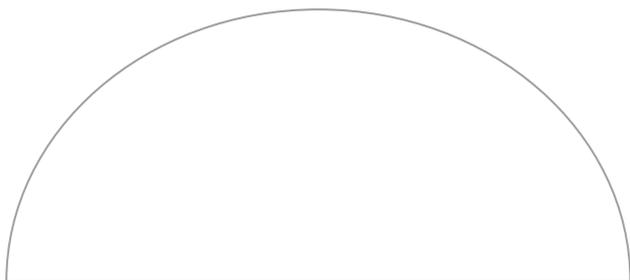
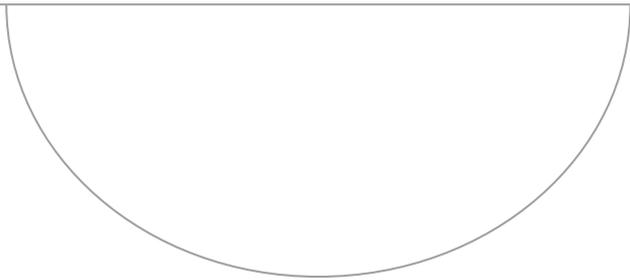




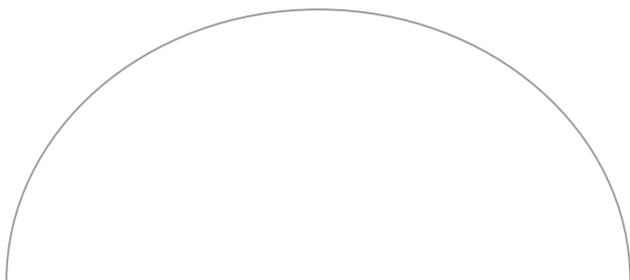
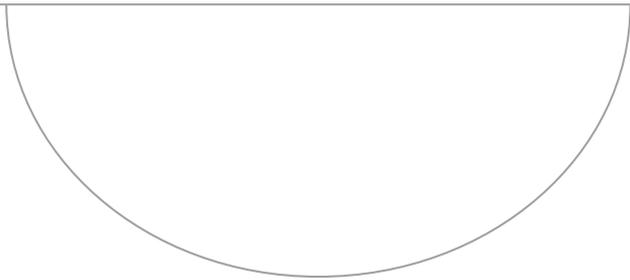




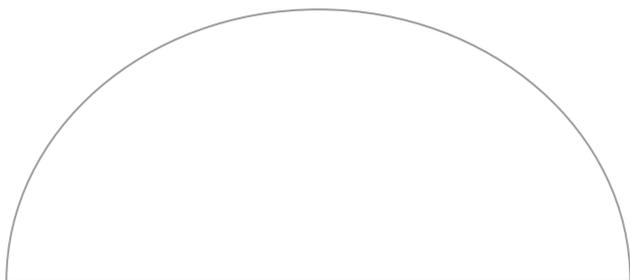
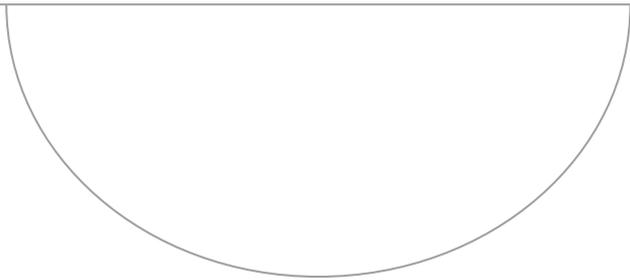




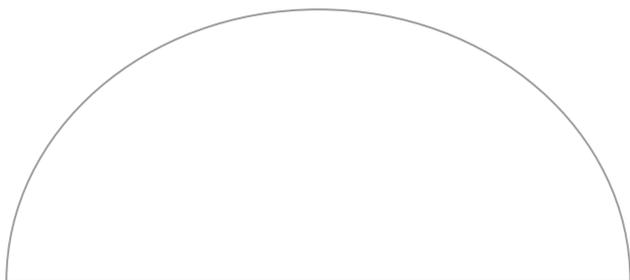
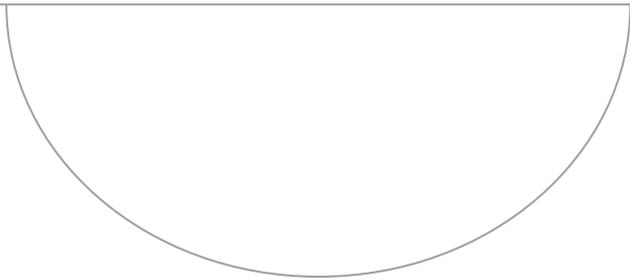




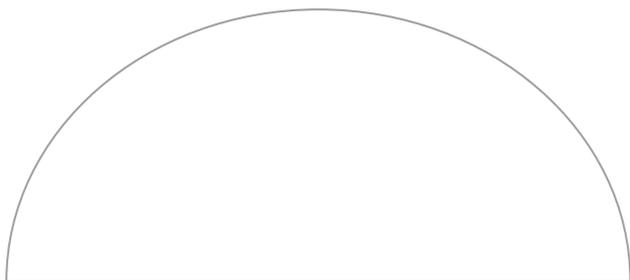
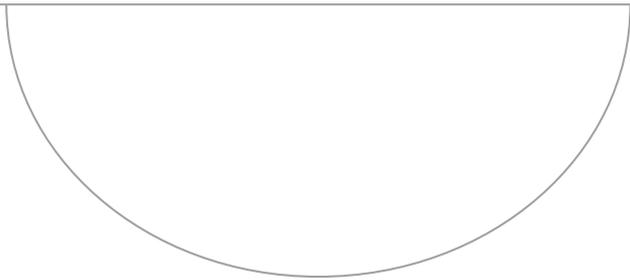




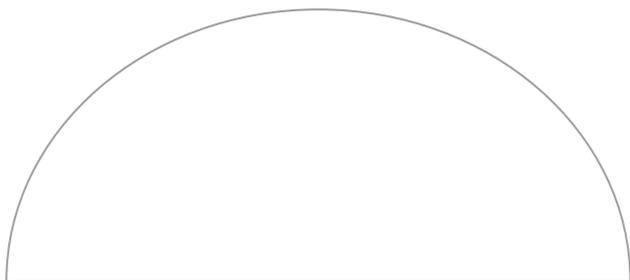
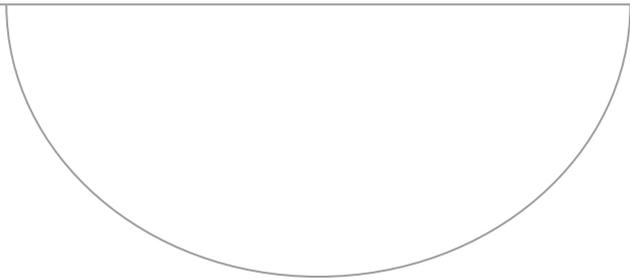




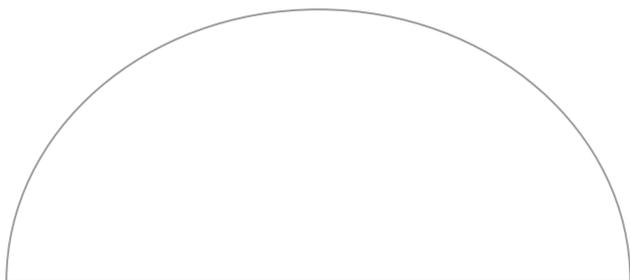
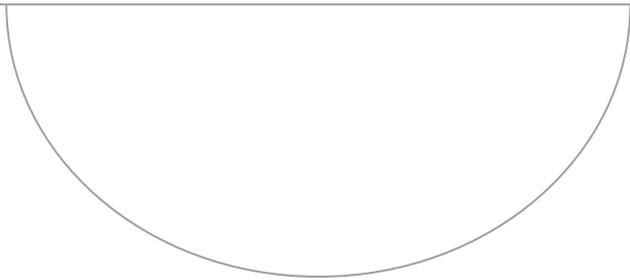




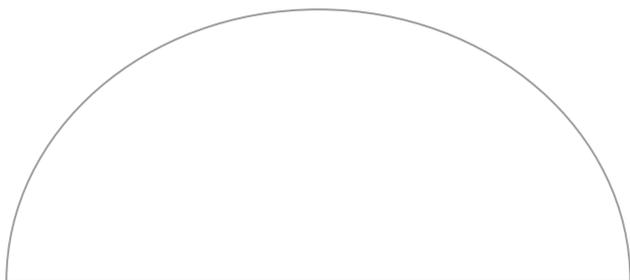
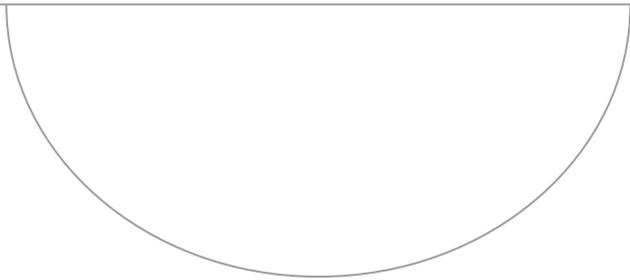












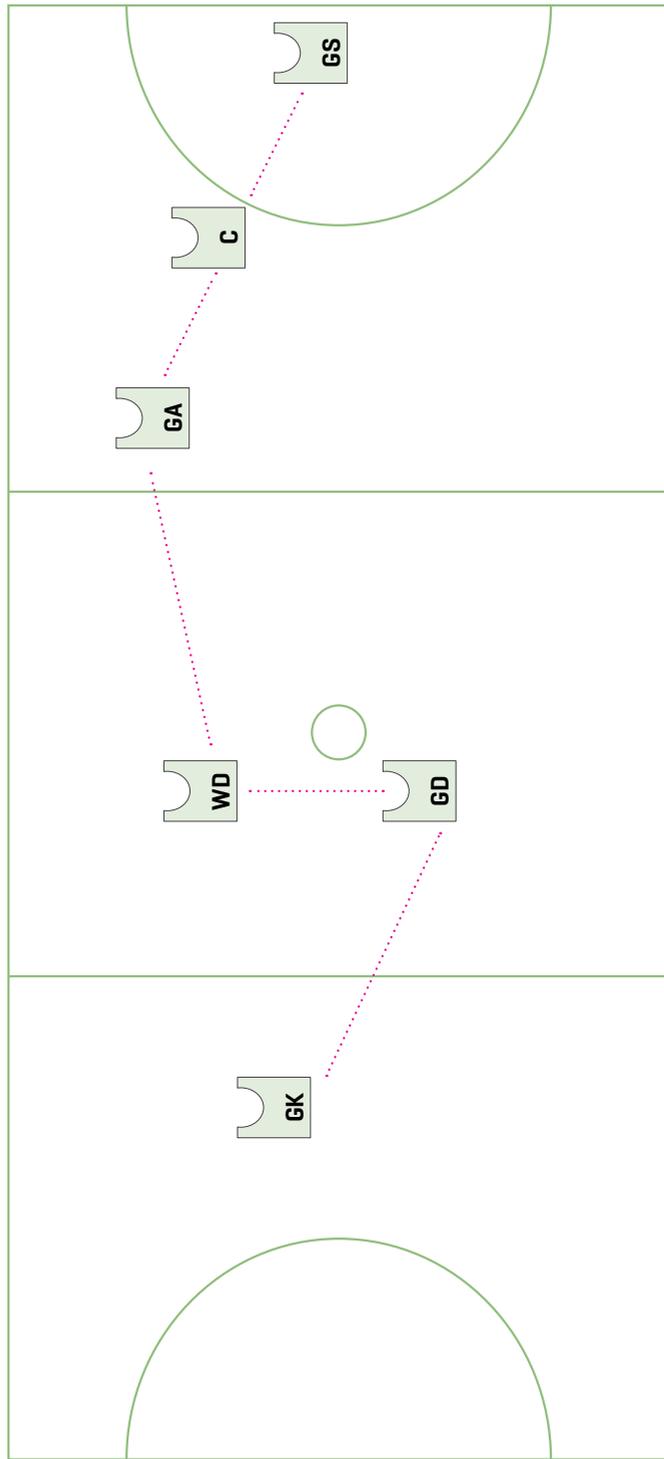


## Statistics - Path of the Ball

Recording the path of the ball can give valuable information about patterns that are occurring in the game e.g. the opposition back line throw in always goes to the WD, then tracks down the left-hand side of the court.

Record the path of the ball using a line to show the flight of the pass and a dot to show where it is caught.

You can also note positions by the dot for more details

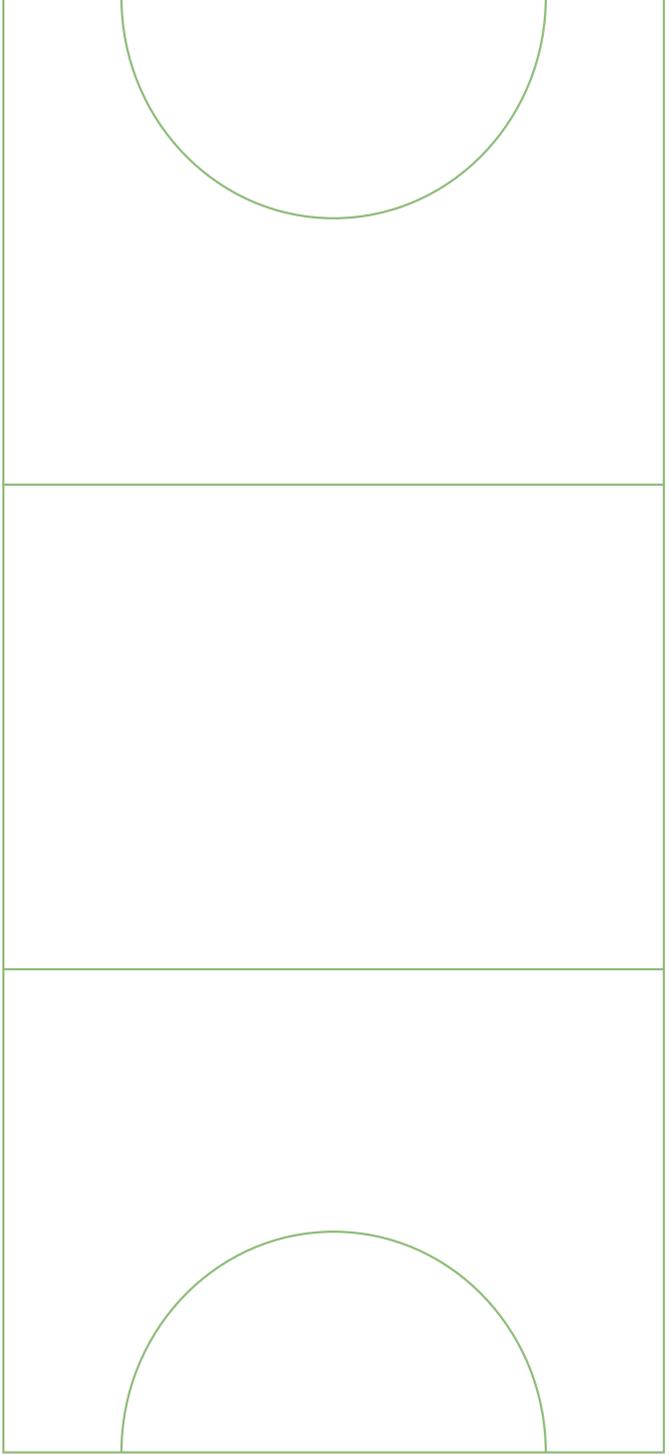


# Statistics - Path of the Ball

Recording the path of the ball can give valuable information about patterns that are occurring in the game e.g. the opposition back line throw in always goes to the WD, then tracks down the left-hand side of the court.

Record the path of the ball using a line to show the flight of the pass and a dot to show where it is caught.

You can also note positions by the dot for more details



## Statistics - Shooting Location

Helping shooters understand the range and position they are and are not successful is a useful tool for both them and the feeders.

On the Shooting Circles below, mark an X where every shot is attempted and draw and O around it if it is successful.

At each quarter time break you can record the percentage in the tables.

GS		GA	
Quarter	Successful	Unsuccessful	%
1 <sup>st</sup>			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			

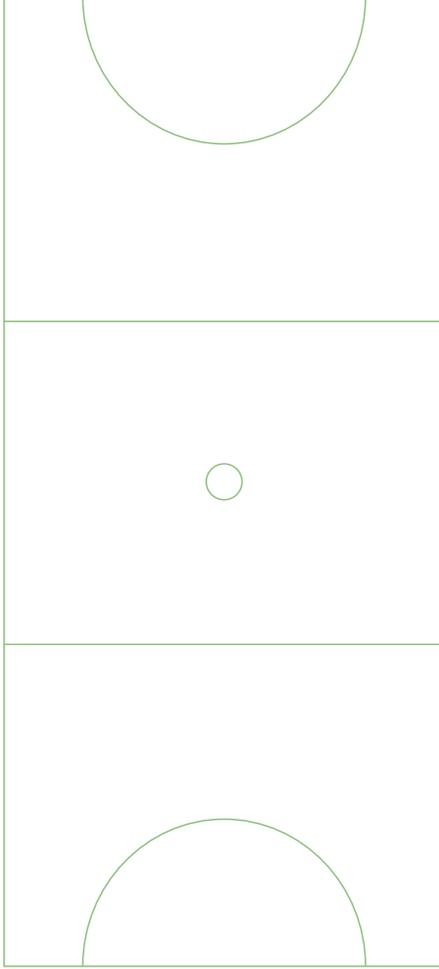
GS		GA	
Quarter	Successful	Unsuccessful	%
1 <sup>st</sup>			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			



## Statistics - Centre Pass Attack

By measuring the percentage of the Centre passes your team scores each game, you can clearly track if the team is making improvements in this critical area, as well as tracking how well they are shutting down the oppositions Centre pass to score.

You can track the Centre pass in detail using the table below and for more detail you can use the court below to indicate where the ball was lost and by who etc.



Quarter	Centre Pass Take (US)	Centre Pass Scored (US)	Centre Pass Taken (Opposition)	Centre Pass Scored (Opposition)	% Centre Pass Scored
1 <sup>st</sup>					
2 <sup>nd</sup>					
3 <sup>rd</sup>					
4 <sup>th</sup>					

## Statistics – Turn Overs

Record when your team's possession is won or lost by indicating where on court the turnover occurred and how (using the key). You can also record who caused the turnover e.g. WA/S, as well as if a goal was then scored due to the turnover by circling your marked turnover e.g. WA/S

OFFENSIVE KEY	
S	Stepping
BR	Breaking
RP	Replay
BP	Bad Pass
LB	Loose Ball
OS	Offside

DEFENSIVE KEY	
I	Stepping
R	Breaking
HB	Replay
FBP	Bad Pass

# Example Questions

**Questioning is one way to help a player reflect, and reflection is a central skill for learning.**

**Some of the key elements of effective questioning are:**

- Try to be aware of your own agendas and keep them out of the questioning
- Genuinely try to understand the other person
- Establish trust and respect by being open and honest
- Questioning is a skill, and like any skill you need to practice it to get better

Here are some general and training/game specific examples that may help you to come up with your own.

## GENERAL QUESTION EXAMPLES:

- Tell me about ...?
- Can you tell me more about that?
- Could you give me an example of that?
- How has that changed?
- What could you do?
- How confident are you in...?
- What do you want to happen?
- So, what I hear you saying is ... have I got that right?
- In relation to your goal, what do you feel went well?
- What are your strengths?
- What is within your control to change?
- Can you think of other situations where that has happened?
- So, what things seem to be getting in the way?
- How can I help you?
- What don't you spend enough time on?
- What things might bump you off your path?
- Give me a couple of highlights of what went to plan
- Talk me through anything you weren't happy with
- What are the two most important things you will take away from this?
- What is one action you will do now?

**TRAINING AND GAME SPECIFIC QUESTION EXAMPLES:**

- Tell me what you can see happening out there
- What strategy did you use to.....?
- On a scale of 1-5 how effective do you think that strategy was?
- How could you make that more effective?
- What strategy do you think the opposition is using?
- What could you have done to combat that strategy?
- How can you work together to.....?
- How can you defend this?
- What are some things you could do to become more skilled at this?
- What type of team defence would this be useful against .....
- How do you decide which type of pass to use?
- How do you decide where to put the pass?
- Why do you think your pass was intercepted?
- Where in a game would this be useful?
- Where was it most successful?
- What can other players do to help?
- What skills are most useful in this activity?
- What would help speed up the second pass in each set?
- How can you speed up the release of the ball?

# 5 Tips for Active Listening

Getting the best out of the players you are working with involves strong, trusting relationships which are built from great conversations. Check out these tips and consider which things you do well in conversations and choose one that you may choose to focus on improving.

**1**

Be in the present moment of the conversation – no multitasking or thinking of other things, as players know if you're only **'half in it'**.

**2**

Use open ended questions to help them continue their **thought pattern** as opposed to stopping after one answer.

**3**

Go with the flow – **let your thoughts come and go** rather than holding on to a question that pops into your head.

**4**

If you don't know, simply say so, or **ask what they think**.

**5**

Listen with the **intent to understand, rather than to reply**.

*For a more in depth look at mastering the art of conversations check out this clip from Celeste Healee:*  
<https://www.youtube.com/watch?v=R1vskiVDwl4>

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# Learning Preferences

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Everyone has a slightly different way of learning and taking in information. The more we know about how our players learn best, the better we are able to cater to their individual needs. Many players will 'multimodal', meaning they will benefit from a mix of the techniques below, so see what new techniques you could incorporate.

## VISUAL

Visual learners enjoy information displayed in images, still pictures, charts or graphs.

### Tips to support visual learners:

- Draw a picture using symbolic lines, arrows and icons to describe an activity.
- You could do this on the whiteboard at training or send it out before training for them to absorb before they arrive.

## AURAL

Aural learners prefer information that is spoken and may like to talk things through.

### Tips to support aural learners:

- Have discussions with these players, allow them to listen to what is said and also respond back to verbalise their thoughts.
- You could record key bits of information that they can listen back to later.

## READ/WRITE

Read/write learners enjoy information displayed as words and text.

### Tips to support read/write learners:

- Display written instructions in lists or bullet points. This could be sent to players in an email prior to training, or given as a handout for them to read at training.
- You could use a journaling or diary system to allow players to write their reflections and also for you to write comments that would help them.

## KINESTHETIC

Kinesthetic learners need to connect the learning to reality, through their experience.

### Tips to support kinesthetic learners:

- Give demonstrations of what you mean, either physically, through video, real life examples or walk throughs.
- Allow the players to experience through play and simulation of activities or real scenarios they may face on court.

*This information comes from <http://vark-learn.com/>. Check it out for more detail!*

# EXAMPLE Activity Design

<p><b>ACTIVITY NAME/ OBJECTIVE</b></p> <p>Ensure the activity relates to the learning objective for the week.</p>	<p><b>EQUIPMENT</b></p>
<p><b>HOW TO PLAY</b></p> <p>Short, simple instructions to get the players active as soon as possible.</p> <p>Activity should allow players to explore and try things out for a start without coach intervention.</p>	<p><b>ADAPT IT</b></p> <ul style="list-style-type: none"> <li>· How could you make it easier?</li> <li>· How could you make it harder?</li> <li>· How could you layer it to add new skills or make the environment more game like?</li> </ul>
<p><b>DIAGRAM</b></p>	<p><b>QUESTIONS</b></p> <p>What are some key questions that you could use to:</p> <ol style="list-style-type: none"> <li>A. Get the players making decisions and problem solving within the activity.</li> <li>B. Get the players thinking about how they could improve.</li> <li>C. Help you to draw out the players level of understanding about the task or objective.</li> </ol>

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# EXAMPLE Activity Design

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<b>ACTIVITY NAME/ OBJECTIVE</b>	<b>EQUIPMENT</b>
<b>HOW TO PLAY</b>	<b>ADAPT IT</b>
<b>DIAGRAM</b>	<b>QUESTIONS</b>

# ADAPT IT

There are a number of different ways that you can adapt an activity to make it easier to ensure players practice the skills or make it harder to challenge the player. Activities sometimes need to be adapted to maximize participation or meet the objectives of the activity. Adaptions need to be made most importantly to allow players to feel and experience success - read the cues and adapt the activity by making it easier or harder.

## A

ASK

**ASK QUESTIONS**

e.g. What passing options do you have?

## D

DURATION

Decrease or increase the amount of time the players have to achieve the goal

e.g. was 2 mins now 1 minute

## A

AREA

By changing the area/ space the players can work in affects the difficulty

e.g. not making many tags make the space smaller

## P

PLAYERS

Alter the number of players on each team

e.g. was 3 on 3 change to 2 v 4

## T

TWEAK

Tweak the rules to ensure all the objectives are met

e.g. must pass to all team members before a shot can be taken

## I

INDIVIDUALS

Allow individuals to modify the game

e.g. ask the players what would improve the game

## T

TIME

Allow players time to practice. Just let them play.

The more they practice the more chances they have of improving

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# Goal Setting

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A useful tool for goal setting is the SMART acronym, which stands for:

## **S** = SPECIFIC

Is it clear exactly what action I must take?

## **M** = MEASURABLE

How will I know exactly when I have achieved my goal?

How will I be able to track my progress?

## **A** = ACHIEVABLE

How attainable is the goal if I make the required effort?

## **R** = RELEVANT

How is the goal important in achieving the overall team vision?

## **T** = TIMED

What is the time frame for completing this goal?

### Tips:

- When you create your goals with your team, start with getting them to brainstorm what they want to achieve as group by the end of the season and then work to establish the specific action plan needed to reach the outcome. Including players in this discussion gives them ownership over the goals and will likely mean they're more committed to working towards them.
- The type of outcomes will differ depending on the level of the team but should always include a range of goals – not just related to winning the competition – remember only one team can 'win' each year!
- Check out the example on the next page. You may want to use this template or create your own.

**EXAMPLE:**

GOAL	SMART ACTION PLAN
<p><b>1. Players to know, understand and be able to play all positions on court</b></p>	<p><b>What specifically is the goal?</b></p> <p>All 10 players will have the opportunity to practice and play each of the 7 positions on court</p> <p><b>Why is it important/relevant?</b></p> <p>It relates to our overall vision of the new Year 7 team learning about and enjoying the game of netball</p> <p><b>How will you achieve it?</b></p> <p>At the start of the season a training session will be dedicated to learning the 'job description' of each position and then each week at training players will work together as group to choose which new position they're going to try</p> <p><b>How will you measure it?</b></p> <p>Keep a record in my coach notes from each game of who played where and how they enjoyed it</p> <p><b>When will you achieve it?</b></p> <p>Within the first round [6 weeks]</p>
<p><b>2.</b></p>	<p><b>What specifically is the goal?</b></p> <p><b>Why is it important/relevant?</b></p> <p><b>How will you achieve it?</b></p> <p><b>How will you measure it?</b></p> <p><b>When will you achieve it?</b></p>
<p><b>3.</b></p>	<p><b>What specifically is the goal?</b></p> <p><b>Why is it important/relevant?</b></p> <p><b>How will you achieve it?</b></p> <p><b>How will you measure it?</b></p> <p><b>When will you achieve it?</b></p>

**EXAMPLE:**

GOAL	SMART ACTION PLAN
1.	<p>What specifically is the goal?</p> <p>Why is it important/relevant?</p> <p>How will you achieve it?</p> <p>How will you measure it?</p> <p>When will you achieve it?</p>
2.	<p>What specifically is the goal?</p> <p>Why is it important/relevant?</p> <p>How will you achieve it?</p> <p>How will you measure it?</p> <p>When will you achieve it?</p>
3.	<p>What specifically is the goal?</p> <p>Why is it important/relevant?</p> <p>How will you achieve it?</p> <p>How will you measure it?</p> <p>When will you achieve it?</p>

# Values Session

## ESTABLISHING TEAM VALUES

Having team values and behaviours that everyone has been part of creating is important in helping players **connect to the team** environment and **feel part of something special**. It also helps the players to drive their own high standards and learn **self-responsibility** for their behaviour, rather than this duty always falling on the coach.

**There are many ways to run a values session but if you need a place to start, the steps below are one option for you to adapt to suit your team.**

### **1. Get the players in small groups and ask them to brainstorm what some of their own personal values are.**

The way you ask this question will be different for different age groups. An example for a primary aged team might be:

“When it comes to being part of a team what do you think is really important to make sure everyone has a fun season”.

### **2. Write ALL answers up on the board**

### **3. Ask players to narrow down this list e.g.:**

“Do you think any of these answers are similar” or “can we group some of them together?”

### **4. Try to narrow them down to less than 10 and then number them.**

### **5. Get the players to vote for their top 3 or 4.**

There are many ways to do this part of the session. Check out the ideas below for options of how to run voting:

Each player gets 3 post it notes. They are to write one number per post it referring to the 3 values they feel most connected to. Collect the post its in and count the votes to determine the 3 or 4 you will go with for the season.

If you have time [and have slightly older players] you could use 10/4 voting which is an interactive tool that can make voting more strategic. Check out this tool on the next page.

## 10/4 VOTING

A good method for ranking lists is **10/4 voting**.

This is fair and easy but does take time in big groups.

### HERE'S HOW 10/4 VOTING WORKS:

1. Each individual in the group has 10 votes.
2. These votes are applied over three rounds of voting.
3. Votes are made one person at a time in each round.
  - » If voting in a circle it is good to start and stop each round in different places so that different people are going first and last.
4. No more than four votes can be used in any one round.
  - » For example, someone may vote 4, 3, 3 or 4, 4, 2 or 2, 4, 4 across the three rounds, respectively
  - » Votes can be placed against one idea [either in each round or even over the three rounds], or spread across multiple ideas
  - » People keep track of their own voting so they know how many they have left at any time
5. At the end of this process the top ranked ideas will emerge.
6. Generally, 3-4 top ideas will emerge but it's often a good idea to test the rankings against people's 'gut feel'.
  - » Do they feel right?



## TURNING VALUES IN TO BEHAVIOURS OR ACTIONS

The most important part of the values session is to turn the chosen values into behaviours (actions or rituals) for the team, otherwise the values are just words that can be easily forgotten.

### 1. Get the players in small groups and ask them to brainstorm what each value would look like and sound like at each training and game.

Have a look of the example below. If this is the first time the players in your team have done a values session it may pay to have some examples to show them, so they get the idea.

VALUE	BEHAVIOUR/ACTIONS/RITUALS
<b>Determination</b>	Always pushing to get the 50/50 ball
<b>Team Work</b>	High fives throughout the game [regardless of how things are going]
<b>Respect</b>	When someone is talking all eyes are on them and no one else talks
<b>Helpfulness</b>	First person to the drink bottles at half time hands them out

### 2. Ask the players in their small groups to decide how the team will be accountable for making sure everyone is living out the desired behaviours, actions or rituals.

For example:

- Team Work = the captain is responsible for initiating the high fives x number of times during the game
- Determination = a reserve player records each time the team wins a 50/50 ball

It is important that the values and behaviours are revisited regularly throughout the season to track how well the team are living them. One way to make sure this happens is to designate some time each month in your season plan.

# Parent Engagement Scenarios

Most of the time parents are a supportive and helpful part of your team environment, but sometimes things happen that we're not prepared for. Below are some scenarios to help you prepare just in case!

## A parent approaches you at the end of the game when you are trying to de-brief the team and asks "why did my child only get a half game when s/he is the best player out there?"

- "I'm not in a position to talk about this with you now as my focus needs to be on the team cooling down. Let's make a time to talk during the week and I can get my [coach support person/teacher/club/centre staff] to be there as well"
- Players game time relates to the teams overall goals and values which we can discuss at another time during the week if you would like.

## During a game when your team is losing, some of the parents on the sideline start yelling inappropriate comments at the umpire or the other team.

- Send a player to fetch the [coach support person/teacher/club/centre staff]. When they arrive describe who the parent is and exactly what they said and they will follow the centres policy for these events [may differ in different centres]

## A parent stops you after training on your way home and says that their child isn't enjoying the netball season as the trainings are too hard/not hard enough.

- "This is not an appropriate conversation to have right now. Can we make another time to talk about this. Let's make a time to talk during the week and I can get my [coach support person/teacher/club/centre staff] to be there as well"

## A parent approaches you during the game after a break when you have made some changes and asks "Why did you make changes when we were winning?"

- "I'm not in a position to talk about this with you now as my focus needs to be on the game. Let's make a time to talk during the week and I can get my [coach support person/teacher/club/centre staff] to be there as well"
- The changes relate to the teams overall goals and values which we can discuss at another time during the week if you would like.

## A parent rings you and tells you that their child is being bullied by another player in the team.

- "I'm sorry to hear of this. The [club/school/centre] has a policy around bullying, please contact the [teacher in charge of sport, club/centre secretary] to discuss the process we need to follow here.

# EXAMPLE Selector Observation Sheet

Date:

Selector:

Game #:

Bib Colour:

Position	#	Core Qualities	Attacking Qualities	Defending Qualities	Personal Qualities	Evidence and Comments
GS	e.g.5	Ranking e.g. 1	1	3	1	Turned fully every catch, no arms over ball on defence Helped set up/ pack down, thanked selectors
GA						
WA						
C						
WD						
GD						
GK						

Note: this template can be shrunk to fit both teams on one page if desired.

# EXAMPLE Selector Observation Sheet

Date:

Selector:

Game #:

Bib Colour:

Position	#	Core Qualities	Attacking Qualities	Defending Qualities	Personal Qualities	Evidence and Comments
GS						
GA						
WA						
C						
WD						
GD						
GK						

Note: this template can be shrunken to fit both teams on one page if desired.

# EXAMPLE Selection Policy Template

For ..... Team/ Club

## 1. Team and Team Management

Appointed by who, how, by when

## 2. Selection Panel

Number of selectors, make up of selection panel

## 3. Selection Policies and Procedures

- A. Primary objective [why the team is being selected/ what for?]
- B. Format of trials
- C. Dates for Trials
- D. Process to sign up to trails
- E. Process for Team/ squad naming
- F. Number of players to be named in each team.
- G. Team approval if necessary - to warm, by when
- H. Procedure for player withdrawal
- I. Procedure for non-attendance
- J. Roles and Responsibilities
- K. Dispute procedure

---

# EXAMPLE Selection Policy Template

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## 4. Team Selection Criteria

What is expected of the players?

- 
- 
- 

## 5. Desired Competencies and Qualities

### Core Competencies e.g:

- Good stable body balance
- Able to use a variety of passes
- Turns fully

### Personal Qualities e.g:

- Shows a positive attitude and team work
- Shows determination and work ethic
- Show leadership and communication skills

# EXAMPLE Selection Policy Template

For ..... Team/ Club

## 1. Team and Team Management

## 2. Selection Panel

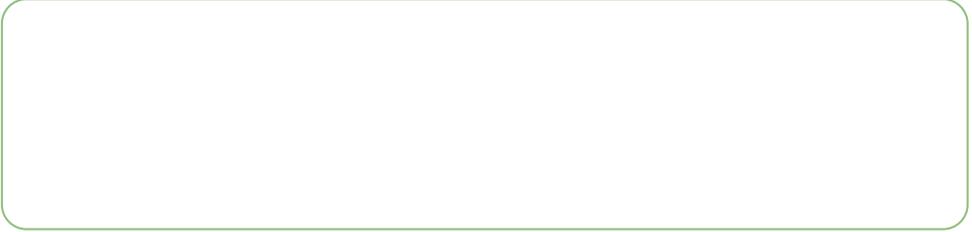
## 3. Selection Policies and Procedures

---

# **EXAMPLE** Selection Policy Template

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## **4. Team Selection Criteria**



## **5. Desired Competencies and Qualities**



# EXAMPLE Selector Decision Making Tools

Below are two tools to help the selection panel decide on a final team:

The **STARTING 7 MODEL** ask selectors to choose their ideal starting combination (as shown in table one).

Next, selectors must choose their next most suitable combination but none of the players can be in the same position (as shown in table two). New players may emerge into this 7 (as highlighted in pink) due to a better suitability to positions or combinations than any of the original starting 7.

Follow the process again until you have reached capacity for the team (in this example 10 players). Test the results with the coach's preference of make-up/ positional balance of their team e.g. four shooters, four middies, three circle defence etc.

Combination One	
Position	#
GS	5
GA	8
WA	4
C	7
WD	2
GD	9
GK	3

Combination Two	
Position	#
GS	8
GA	11
WA	6
C	4
WD	7
GD	3
GK	9

Combination Three	
Position	#
GS	11
GA	5
WA	2
C	6
WD	3
GD	7
GK	15

The **POSITIONAL MODEL** is about ranking the players based on the qualities demonstrated. Once you have agreed on a top four for each position you can discuss combinations and preferences about the balance and make-up of the team e.g. four shooters, four middies, three circle defence etc.

POSITION	1ST RANKED	2ND RANKED	3RD RANKED	4TH RANKED
GS	5	8	11	16
GA	8	11	5	16
WA	4	6	2	19
C	7	4	6	17
WD	2	7	3	19
GD	9	3	7	21
GK	3	9	15	1

# EXAMPLE of Desired Player Strengths

The following are examples of desired player strengths that selectors may look for. The selection panel is advised to create their own list, perhaps choosing one or two in each section. It is critical that all selectors are on the same page about what they are looking for and that this aligns to the coach's expectations [where applicable].

Core Components	Attacking Components	Defending Components	Personal Characteristics
Lands Balanced	Has a variety of movements and appropriate timing to get free for the pass	Can defend 1 on 1 effectively and appropriately	Shows a positive attitude and team work skills
Turns Fully (both directions)	Balances the court on attack	Can space mark effectively and appropriately	Shows determination and work ethic
Delivers a variety of passes accurately around defender	Has a quick transition onto attack	Has a quick transition onto defence	Shows leadership and communication skills
Play with little umpire involvement	Is confident and accurate with shooting from all positions in the circle	If confident with in circle defence techniques	Shows problem solving and decision-making skills

Use this template to design your own list.

Core Components	Attacking Components	Defending Components	Personal Characteristics

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# **Netball New Zealand's General Code of Conduct and Ethics**

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As a Member of Netball New Zealand (NNZ), you must meet the following requirements in regard to your conduct during any activity held by or under the auspices of NNZ, a Zone or a Netball Centre and in any role you hold within NNZ, a Zone or a Netball Centre.

1. Respect the rights, dignity and worth of others.
2. Be fair, considerate and honest in all dealings with others.
3. Be professional in, and accept responsibility for your actions.
4. Make a commitment to providing quality service.
5. Demonstrate a high degree of individual responsibility especially when dealings with persons under 18 years of age.
6. Be aware of, and maintain an uncompromising adherence to NNZ standards, rules, regulations and policies.
7. Operate within the rules of netball including national and international guidelines which govern NNZ, Zones and Netball Centres.
8. Understand your responsibility if you breach, or are aware of any breaches of this Code of Conduct and Ethics.
9. Do not use your involvement with NNZ, a Zone or Netball Centre to promote your own beliefs, behaviours or practices where these are inconsistent with those of NNZ, a Zone or a Netball Centre.
10. Wherever possible, avoid unaccompanied and unobserved activities with persons under 18 years of age.
11. Refrain from any form of abuse towards others.
12. Refrain from any form of harassment towards, or discrimination of, others.
13. Provide a safe environment for the conduct of any netball or netball related activity.
14. Show concern and caution towards others who may be sick or injured.
15. Be a positive role model.



**NETBALL**  
**NEW ZEALAND**  
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