

NETBALL CANADA

LONG TERM ATHLETE DEVELOPMENT PROGRAM

INTRODUCTION

It is understood that the development of our netball players depends upon the quality of the coaches with whom they work. The "Long Term Athlete Development Program" is to bring consistency to the development of athletes by supporting the development of coaches. This program is to provide a national framework for the personal growth and development of the coach. We believe that the responsibility of coaches is to develop and nurture the complete athlete and to understand the importance of cultivating and identifying athlete potential through the application of age appropriate development programs. By developing our coaches we are strengthening our sport, the growth of our athletes and the depth of talent across the country.

Many athletes love participating in competition, however an overemphasis on competition can be detrimental to the athlete's long-term development process. The LTAD model provides guidelines regarding the amount of time to be spent on competition and the nature of the competition. During the 'training to train' stage what competition there is will be a part of the longer-term development process. By the 'training to win' stage much of the training will be focused on competition and the emphasis will move from competition within 'training to train' to competition within training to win.

Netball is considered to be a "late specialization" sport. That is, it requires a more generalised approach to early training with the emphasis of training being focused on the development of general, fundamental motor and technical/tactical skills.

The Long Term Athlete Development program is a seven (7) stage model:

- Stage 1: **Active Start** (0-6 years)
- Stage 2: **FUNdamentals** (girls 6-8, boys 6-9)
- Stage 3: **Learn to Train** (girls 8-11, boys 9-12)
- Stage 4: **Train to Train** (girls 11-15, boys 12-16)
- Stage 5: **Train to Compete** (girls 15-21, boys 16-23)
- Stage 6: **Train to Win** (girls 18+, boys 19+)
- Stage 7: **Active for Life** (any age participant)

Stages 1, 2 and 3 develop physical literacy before puberty so children have the basic skills to be active for

life. Physical literacy also provides the foundation for those who choose to pursue elite training in one sport or activity after age 12.

Stages 4, 5 and 6 provide elite training for those who want to specialize in one sport and compete at the highest level, maximizing the physical, mental and emotional development of each athlete.

Stage 7 is about staying Active for Life through lifelong participation in competitive or recreational sport or physical activity.

Table 1: STAGES IN THE LONG TERM ATHLETE DEVELOPMENT MODEL

Stage	Objective	Daily Training Environment
Fundamentals	The Fundamentals stage is well structured and emphasizes the learning of the fundamental movement skills through positive and fun approach of the athletes. It provides opportunity for young athletes to develop agility, balance, and the generic skills used in many sports. It also allows the athlete to play in cooperative way to develop their skills in a non-competitive environment.	Perform physical activity 5 – 6 times a week
Learning to Train	The ‘Learning to Train” stage concentrates on the range of fundamental sport skills such as throwing, catching, jumping and running and the basic game formats that encourage fun, skill development and decision making. The athletes learn through training and playing experiences.	Perform physical activity 5 – 6 times per week. It is encouraged that 50% of time is used participating in other spots/activities that develop a range of skills.
Training to Train	The “Training to Train” stage emphasises the building of fitness and specific sports skills and includes physical preparation, sport specific skill development including perceptual skills, reading the game, tactical introduction and understanding, and decision making. The “Training at Train” stage addresses the critical periods of physical and skill development. Athletes who miss this stage of training will never reach their full potential, regardless of remedial programs. The reason why so many athletes plateau during the later stage of their careers is primarily because of an over emphasis on competition instead of on training during this important period in their athlete development.	Sport specific training would now be 6 -9 times a week
Training to Compete	The “Training to Compete” stage refines the athlete’s skills for a specific event and/or position and application to a competitive situation. This stage involves event and position specific training, physical conditioning, mental preparation, and technical and tactical preparation. Participation is targeted competition opportunities at provincial, national and international levels are integral to providing focused learning opportunities for athletes	Training could be up to 12 times a week
Training to Win	The “Training to Win” stage is focused on maximizing preparation for all aspects of performance in competition with a strong emphasis on results and winning., It involves the development and refinement of all aspects of an athlete’s preparation relevant to peak performance and the participation in winning world class events such as World Championships and Commonwealth Games.	Training could be up to 15 times a week
Active for Life	‘Retainment” or “retirement’ of elite athletes is critical to supporting the ongoing high performance system. It entails the completion of a transition program from athlete to coach, administrator, recreational participant or retirement and involves assisting the athlete with decision -making the capability development for retainment within sport, retraining or retirement roles.	

Physical Growth and Maturation

Netball Canada recognizes the diversity that comes with physical growth and maturation and understands that young people grow and mature at different rates. Netball offers a range of opportunities/programs to cater for the needs of developing young people. Participation in netball can be more rewarding and safer for young people if netball coaches:

- • Adapt activities to their changing needs especially during periods of rapid growth;
- • Judge performance according to a young person's stage of development, and not by what others of the same age can do;
- • Leave decisions about specialization as late as possible.
- • To assist in growth and development young people should be encouraged to participate in a wide range of sporting activities

Developmental Process

The development of children is driven by three distinct processes: growth, maturation and adaptation. These have important implications for training and competition. Growth is the increase in overall body size with changes in muscle, bone, and fat and this affects motor skills. Growth is complicated because:

- • Different parts of the body grow at different rates;
- • Periods of growth start and stop at different times.

Maturation is the genetically programmed series of changes leading to maturity. These changes occur in the same sequence in everybody, but there are great individual differences in:

- • When puberty starts
- • How long puberty takes (it can last 18 months to 5 years)
- • How much growth occurs in the adolescent growth spurt

Adaptation occurs as a result of external rather than genetic factors. The growth spurt in height happens in weight and strength respectively. Usually pubertal growth begins in girls at approximately 10 years of age and in boys 12 years of age. Young girls may be at risk of dropping out of netball unless appropriate strategies are implemented and they are given the chance to fulfill their goals. This applies particularly to some early developing girls and late maturers who may be small for their age.

Implications for Netball

Netball recognizes the uneven spread in growth and maturation in children. Recognition of individual needs within chronological age groupings, including emotional or psychological maturity, needs to be considered when determining the developmental status of the child. Netball activities must be organized so that young people have positive experiences regardless of their developmental status. The focus should be on personal improvement as opposed to comparisons to others of the same age.

Programs, Training and Competition

Coaches must be qualified and plan programs, training and competition schedules according to individual needs. These should be:

- Designed around the holistic needs of children with consideration of their level of social, emotional and psychological maturation
- Planned taking into account all physical activities undertaken by the child
- Adjusted on an ongoing basis so loading is progressive and matched to their developmental stage.

Training is beneficial for the best possible growth and development of young people. Game based experiences are an important part of netball because it provides the challenge in advancing skills and health and social benefits. Challenging competition is only one element of the development process. The emphasis in junior netball competition should be on the quality of the experience and its appropriateness to the age and ability of the participants. All children should be encouraged to participate in a wide range of activities requiring a variety of motor skills before beginning to specialize in a single sport, event or position. It is important that coaches and parents understand the various stages of skill and social development that young people experiencing, particularly during pre – adolescence. Recognizing these general stages of development will assist in preparing developmentally appropriate programs. Table 2 shows the stages of development in young people. Table 3 shows the implications for netball. Table 4 shows the progression for netball skills.

TABLE 2 - STAGES OF DEVELOPMENT FOR YOUNG PEOPLE

Approx age range	Skill Descriptors	Social Descriptors
<p><u>FUNDamentals</u></p> <p>5-8 YEARS OLD</p>	<ul style="list-style-type: none"> • Mastery of basic movement skills e.g. Throwing catching, hitting, and running • Can build sequences of two or more skills. • Effort more important than outcome. Responds to simple rules and games with 	<ul style="list-style-type: none"> • Still egocentric • Children work well individually, in pairs and in small group • Respond well to positive general feedback. • Can follow simple instructions and visual cues.
<p><u>Learning to Train</u></p> <p>8 – 11 YEARS OLD</p>	<ul style="list-style-type: none"> • Able to apply skills in more structured but modified games e.g. Netta netball. • Generally, girls are better at balance - based activities (e. g. hop, skip, dance) and boys enjoy explosive power based activities. • Improve basic techniques 	<ul style="list-style-type: none"> • Work well in pairs, small groups and teams. • Respond well to constructive and positive feedback. • Can develop a strong sense of belonging • Cannot think through consequences of actions.. • Emphasis on fun, equality and inclusion. • Can better understand purpose of rules.
<p><u>Training to Train</u></p> <p>11 - 15 YEARS OLD</p>	<ul style="list-style-type: none"> • . Refine skills, and understanding of game strategies. • Modified rules and safety remain important. 	<ul style="list-style-type: none"> • Attracted to fun, belonging, competition and social opportunities • Skill differences because of pubertal differences become evident. • Can understand basic concepts behind how sport is played. • Cannot depersonalise criticism. • May lack commitment to practice and patience. • Will compare self with peers and peer acceptance is important. • Family support still pivotal.
<p><u>Training to Compete</u></p> <p>15- 16 YEARS OLD</p>	<ul style="list-style-type: none"> • . Consolidation, refinement and specialisation of skills. • End of puberty may demonstrate increased muscle mass for strength and explosive power in males. • Can evaluate strengths and weaknesses of own play. 	<ul style="list-style-type: none"> • Improved ability to understand consequences of actions • May participate for social status • May carry unrealistic and media highlighted expectations of sporting success. • Development of self-discipline



Approx age range	Skill Descriptors	Social Descriptors
<u>Training to Compete</u> 17 + YEARS OLD	<ul style="list-style-type: none">• Continue skill specialisation and refinement.• Can meet increasing demands in performance.• Continued increases in speed, strength and size• Slower rates of improvement in strength and endurance than during puberty.• Sophisticated awareness of how their body moves in skill execution.	<ul style="list-style-type: none">• Good abstract thinking skills.• Can generally cope with pressure from parents, coaches and others• More realistic goals about sporting abilities in broad context of their lives.• Greater security about body image.

TABLE 3 - STAGES OF DEVELOPMENT – IMPLICATIONS FOR NETBALL

Approx age range	Implications for Netball	Recreation Players of Netball
<p><u>FUNDamentals</u> 5-8 YEARS OLD FUN NET/ “NETSETGO”</p>	<ul style="list-style-type: none"> • Conduct Fun Net./ NetSetGo • Relatively short training sessions (20-30 minutes). • Build skills with simple sequences and lots of practice. • Simple relays, and short games for young children e.g. Rats and Rabbits. • One or two quality cues per Fun Net session. • Lots of prompts for creative play in and outside of the structured program. 	<ul style="list-style-type: none"> • At this age the emphasis should be on “play” and all activities should be focused on recreational participation (creative play).
<p><u>Learning to Train</u> 8 - 11 YEARS OLD NETTA NETBALL</p>	<ul style="list-style-type: none"> • Introduce sports specific skills such as throwing and catching with appropriately modified rules and equipment (Netta). • Incorporate problem solving, appropriate behaviour and cooperative play techniques. • Can develop a sense of teamwork. • Short instructions mixed with lots of practice, skill correction, and generalist skill development. • Several prompts to practice at home and with friends. • Training sessions between 30 and 60 minutes. • Invite parents to develop social support and partnerships in managing teams. 	<ul style="list-style-type: none"> • Progressive development of sequences leading to minor games of Netta Netball. • Emphasis on building competence and confidence in basic skills and movement challenges. • Target equality of opportunities for participants. • Consult parents about perceived needs of “family friendly” times for a season’s commitment. • Incorporate social opportunities in addition to netball.
<p><u>Training to Train</u> 11 - 15 YEARS OLD</p>	<ul style="list-style-type: none"> • Increased intensity and complexity of challenges. • Fun, appropriate fitness activities should be used. • Coaching points remain important. • Flexible opportunities are required for older beginners or players with special needs. • Continue to provide opportunities for young people to play a variety of positions. • Training sessions of approx 60 minutes, using a variety of training methods and activities. • Awareness of social needs, nutrition, hydration and injury prevention. • Emphasis on development of skills and sharing play. 	<ul style="list-style-type: none"> • Emphasize the sense of belonging and empowerment. • Offer short and creative training opportunities. • Continue basic skill progression. • Incorporate social opportunities in addition to netball.
<p><u>Training to Compete</u> 15-16 YEARS OLD</p>	<ul style="list-style-type: none"> • Positive and specific feedback is important for skill refinement. • Cater for individual differences that may result from physical, cognitive and social maturation. • Help set realistic individual sporting goals. • Offer lots of ways to belong to a team and be accepted. • Consider individual specialised training programs for talented young people. • Introduce some advanced skill development techniques. 	<ul style="list-style-type: none"> • Recognise that some players may not be interested in training. • Provide flexibility in competition types and uniform choices. • Incorporate social opportunities in addition to netball. • Recruit recreational players to assist with other club events and committees. • Provide recreational versions of the game of netball.
<p><u>Training to Compete</u> 17 + YEARS OLD</p>	<ul style="list-style-type: none"> • Broad range of purposes – e.g. Coaching for elite representation OR fun, fitness and highly social experiences. • Strategic pathways in support and coaching for talented youth. 	<ul style="list-style-type: none"> • As for 15 – 17 year olds



Table 4: PROGRESSION FOR JUNIOR NETBALL SKILLS DEVELOPMENT

	FUNdamentals 5 – 8 years old	Learning to Train 8 – 11 years old
Focus	<ul style="list-style-type: none"> Fun learning, general athletic development and acquisition of basic motor skills 	<ul style="list-style-type: none"> Fun, developing ball and movement skills Introduction to the sport of netball
Considerations	<ul style="list-style-type: none"> Modified equipment and need for a broad range of developmentally appropriate experiences 	<ul style="list-style-type: none"> Modifications to equipment, rule and game structure
Sessions - duration - frequency	<ul style="list-style-type: none"> Up to 30 – 45 minutes 1 per week 	<ul style="list-style-type: none"> Up to 40 – 60 minutes Up to 1 – 2 x a week (including game)
Sessions - content	<ul style="list-style-type: none"> “Play” minor games and opportunities to participate focusing on individual and small group movement challenges 	<ul style="list-style-type: none"> Skill development through understanding minor and modified games
Approach to conditioning	<ul style="list-style-type: none"> Broad range of movement experiences – without structured conditioning 	<ul style="list-style-type: none"> Broad range of movement experiences – without structured conditioning
Competition	<ul style="list-style-type: none"> Program focusing on skill development No competition 	<ul style="list-style-type: none"> Competition with emphasis on all round development and offering opportunities to experience different positions No representative teams Emphasis on fair play Competition rotation (no scoring)
Focus	<ul style="list-style-type: none"> Recognise effort and participation 	<ul style="list-style-type: none"> Recognize effort and improvement, application and participation

	Training to Train 11 – 15 years old	Learning to Compete 15 – 17+ years old
Focus	<ul style="list-style-type: none"> Fun, improving a wide range of ball and movement skills 	<ul style="list-style-type: none"> Enjoyment and improving performance
Considerations	<ul style="list-style-type: none"> Game specific and behavioural skills 	<ul style="list-style-type: none"> Fitness and technical and tactical training Goal setting Managing aspirations
Sessions - duration - frequency	<ul style="list-style-type: none"> Up to 60 – 90 minutes 1 – 2 x week (including game) 	<ul style="list-style-type: none"> Up to 90 – 120 minutes Up to 5x week (including fitness sessions and games) Minimum 2 rest days a week
Sessions - content	<ul style="list-style-type: none"> Skill development through understanding minor and modifies games 	<ul style="list-style-type: none"> Training and competition with the aims of skill development , game sense and performance
Approach to conditioning	<ul style="list-style-type: none"> Careful introduction and progression 	<ul style="list-style-type: none"> Individual based training programs with graded progressions
Competition	<ul style="list-style-type: none"> Competition with emphasis on all-round development and offering opportunities for experiencing different positions Representative teams and regional teams in later years Scoring in games 	<ul style="list-style-type: none"> Introduction of inter-provincial competition Emphasis on individual and all-round development Experiencing competition through officiating and coaching younger players
Focus	<ul style="list-style-type: none"> Introduce opportunities for further development 	<ul style="list-style-type: none"> Recognize effort and improvement in individual and team performance

PROGRESSION OF NETBALL SPECIFIC SKILLS FOR JUNIOR NETBALL

For detailed coaching information see 1) Netball Canada Level 1 Coaching Manual
2) IFNA Level 1 Coaching Manual

FUNdamentals

The focus of the activities is on:

1. Basic movement skills including balance and agility (without the ball)
 - • Running
 - • Walking
 - • Jumping
 - • Starting/stopping
 - • Pushing
 - • Pulling
 - • Bending
 - • Twisting
 - • Change of direction
 - • Change of pace
 - • Pivoting/turning
 - • Balancing
 - • Agility activities

2. Netball Skills (ball familiarization)
 - • Catching
 - • Throwing
 - • Pivot/pass/catch
 - • Run/pass/catch
 - • Dodging

3. Modified Equipment and Game
 - • Size $\frac{3}{4}$ ball
 - • Smaller court 60'x 40'
 - • Post at 6'
 - • Fun Net and Net/set/go

Learning to Train

1. Movement Skills -- as above
 - Continue the improvement of basic skills as listed above

2. Netball skills
 - Reacting
 - Jumping
 - Throwing

- Passing - chest, shoulder, bounce,
- Catching
- Shooting
- Dodging
- Defending

3. Modified Equipment and Game

- Size 4 ball
- Post at 6' for 8/9 years old
- Post at 8' for 9/11 years old
- Regular court
- Netta netball

Training to Train

1. Movement Skills -- at this stage the skills development becomes more focused
 - As above
2. Netball skills
 - Reacting
 - Jumping and Leaping – take-off, safe landing, pivoting
 - Throwing
 - Passing - chest, shoulder, bounce,
 - Catching
 - Shooting
 - Dodging – timing of leads, straight lead, single dodge, change of direction
 - Defending – 1 on 1 shadowing, interception, hands over ball, recovery,
3. No Modification of Games

Training to Compete and Training to Win

See elite athlete pathway

Modified Netball Games for Junior Netball Players

LTAD Skill Development Pathway

Net/Set/GO incorporates skills as outlined in the LTAD Netball Canada Skill Development Pathway. The pathway for netball players starts from 5 years of age to adulthood. Net/Set/GO caters for the 5 to 11 year old age group.

The LTAD Skill Development Pathway highlights the importance of age and skill appropriate development programs in the development of netball players. It provides the foundation for netball by teaching the basic skills in a controlled environment that concentrates on appropriate technique and non-competitive game play.

Net/Set/Go

Net/Set/Go is Netball Canada's junior netball program. It provides children from 5 to 10 years of age with the best possible learning and playing experience to develop a positive introduction to netball, ensuring enjoyment and continued participation within the sport.

This program incorporates skill activities, minor games and modified games in a fun and safe environment.

The major objectives of Net/Set/Go! are:

1. To provide every elementary school aged child in Canada with the opportunity to experience netball.
2. To deliver a national junior development program that promotes netball participation.
3. To address the issue of childhood obesity by providing a low cost, easily accessible and community based exercise option for elementary school aged children, in particular young girls.
4. To provide elementary school aged children, with the opportunity to meet and interact with elite netball role models.
5. To provide a skill development program that provides children with the same opportunities to experience sport, develop self-esteem and learn new skills.
6. To provide opportunities for children and parents to participate in physical activity together.

The program has been designed to deliver an age and skill appropriate netball program.

Fun Net

Fun Net is a play based movement skills program for 5–8 year olds. Emphasis is on the acquisition of the basic movement skills, in a fun environment of games and activities.

Net/Set/Go for 5-8 year olds

Net/Set/Go for 5–8 year olds is a play based movement skills program. Emphasis is on the acquisition of the basic movement skills, in a fun environment of games and activities.

Provision of an age appropriate, staged progression for netball participation is an essential element in developing confident and skilled participants. Net/Set/Go has an important role to play in preparing young children for involvement in netball, ensuring life-long participation.

Net/Set/Go for 5–8 year olds provides:

- A program appropriate to the age and ability of the participants
- All children with the opportunity to participate and experience a feeling of success from their participation
- An opportunity for children to develop and expand their motor skills in a non-competitive environment.
- Participants with better basic motor skills when they progress to the next stage.
- Opportunities for parents to be involved

Net/Set/G for 8-11 year olds

Net/Set/Go for 8 – 11 year olds is an introduction to the sport of netball and incorporates Netta Netball. . It is a skill and competition based program that all

Net/Set/Go for 8 – 11 year olds provides:

- A program appropriate to the age and ability of the players
- All children with the opportunity to participate and experience a feeling of success from their participation
- An opportunity for children to play in a cooperative way and to develop their skills in an appropriate competitive environment.
- An environment where the emphasis is not on “win at all costs” but rather on the development of skills, the discovery of new ones and sharing the play with other team mates.

It allows children to learn and develop their skills in a series of fun activities and minor games, which they can then apply in a game situation.

Netta Netball

Netta Netball is a modified minor game. The rules and equipment have been designed to align the game with the psychological and physical capabilities of young children. The game has been developed so that the children will be introduced to organized competitive netball gradually with the best being achieved through minor games/activities and modified rules.

:

Elite Athlete Pathway

The Netball Canada LTAD provides a guide for good practice in the area of:

- Technical and Tactical Training
- Physical Training
- Welfare

And provides a holistic approach for athlete's involved in the elite athlete's pathway.

The material is presented in the format of tables with the intention of giving a clear overview of the information and skills that coaches need to be effective coaches. The information is to be used together with the Level 1 and 2 Technical Netball Canada Manuals and will be incorporated into the clinics and workshops presented at coaches training sessions.



LTDA Technical and Tactical Skill Development

The weighting placed on the technical and tactical part of the program is 70% of the total program. Athletes mature and develop at different rates. Therefore the constant monitoring and adjustment to their individual technical and tactical development needs to be considered in the planning of individual, group and team sessions. The support of the athlete's individual development whilst catering for a diverse group of skills the program content has been designed so that an athlete must be highly competent in a skill set before moving on to the next skill set irrespective of age.

Table1: Individual Skill Development for “Learning to Train” and “Training to Train” Stage

Individual skills	Learning to Train	Training to Train
Ball	All basic passes <ul style="list-style-type: none"> • Shoulder • Bounce • Chest • Lob • Passing on other side of body • Speed and release of pass • Placement of pass • Catch/snatch – 2hands 	<ul style="list-style-type: none"> • Fake passes • Overhead pass • Tip and collect • Reverse shoulder pass • Advance use of ball on either side of body
Body	<ul style="list-style-type: none"> • Landings • Pivoting (outside/inside turn) • Change of direction • Side stepping and side running • Balance and control • Cross body coordination • Recovery footwork 	<ul style="list-style-type: none"> • Aerial landings • Dynamic balance and control on the move • Speed of footwork • Position specific footwork • Running side on – cross-step
Centre Court	<ul style="list-style-type: none"> • Dynamic ball handling • Feeders hitting circle edge • WD back, back up on circle edge 	<ul style="list-style-type: none"> • Vision work on the wall • Wd – quick feet into 2 foot jump
Defense of Shot	<ul style="list-style-type: none"> • Rebounding • Basic defence – lean (½ hands), Jump • Variations of boxing out • Inside hang (same leg same arm) 	<ul style="list-style-type: none"> • Variations of boxing out • Variations of windmill, inside/outside hang • Double jump
Goal Shooting	<ul style="list-style-type: none"> • Basic shooting technique • Rebounding • Shot variations – back step, side step, step in • Movement and shot 	<ul style="list-style-type: none"> • Shot variations – fake, lay-up/jump, falling out of court • Movement and shot continued

Table 2: Small Group Skill Development for “Learning to Train” and “Training to Train” Stage

Small Group Skills	Learning to Train	Training to Train
Attacking	<ul style="list-style-type: none"> • STRAIGHT LEAD • RE-OFFER • DODGING • CHANGE OF DIRECTION • DOUBLE PLAY • CLEAR AND DRIVE • FRONT CUT • USE OF BACK SPACE • STATIONARY/MOVEMENT • FEEDING CIRCLE • AGILITY ACTIVITIES WITH BALL 	<ul style="list-style-type: none"> • ROLL AND HALF ROLL • HOLD • SCREENS • ADVANCE FEEDING • LINKING THE ATTACK/ ESPECIALLY CENTRE
Defending	<ul style="list-style-type: none"> • SHADOWING (1ON 1) • ANTICIPATION/ INTERCEPTIONS • CONTESTING THE BALL • 3’ RECOVERY • 2 ON1 DEFENSE • POSITIONING FRONT/SIDE • HANDS OVER PASS – HIGH/BALL/WINDMILL ALTERNATING • AGILITY ACTIVITIES WITH BALL • COMBINE SIMPLE MOVEMENTS INTO DEFENDING ACTIONS 	<ul style="list-style-type: none"> • WORKING THE GROUND • SAGGING • POSITIONING – BACK • WORKING TOGETHER IN/OUT OF CIRCLE • GK/GD/C/WD DEFENDING AROUND EDGE OF CIRCLE • VARIATIONS OF HANDS OVER BALL – WINDMILL/HIDDEN ARM • DEFENDING CHANNELS • DEFENSE OF THE ROLL/CUT
Shooting	<ul style="list-style-type: none"> • WORKING TOGETHER • REBOUNDING • ROLL OF NON-SHOOTER • ROTATIONS • IN/OUT OF CIRCLE • BALANCE IN CIRCLE • ENTRY INTO CIRCLE 	<ul style="list-style-type: none"> • HOLDS • SCREENS • SHOT • STATIONARY • MOVEMENT • SHUFFLE SHOT(PASSING BACK) • READING OFF PARTNER • ENTRY INTO CIRCLE – WORKING WITH FEEDERS
Team Skills Set Plays Strategies/ Game Knowledge	<ul style="list-style-type: none"> • BASIC THROW –INS • VARIATION OF THROW-INS • BASIC CENTRE PASSES C/WA • VARIATION OF THROW-INS – WIDE PASS BACK WD/GD • DEFENSE OF ABOVE • POSITIONAL ROLES • COURT PRINCIPLES • TURNOVERS AND RESPONSES 	<ul style="list-style-type: none"> • VARIATION OF CENTRE PASSES – OVERHEAD AND SCREENS • VARIATION OF THROW-INS • DEFENSE OF ABOVE • PENALTIES AND FREE PASSES • TRANSITION • SET-UP AND DEFENSE OF –ZONE, SPLIT CIRCLE-OFF-LINE AND CLOSED CIRCLE
Performance psychology	<ul style="list-style-type: none"> • GOAL-SETTING - REVIEW AND FEEDBACK • CONCENTRATION AND ATTENTION 	<ul style="list-style-type: none"> • CONSOLIDATE/ADVANCE AND ADD • GAME DAY -- DEEP BREATHING, VISUALISATION AND IMAGERY,

		POSITIVE SELF-TALK
Decision-Making	<ul style="list-style-type: none"> • Timing of movements • Passing angles • Timing of pass • Reading off play • Choice of a variety of passes • Awareness of space – space for self, sharing space with team mate • Peripheral vision • 	<ul style="list-style-type: none"> • Awareness and balance of space for team mates • Timing • Vision • Awareness of players in relation to the ball and situation • Communication skills – attack and defence
Performance analysis	<ul style="list-style-type: none"> • Individual analysis of training skills • Decision-making 	<ul style="list-style-type: none"> • Individual analysis

Table 3: Individual Skill Development for “Training to Compete” and “Training to Win”

Individual Skills	Training to Compete (national)	Training to Win (international)
Ball	<ul style="list-style-type: none"> Any other inventive pass 	<ul style="list-style-type: none"> Consolidate and advance
Body	<ul style="list-style-type: none"> Sprinting with change of pace Acceleration 	<ul style="list-style-type: none"> Consolidate and advance
Centre Court	<ul style="list-style-type: none"> Intensity Work ratio 	<ul style="list-style-type: none"> Consolidate and advance
Defence of shot	<ul style="list-style-type: none"> Intensity Work ratio 	<ul style="list-style-type: none"> Consolidate and advance
Goal Shooting	<ul style="list-style-type: none"> Intensity Work ratio Consolidate and advance 	<ul style="list-style-type: none"> Consolidate and advance

Table 4: Small Group Skill Development for “Training to Compete” and “Training to Win”

Small Group Skills	Training to Compete (national)	Training to Win (international)
Attacking	<ul style="list-style-type: none"> When, where and how to utilize all attacking moves 	<ul style="list-style-type: none"> Consolidate and advance
Defending	<ul style="list-style-type: none"> When, where and how to utilize all defending moves 	<ul style="list-style-type: none"> Consolidate and advance
Shooting	<ul style="list-style-type: none"> When, where and how to utilize all shooting skills 	<ul style="list-style-type: none"> Consolidate and advance
Team skills Set	<ul style="list-style-type: none"> Consolidate and advance 	<ul style="list-style-type: none"> Consolidate and advance
Plays/Strategies/Game Knowledge	<ul style="list-style-type: none"> Set-up and Break --- box defense -triangles 	
Performance Psychology	<ul style="list-style-type: none"> Consolidate, advance and add Game day -- tension/relaxation Thought stopping 	<ul style="list-style-type: none"> Consolidate and advance
Decision- Making	<ul style="list-style-type: none"> Reading the game -- techniques in resource to team mates and opposition 	<ul style="list-style-type: none"> Consolidate and advance
Performance analysis	<ul style="list-style-type: none"> Opposition analysis Pattern plotter 	<ul style="list-style-type: none"> Consolidate and advance

LTAD Physical Training Skill Development

The weighting placed on the Physical Training of the program is 20% of the total program. Athletes mature and develop at different rates. Therefore the constant monitoring and adjustment to their individual technical and tactical development needs to be considered in the planning of individual, group and team sessions. The support of the athlete's individual development whilst catering for a diverse group of skills the program content has been designed so that an athlete must be highly competent in a skill set before moving on to the next skill set irrespective of age.

Table 1: Physical Skill Development for “Learning to Train” and “Training to Train”

	Learning to Train	Training to Train
Aerobic and anaerobic fitness	<ul style="list-style-type: none"> • Testing program - beep test 2 per year • Introduction to aerobic training – running, swimming, cycling,, cross training • Introduction to anaerobic training – fartlek, circuit, cross- training • Measuring training intensity – taking pulse, calculating heart rate, training zone 	<ul style="list-style-type: none"> • Testing program – beep test 3 per year • Aerobic and anaerobic conditioning program – gyms • Steppers, climbers, cross-trainers, rowing machines, treadmills, exercise bikes • Positional specific training • Self monitoring
Speed / Agility / quickness	<ul style="list-style-type: none"> • Testing program – multidirectional sprints – 2 per year • Speed program – running technique, speed drills • Agility program • Speed off the mark 	<ul style="list-style-type: none"> • Testing program – 5,10,20m sprints • Speed program – sprinting technique, sprint drills, resistance work, speed off the mark, inclined sprinting, sprinting with change of direction • Agility program – marker sequences, footwork transitions, reactive agility, ladder work, mini-hurdles
Strength/ Stability	<ul style="list-style-type: none"> • Strength program using own body weight – when and how to increase repetitions etc. • Understanding strength exercises • Understanding core stability • Understanding balance and coordination • Take-off, running and landing • Stopping • Ball handling 	<ul style="list-style-type: none"> • Professionally prescribed individual weight program • Bosu work •
Power	<ul style="list-style-type: none"> • Developing a netball specific stretching routine • Pre-exercise (dynamic) • Flexibility exercise routine 	<ul style="list-style-type: none"> • Adjust the netball specific stretching routine • Partner stretching •
Physical recovery techniques	<ul style="list-style-type: none"> • Post exercise stretching • Cold water immersion 	<ul style="list-style-type: none"> • Post exercise stretch • Jog/walk cool down • Cold water immersion • Ice sore spots

Table 2: Physical Development Skills for ‘Training to Compete’ and ‘Training to Win’

	Training to compete	Training to Win
Aerobic and Anaerobia Fitness	<ul style="list-style-type: none"> • Testing program – beep test 3 per year • Working with a conditioning coach • Understanding - periodisation • Self monitoring – daily resting heart rate, first signs of over and under training 	<ul style="list-style-type: none"> • Testing program – beep test 3 per year • Program modification • Managing and monitoring a multi-periodised training load
Speed / Agility / Quickness	<ul style="list-style-type: none"> • Test program 5,10,20m sprints 3 per year • Agility programs – combine footwork agility and ball-handling • Combine footwork agility, ball-handling and decision-making • Positional specific agility 	<ul style="list-style-type: none"> • Test program 5,10,20m sprints 3 per year • As across
Strength/ Stability	<ul style="list-style-type: none"> • Test program 3x year • Weight program – strength as directed by coach • Core stability/ Pilates/body balance program • Musculoskeletal screening 	<ul style="list-style-type: none"> • Test program 3x year • Weight program – strength as directed by coach • Core stability/ Pilates/body balance program • Musculoskeletal screening
Power	<ul style="list-style-type: none"> • Test program – vertical jump • Work with a conditioning coach 	<ul style="list-style-type: none"> • Test program – vertical jump • Work with a conditioning coach
Flexibility	<ul style="list-style-type: none"> • Individually prescribed stretching program 	<ul style="list-style-type: none"> • Individually prescribed stretching program
Physical Recovery Techniques	<p>Post exercise</p> <ul style="list-style-type: none"> • Jog/walk cool downs • Stretching • Cold water immersion • Icing sore spots • Hot/cold showers • Self- massage • Hydrotherapy • Massage • Active/passive rest • Sleep • Camp/tournament recovery strategies – • Travel recovery 	<p>Post exercise</p> <ul style="list-style-type: none"> • Jog/walk cool downs • Stretching • Cold water immersion • Icing sore spots • Hot/cold showers • Self- massage • Hydrotherapy • Massage • Active/passive rest • Sleep • Camp/tournament recovery strategies – • Travel recovery

LTAD Athlete Welfare Program

The weighting placed on the welfare program is 10% of the total program. The well being of the athlete and the ability of the athlete and the athlete’s family to make informed and intelligent decisions is important.

Table 1: Welfare Education program for “Learning to Learn” and “Training to Train”

	Learning to Train	Training to Train
Health and Wellbeing	Netball injuries <ul style="list-style-type: none"> • Basic types • Blisters • Prevention techniques • Management of chronic illness e.g. asthma Female health <ul style="list-style-type: none"> • Sharing bottles • Sharing towels • Menstrual health • Underwear • Sports hygiene 	Injury prevention <ul style="list-style-type: none"> • Footwear • Taping • Mouth guards Managing basic injuries <ul style="list-style-type: none"> • Muscle strains • Joint strains • Blisters Over training <ul style="list-style-type: none"> • Symptom awareness • Modifying training loads • Self- monitoring Recovery techniques – <ul style="list-style-type: none"> • Ice, rest, diet, massage • Female health menstrual cycle – effect on training
Nutrition	<ul style="list-style-type: none"> • Pre and post-exercise nutrition and hydration • Nutrition for school • Fuel for optimizing performance • Fluids and hydration • Iron intake • Alcohol • Impact of high training loads on health 	<ul style="list-style-type: none"> • Fluids and hydration • Athlete’s diets • Vitamins, minerals and supplements • Cooking for high performance • Iron intake • Alcohol
Life psychology	Foundation skills <ul style="list-style-type: none"> • Behaviour in a team situation • Inter-personal relationships-athlete-coach-support staff-parents- team mates • Motivation –team • Self-awareness • Group dynamics • Dealing with disappointment • Using feedback • Leadership • Understanding stress • Goal-setting 	Foundation skills <ul style="list-style-type: none"> • Resilience • Self-image • Self-confidence • Post performance evaluation • Off court relaxation skills • Selection • Feedback • Leadership. • interpersonal skills
Drugs in Sport	<ul style="list-style-type: none"> • Existence of a banned list of substances • Recreational drugs • Alcohol 	<ul style="list-style-type: none"> • Illegal social drugs • Alcohol •

Table 2: Welfare Education program for “Training to Compete” and “Training to Win”

	Training to Compete	Training to Win
Health and Wellbeing	<ul style="list-style-type: none"> • Managing overuse and more serious injuries • Ensure and understand diagnosis • Treatment options available • Rest • Modifying training loads • Communication with coaches • Advanced recovery techniques • Self monitoring to prevent overtraining and burnout 	<ul style="list-style-type: none"> • Self monitoring • Responsibility for and initiation of treatment for injuries and illness
Nutrition	<ul style="list-style-type: none"> • Nutritional considerations for travel and tournaments • Fluids and hydration • Nutritional recovery • Cooking for high performance 	<ul style="list-style-type: none"> • Managing and maintaining a personalized high performance eating plan • Nutritional considerations for international travel • Fluids and hydration • Nutrition recovery
Life psychology	<ul style="list-style-type: none"> • Foundation skills • Mental characteristics related to high performance • Group dynamics in highly competitive situations • High performance leadership • Interpersonal skills • Prioritising commitments 	<ul style="list-style-type: none"> • Foundation skills • Interpersonal relationships • High performance leadership • Prioritizing commitments
Drugs in Sport	<ul style="list-style-type: none"> • Drug testing –procedures – consequences • Performance enhancing supplements • Doping in sports awareness • Alcohol 	<ul style="list-style-type: none"> • Performance enhancing supplementes • Doping in sport • Education – temptations to use prohibited substances