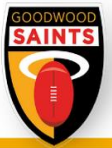


Goodwood Saints Football Club
Coaches Handbook 2022





Introduction

Goodwood Saints Football Club has a rich and proud history in the South Australian Amateur Football League (SAAFL), the now Adelaide Football League and the South Australian National Football League (SANFL). In 1985, Goodwood Tigers and St Raphael's Football Clubs amalgamated to form Goodwood Saints Football Club. We have always strived to give the people of our community the opportunity to play Australian Rules Football. We started with 4 Senior Men's Teams in 1985 and now have 3 Senior Men's Teams and an U17.5's men's team and an U17.5's women's team in the Adelaide Football League. In the SANFL Juniors we have 9 Boys Junior Teams and 4 Girls Junior Teams as well as a side for people with integration difficulties. The Club has won 28 Premierships since 1985, including 10 A Grade Premierships.

We encourage all players, coaches, and parents to take the time to read the honour boards in the clubrooms, recognise the past achievements and memorabilia and acknowledge the many pictorial displays that celebrate the tireless commitment of the many volunteers who have made the club what it is today.

One of our key aims as a community football club is to provide opportunities for participants to develop their skills as footballers and importantly as active, responsible community members.

Through the influence of high-quality people as leaders throughout the club, our desire is for all players to understand the club is about much more than simply winning football games.

As coaches, we are considered among the leaders of the Club and as such we have a responsibility to maximise each player's skill development and to provide an environment where we can enrich their love of the game. While our coaching philosophy focusses on enjoyment and participation in the game, we also encourage and guide those with ambition to pursue opportunities in the higher-level competitions through representative teams and with the SANFL and the AFL development pathways. The whole Club benefits from the success and promotion of our elite level talent.



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Club Coaching Philosophy

The Goodwood Saints Football Club – Juniors strives to provide a professional standard of coaching focused on maximising enjoyment, development, and retention of players.

We are an inclusive club, ensuring that we are welcoming and providing opportunities to all players, regardless of ability, gender, sexuality, nationality, religion, or background.

Player retention through safe, enjoyable learning environments is extremely important as we take great pride in developing and retaining young players to progress into our senior program.

As coaches, we understand the significant positive impact we can make on game day environments and club culture. As a Club we are obliged to ensure all coaches lead by example and act respectfully to all people both within and outside of our club.

Our belief is that enjoyment is achieved through having success. Success is not solely based on the scoreboard but can be measured through increased acquisition of skills, confidence, self-esteem, respect, and socialisation skills. Achievement of success is based on encouraging and rewarding hard work, commitment, sacrifice, resilience, and persistence.

The Club acknowledges the difficulty and complexity for coaches working to achieve this philosophy and we aim to provide assistance to the coaches through the provision of Club Coach Coordinators who are available to provide support, guidance, feedback and access to resources and professional development.

Coaches are granted an enormous responsibility due to their important role in influencing the young people with whom they are involved with both on the field and off the field. Society in general, and in particular, the wider sporting community through the SANFL and AFL has a clear expectation that Coaches will be a positive role model and show appropriate care and concern for the overall wellbeing and personal development of all players under their management.

All coaching decisions and actions at the Goodwood Saints Football Club should always reflect this philosophy.

Coaches Code of Conduct

All Goodwood Saints Football Club - Juniors coaches are required to be accredited as coaches. This accreditation is complete upon accessing the CoachAFL website and completing the relevant fields.

CoachAFL requires coaches to acknowledge and accept the Coaching Code of Conduct. Goodwood Saints Junior coaches are expected to abide by this Code of Conduct and the policies and procedures of the Club.

SANFL Juniors - Coaches Code of Conduct

I hereby commit, to the best of my ability, to uphold the SANFL Coaches' Code of Conduct.

I understand that as an integral component of my accreditation, I must maintain a standard of behaviour and conduct in the best interests of the game and the players/staff in my care. In representing myself in an honest manner, and



without bringing the coaching profession or the game into disrepute, I will endeavour to uphold the following to the best of my ability:

- I will respect the rights, dignity and worth of all individuals within the context of my involvement in Australian Football, by refraining from any discriminatory practices including, but not limited to, discrimination on the basis of race, religion, gender, ethnic background, special ability/disability or sexual orientation, preference, or identity.*
- I will abide by and teach the AFL Laws of the Game and the rules of my Club and League/Association.*
- I will be reasonable in the demands I make on the time commitments of the players in my care, having due consideration for their health and wellbeing.*
- I will be supportive at all times, and I will refrain from any form of personal or physical abuse or unnecessary physical contact with the players in my care.*
- I will have due consideration for varying maturity and ability levels of my players when designing practice schedules, practice activities and involvement in competition.*
- Where I am responsible for players in the U8-U17.5 year old age groups, I will strive to ensure that all players gain equal playing time. I will avoid overplaying the talented players, aiming to maximise participation, learning and enjoyment for all players regardless of ability.*
- I will stress and monitor safety always.*
- In recognising the significance of injury and sickness, I will seek and follow the physician's advice concerning the return of injured or ill players to training.*
- I will endeavour to keep informed regarding sound principles of coaching and skill development, and of factors relating to the welfare of my players.*
- I will at all times display and teach appropriate sporting behaviour, ensuring that players understand and practice fair play.*
- I will display and foster respect for umpires, opponents, coaches, administrators, other officials, parents, and spectators.*
- I will ensure that players are involved in a positive environment where skill-learning and development are priorities and not overshadowed by a desire to win.*
- I reject the use of performance-enhancing substances in sport and will abide by the guidelines set forth in the AFL Anti-Doping and Illicit Drugs policies.*

Coaches agree to the following terms:

- I agree to abide by the SANFL Coaches' Code of Conduct.*
- I acknowledge that the SANFL, or a body affiliated with the SANFL, may take disciplinary action against me if I breach the Code of Conduct. I understand that the SANFL, or a body affiliated with the SANFL, is required to implement a complaints-handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.*

I acknowledge that disciplinary action against me may include de-registration from the SANFL Coaching Accreditation Scheme.

Coaching Dispute Resolution

In the event that there are concerns by parents/carers/guardians about the nature of coaching, adherence to policies, specific issues around the playing or development of players then those concerns should be first raised



with the Coach or Assistant Coach. If the concern is not addressed in a reasonable time or considered to be rectified the parent/carer/guardian should direct their concern to the Club Coaching Coordinator. If the issue remains in dispute, then contact should be made with the Junior Football Director who will assume responsibility for investigating and resolving the issue.

It is suggested that when a concern relates to issues at a game that the parent gives consideration to waiting 24 hours to raise any issues as this often gives all parties time to reflect on any incidents. Please take into account the fact that our coaches are also learning, are volunteers and have many players to manage within their group.

Contacts

| Junior Committee | | | | |
|-----------------------------------|----------|-----------|--|--------------|
| Junior Football Director | Andrew | Braley | juniorfootballdirector@goodwoodsaints.com.au | 0478 630 229 |
| Junior Chairperson | Will | Chapman | will.chapman@goodwoodsaints.com.au | |
| Junior Communication Co-ordinator | John | Leov | john.leov@goodwoodsaints.com.au | 0408 469 962 |
| Junior Girls Registrar | Megan | Mashford | juniorgirlsregistrar@goodwoodsaints.com.au | 0412 120 071 |
| Junior Operations Manager | Ian | Thomas | ian.thomas@goodwoodsaints.com.au | 0417 838 005 |
| Junior Committee Member | Matt | Willcourt | matt.willcourt@gmail.com | |
| Junior Committee Member | Georgina | Jamieson | U9tm@goodwoodsaints.com.au | |
| Junior Coaching | | | | |
| Junior Coaching Coordinator | Kym | Laube | kym.laube@goodwoodsaints.com.au | 0401 254 509 |
| Junior Coaching Assistant | Matt | Harris | matt.harris@goodwoodsaints.com.au | 0410 336 442 |
| Junior Coaching Support Officer | Tim | Ridgway | tim.ridgway@goodwoodsaints.com.au | 0418-847571 |
| Junior Coaching Support Officer | Charlie | Thomas | charlie.thomas@goodwoodsaints.com.au | |

Coaching Requirements

Training

It is expected that Goodwood Saints Football Club - Juniors coaches develop a plan for each training session that they conduct. A record of this plan should be maintained. The Club supports the purchase of "Coaching Diaries" and the cost of these will be reimbursed or they can be purchased by the Club upon your request. These diaries contain pages where the training plan can be completed.

The training plan should be developed after considering the curriculum, assessing the needs of the team and players and the Club Coaching Philosophy. A well-structured training plan will enable you to run to time, provide contingencies should the training not be effective, have well designed activities and allow you to prepare "open ended" questions of your players. Open ended questions are generally why or how questions e.g., "how do you defend the mark?" As opposed to the Coach telling them how the skill should be performed.

Aim for "purposeful practice" – look for the skill that is just out of reach which requires the player to fail. Provide them multiple opportunities to attempt the skill again until they achieve and then reset the skill so that it is just out of reach again.



In developing your plan CoachAFL provides great insight into Training Methods. It contains an article from David Wheadon on Different Training Methods. These methods discuss traditional training where drills are very structured, and the decisions are made through the organisation of the drills. For example, kicking to a player running off a cone, who handballs to another player who runs off of a cone who then kicks to another player who is stationed on a cone. Success is gauged by a smooth-running drill with few mistakes. This type of training “has very little carry over into game day.”

Because of this Wheadon is a strong advocate of Game Based Training. Basically, Game Based Training requires the use of one or a combination of three elements. Those elements being time, space, and opposition. Time might be the U8 that has a football, and he must kick it before the coach blows their whistle. Space might be the U13's that need to kick a football into a wheely bin set 30 metres away. Opposition includes both time and space. For example, a handball game in a confined area against another team. Opposition is extremely important as it forces players to make decisions. Training without opposition is unrealistic and does not represent the conditions that a player will confront in a match. “No time plus no space equals better skills” (Miranda, 2010)

Utilise Game Based Activities that replicate actual football situations or real match conditions. This creates a highly variable environment where players have to develop or use skills to defeat their opposition. It exposes them to different situations, recognise patterns and gain match day experience.

However, there is still a requirement to teach a skill. Part of your ability as a Coach is to understand the key components of each of the core skills of Australian Rules Football they are kicking, marking, handballing, tackling, and gaining possession. Consider the use of training scenarios where players get multiple opportunities to practice a skill in a short space of time. Contemporary football training regularly includes “craftwork.” This is an intense focus on a particular skill. For example, marking where the training might commence by focusing on correct hand positioning. Various drills can be used to achieve this resulting in players touching the ball 100's of times in a few minutes. The training might then graduate to catching tennis balls or catching a ball kicked hard to them from a short distance. Further extension might be into high marking then into contested high marking. These sessions can run for any period of time, but they generally go for about 15 minutes.

In conclusion the expectation is that Coaches develop a plan, utilise as much as possible Game Based Training techniques, and have a good understanding of the components of core skills and the ability to communicate those components.

Resources

[CoachAFL](#) has recently updated its website with many resources for both new and rookie coaches.

Match Day Procedure

All players and team officials are expected to arrive at the ground at least 45 minutes prior to match commencement. Should a player not be available to play, the relevant Team Manager should be notified as soon as practicable. Game day procedure varies from each age group, so it is important to have a consistent approach, communicated to the team, throughout the season.



Player Management

Match Day Rotation Policy

The meaning of "player development" may change in regard to positional rotation as players progress through the age groups. In the junior years of Under 8's- 11's it is critical for players to experience playing in as many positions as possible. This includes the backline, midfield, and forward line.

This will introduce players to the different requirements and challenges of each area of the ground, and it can assist coaches in matching the individual to suitable positions in the years ahead.

As player's progress through the youth teams (under 12 onwards) coaches will give greater consideration to the players' size, strength, skill level and game sense when rotating players through positions. This may result in players playing in fewer positions, but the club still expects some rotation of positions. More regular play in one position will also help develop the player's skill, and it can help the coach develop the player's knowledge of positional play.

The Coach's discretion will be applied in the case of injury, fatigue, or poor behaviour on game day. Any enquiries regarding the rotation policy should follow the guidelines as described in the Coaching Dispute Resolution in this document.

Equal Game & Playing Time Policy

The SANFL has a strict player rotation policy that all clubs are required to adopt and adhere to.

SANFL Player Rotation Policy

The on-field rotation of players is a policy developed to enhance the participation and skill development of all players.

This policy is to ensure that all players feel an essential part of the team, regardless of their age, size, sex, ability, or the competition they are playing in. Therefore, it is critical that they have an equal amount of time on the field during the season and ultimately, will keep players in the game and reduce the likelihood of them leaving to pursue other sports. It also satisfies parents expectations that their child will be given a fair go.

It is recommended that all coaches keep records of weekly game time of each player to ensure that all players have had equal time throughout the season.

Rotation for Under 8 to Under 12

The rotation of all players through a variety of positions in a game and season is designed to allow players to experience the skills and roles required in different positions, and to ensure all players are provided with equal opportunity.

Every player in a team should play at least half a game, and no player should spend more than half a game in any one position. Furthermore, every player should experience playing on each of the five lines of field positions over a three-match period.



NOTE: Players should be rotated through a variety of positions on the field in each line, not straight up and down the “spine” or only on the left or on the right side of the field. Coaches and Team Managers must ensure that this policy is adopted and relates directly to [SANFL Juniors Competition Rules & Regulations \(Section 2\) – The Spirit of Junior Football](#).

Rotation for Under 13 to Under 16.5

Once children reach these age groups, the emphasis shifts from players rotating through all positions on the ground, to them gaining a level of competency in different positions. Every player in a team should play at least half a game.

The difference is these age group players should be left in a position on the field until they have acquired that position’s basic strategies and skills. Only then should they move to a new position.

Goodwood Saints adopts this policy in full. In addition, we make comment on the following.

All registered players playing in youth teams (U12’s onwards) will play a minimum of 2 quarters per game.

Preferably this will be more and the Coach in making rotation decisions can take into account:

- the age group (the younger the age the more game time)
- the state of the game
- the state of the season
- the conduct of the player in adhering to the rules of fair play
- the attitude of the player to training, playing, personal improvement and game preparation

This policy also applies to all finals matches, where the maximum number of players or less are selected to play.

The only exceptions to this rule include:

- Occasions where a player from another team or age level is filling in to assist with team numbers (especially if they have or will play another game during the day).
- Preferential playing time should be given to the registered players of the specific team.
- Where it has been requested by a parent/guardian that the player play less time.
- Where a player is injured during the game.
- Where a players’ actions are inappropriate or outside the rules of the game for fair play.
- Where a player arrives to the game late or must depart early.

Player Selection Policy

If team lists extend beyond the number of players required to play, some players will be required to be rostered off each week during the season. If possible, Coaches and Team Managers should give parents and players the opportunity to advise in advance, any times of unavailability to ensure these games missed are counted as games rostered off.

It is expected that all players will be rotated equitably. The Coach and/or Team Manager is required to maintain an accurate record of player selection and dates when players are rostered off.



Finals Selection Policy

It is generally recognised that finals football is different from the home and away games.

The Finals Selection policy is based on the following principles.

- An opportunity for as many players as is possible to experience finals football.
- An understanding that player selection and playing time for individual players gives the team the best possible opportunity to win.
- An understanding that the policy will provide coaches in the youth age groups a greater scope for varying playing time for individual players than in the junior age groups.

The main points of the policy are:

- In the event of the team playing in one final, the maximum numbers of players will be selected.
- In the event of playing 2 or more finals, all players will play at least one final.

For youth age groups the club will provide point three as a guide only for the coach. The coach will have some discretion over the length of playing time that individual players will have on the field and the time at which the player on the bench would come onto the ground.

Accreditation, Support and Education

Coach Accreditation

In line with the AFL requirements, it is mandatory that all coaches at the Goodwood Saints Football Club – Juniors are appropriately accredited.

Assistant coaches are required to obtain the same level of accreditation as it includes the Coach Code of Conduct.

All Coaches officiating at SANFL Juniors games must be accredited / registered with SANFL Coaching certificates. Non-accredited Coaches must attend, and complete courses provided by the SANFL during the course of the year of registration. The accreditation process is conducted on-line through the [CoachAFL](#) website. Accreditation is required to be completed prior to the commencement of training for the season.

Coaches who have coached in the previous year must commence a course in the first half of the season (or early courses, as designated)

New Coaches appointed in the current year have until the mid-year courses to commence accreditation. After those dates, Coaches who have failed to comply will not be able to continue coaching unless given Executive Group dispensation.

An unaccredited Coach not provided dispensation to continue coaching by the Executive Group will not be permitted to:

- Display visible signs of Coaching, which includes communicating to the Players, assistant Coach or Coaches, runners, water carriers, trainers etc, before or during the game.



- Enter the playing arena at any stage during the match.
- Be closer than 25 metres from the team's interchange bench during the game.

Any Coach suspended as a Coach will not be permitted, during the period of suspension, to:

- Display visible signs of Coaching, which includes communicating to the Players, assistant Coach or Coaches, runners, water carriers, trainers etc, before or during the game.
- Enter the playing arena at any stage during the match.
- Be closer than 25 metres from the team's interchange bench during the game.
- Enter the change rooms before or during the game, including half time.

The club will cover costs incurred for coaches to obtain their Level 1 AFL Coaching Accreditation or reaccreditation.

All coaches are strongly encouraged to pursue continued coaching professional development. To explore what coaching professional development opportunities exist speak to one of our club's Coach Coordinators.

All Coaches and Assistant Coaches who are appointed by the Goodwood Saints Football Club – Juniors are required to have a Working with Children Checks prior to interacting with children. These are provided by the Department of Human Services (DHS). The Club has a screening officer, Cheryl Ross who can facilitate this process. Working with children checks are free for volunteers, volunteering at sporting clubs are required by State law. Please email Cheryl at screening@goodwoodsaints.com.au or complete this form to initiate the process. [WWCC Application](#)

As Coaches your support in assisting, encouraging, and monitoring your support staff to achieve either CoachAFL accreditation and most importantly police clearances is important and helps prevent the Club from being exposed during an audit or investigation.

Coach Meetings

The Club conducts a number of coaches meetings throughout the year. Coaches are expected to attend these meetings. The purpose of the meetings is to address issues relevant to coaching at the football club, share resources amongst the coaches and maintain a level of consistency amongst the coaches.

A Facebook Group has been developed with the aim of conducting much of the administration online rather than having dedicated meetings. Meetings will be called on as needs basis

The aim of the Goodwood Saints Football Club – Juniors is to provide a high level of professional development to Coaches and this will be through the provision of face-to-face training. We are aware that having meetings and providing this type of training can impact on your personal time. The aim is to minimise this thus the need to monitor and communicate on Facebook issues of concern is important.

Resource Library

The Club aims to develop a resource library that allows access for all coaches to various resources such as, training manuals, Skills & Drills, Books, DVDs, and training aids.



However, many skill guides, training activities and coaching tips can be found at:

<http://www.aflcommunityclub.com.au/index.php?id=6>

<https://coach.afl>

Policies

The Club has adopted all SANFL Junior policies, and these can be found on the club's website.

<https://goodwoodsaints.com.au/policies>

Please ensure you are familiar with the content of these documents.

Coach Selection and Evaluation

Coach Selection Policy

The Goodwood Saints Football Club – Juniors commits to providing the best possible coaching available to support and enact the coaching philosophy. The Junior Committee will be responsible for developing and communicating the procedures to select junior coaches. These procedures will reflect the Club philosophy and will follow the guidelines as defined in AFL/SANFL Coaching Manuals.

It is acknowledged that coaches will generally be parents of players playing within the team and that they will be volunteering their time, energy, and enthusiasm to perform this role.

In order to identify and develop coach's parents are encouraged to attend and where possible participate in the delivery of training sessions and at all times model and encourage behaviours that are consistent with the Club philosophy.

As a guide selected coaches will be encouraged to coach a minimum of two years and a maximum of four years. The aim of this is to enable coaches time to impart their style, knowledge, and skills and for the players to be provided with a consistent voice, ideas, and direction. At the end of that tenure, it allows other coaches the opportunity to impart their style, knowledge, and skills. It provides the players the opportunity to adapt to change and accept difference.

It will be expected and encouraged that the incumbent coach will encourage the participation of other parents and even provide opportunity and mentoring to other potential coaches.

The Goodwood Saints Football Club – Juniors is structured so that it provides a Junior (U8 – U11) Club Coaching Coordinator and an assistant and a Youth (U12 – U17.5) Club Coaching Coordinator and an assistant. This structure is flexible and will be reviewed each year by the Junior Committee. The job description of the Coaching Coordinator is attached to this handbook as an addendum.

The Coaching Coordinators report to the Junior Development Officer who will be a member of the Junior Football Committee.



The Club Coaching Coordinators play an important role in:

- Assisting the Club to appoint coaches
- Support and provide feedback to coaches throughout the year
- Facilitate club coach's meetings to provide an environment where coaches share ideas and learn from each other, discuss club coaching directions, and provide education opportunities
- Develop and support coaches' attendance at Training and Development sessions
- Ensure all coaches are accredited
- Assist the Club to develop a Club Coaching Handbook to help guide coach direction
- Assist the Club to develop a coaching philosophy

Procedure

At the end of each football season the Junior Committee will appoint a coaching selection committee that should contain the Junior Development Officer and the Club Coaching Coordinators.

Each grade coaching position will be declared vacant and expressions of interest for the vacant coaching position will be called for.

Very strong consideration will be given to the incumbent coach in relation to tenure as previously described.

All coaches will be provided the opportunity to present to the panel. This may provide the panel with a potential succession plan for coaches coming to the end of their tenure.

Essential Requirements

All coaches will be required to provide a current police clearance prior to any coaching contact with children.

All coaches must obtain their CoachAFL accreditation prior to commencing coaching. This is an online accreditation and can be accessed by conducting a search on CoachAFL. It requires an upfront payment which will be fully reimbursed by the Goodwood Saints Football Club upon the production of the online receipt.

All coaches must be prepared to attend a minimum of three club coaching meetings per annum.

Desired Requirements

Potential coaches will be required.

- To display an understanding of contemporary junior coaching techniques.
- Demonstrate an ability to communicate with children, parents, and committee
- Indicate a desire to undertake professional coaching development

The full coaching job description is as Appendix 2



Coach Evaluation - Annual and Half Yearly

All Coaches will be subject to evaluation throughout the season, as we will be looking for continual improvement. Evaluation guidelines can be seen below.

*Each coach will have their own guidelines and parameters set out in their individual PD sessions as instructed by the relevant Coaching Coordinator.

Coaches will be subject to evaluation on the goals and targets set out earlier in the year with the relevant Coaching Coordinator.

[Coaches Evaluation Form 2022](#)

Coaching Curriculum and Methodology

This section is aimed at providing guidelines and direction to coaches on what is required to be coached, at what ages and to what depth. This is to be read in conjunction with the Goodwood Saints Junior Football Club game plan that is relevant for your age group.

A contemporary focus on the delivery of this curriculum is expected. As coaches you are expected to have or work to acquire the technical expertise to be able to identify and correct technique. The use of drills to practice technique is encouraged.

The use of Game Based Training is favoured by the Club as a method of keeping players engaged, having them test and challenge their skills and allowing them to develop decision making skills.

Coaches should aim for players to “touch” a ball multiple times during a training session. The use of multiple balls and other facilitators to monitor and control drills and small games is recommended and expected.

Coaching Curriculum Under 8 – 12

| Under 8 – 12 | | |
|---------------------------------------|------------------------|--|
| Skill | Extension | Recommendation |
| KICKING Type of Kick | Drop punt both feet | In these age groups, players should be introduced to accuracy in their kicking, paying special attention to the teaching of the drop punt for passing and goalkicking. |
| | Torpedo preferred foot | Highlight the importance and relevance of the torpedo punt kick in the game. The coach should emphasise the value of this kick in gaining territory. |
| | Banana (check side) | Highlight the importance and relevance of the banana (check side) kick in the game and give time to experiment with this kick for goal. |
| | Quick kick/snap | Players should be given time to experiment with these improvised kicks for goal and to clear the ball from defence or a dangerous position. |
| KICKING Accuracy | Stationary target | Special attention needs to be given to the teaching of the drop punt for passing and goalkicking. |



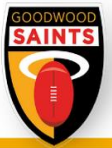
| Under 8 – 12 | | |
|--|-------------------------------|---|
| Skill | Extension | Recommendation |
| | To a lead | Kick to a point/area on the ground to allow player to run on to the ball. |
| | On the run | Acceleration and balance are critical in teaching players to kick accurately on the run. |
| | For goal set shot | Determine distance players can kick ball for success. Balance and a straight run-up are important ingredients to an accurate kick. |
| | For goal running shot | Determine distance players can kick ball for success. |
| | For goal snapshot | Players should be given time to experiment with these improvised kicks for goal. |
| HANDBALL Type of Handball | Rocket | Players in the age group should be introduced to the mechanics of handballing the ball from an open palm. |
| | Both hands | Players should be well established in the mechanics of the handball and should be able to fist the ball clear of the open hand. |
| HANDBALL Use | From ground | Players need to be made aware to give the ball off accurately with a handball at ground level or when going to ground. |
| | Hit/knock on | Use of hand/fist to keep the ball in motion or to knock it to the advantage of a teammate. |
| | Follow up | Drills that require players to follow their disposal should be introduced, especially after handballing to a teammate. Ability to get the ball back in a drill is good incentive for players to follow up and encourages them to help their teammate who may be under pressure. |
| MARKING Type of Mark/ Technique | Overhead – standing | Continue to observe players in this scenario to ensure that the correct techniques are used when players are attempting an overhead mark. |
| | Overhead/chest – pack mark | Players should be introduced to some token pressure when practising marking on the chest. This will enable them to avoid physical distractions when attempting a mark and assist them in using their body position for an advantage. |
| | Overhead – jumping, both legs | The coach should continue to encourage players to leap and extend their body to take overhead marks. |
| | Chest | Concentrate on developing players' abilities to gather a chest mark in low/diving positions. |
| | In front – hand mark | The difficulty of this skill cannot be understated. Players in this age group have a small hand size relative to ball size and their lack of accurate ball tracking ability means this skill should be introduced gradually and in a controlled environment |
| | Body use | The coach can use partnered or pack mark activities to teach players how to use their bodies to contest for marks. |
| PICKING UP THE BALL | Stationary ball | Develop these skills using the different scenarios. |
| | Ball approaching | |
| | Ball going away | |
| | Ball running across path | |



| Under 8 – 12 | | |
|---|----------------------------------|--|
| Skill | Extension | Recommendation |
| BOUNCING BALL | Touching on ground | The player should be placed under token pressure when doing this activity, either in a relay race, someone shadowing or as a requirement in a modified game. |
| BOUNCING BALL | Preferred/ non-preferred hand | Players should be placed under token pressure when doing this activity, either in a relay race, someone shadowing or as a requirement in a modified game. |
| TAP-OUT | Preferred/ non-preferred hand | Start development of skill to a stationary target. Emphasise the correct position of hand, palm, then fist. From stationary target, progress to moving tap-out and to moving target. |
| PLAY ON *depending on local rules | Selecting when* | Players need to be made aware of the importance of playing on when the opportunity arises and not stall the movement of the ball when they take a mark, receive a free kick etc. |
| CHANGING DIRECTION | Baulk/side-step/ dummy/spin | Emphasise correct techniques. Work through from walking to running. |
| | Fending | A player's ability to ward off or 'fend' a tackle can be advantageous in a game situation. The coach must allow the players time to work on this skill, especially if local leagues allow tackling at this age group. |
| | Blind turn | Although this skill is generally discouraged by most coaches, players should be given the opportunity to practise this skill and given licence to use it in special circumstances in the game. |
| RUNNING TO | Technique | Poor straight-line running technique with or without the ball reduces a player's efficiency to cover ground quickly and accelerate out of congested situations. |
| | Receive | Players need to be continually reminded that their chances of obtaining more possessions or being involved more in the game will come with their ability to run to receiving positions instead of standing around and spectating after the ball has left their immediate area. |
| | Back up | This skill is similar to following a possession to assist a teammate receiving the ball. This skill also introduces the players to cover their teammate when they are attempting to gather or receive the ball. |
| | Man up (accountability) | Players should be aware of their immediate opponent and understand the responsibility for their immediate opponent. Activities at training that reinforce this are important at this age group. The coach should allow players offensive flair and not overly stress the defensive side of their game at this age. |
| | Running into space | Continue to assist players in identifying where space is on the ground and how to create and exploit space created. |
| | Running into vision | Players have a far better chance of receiving a disposal from their teammate if their teammate can see them in their immediate line of vision. Coaches need to encourage players to run to where a teammate is looking before that teammate delivers the ball. |
| TACKLING *depending on local rules | *Side | Emphasise correct technique and safety in executing the skill. |
| | *Front-falling | Players should be introduced to tackling from in front, given the techniques whereby harm and fear is reduced. |



| Under 8 – 12 | | |
|---|------------------------------|---|
| Skill | Extension | Recommendation |
| SPOILING | Preferred side | Players need to understand the value of a spoil, especially when caught behind an opponent in aerial/marketing contests. Introduce the ability to track and punch the ball or spoil an attempt to mark the ball by an opponent within the laws of the game. |
| | Rear | As per above but having the player practise and attempt spoiling from behind their opponent. |
| SMOTHERING | Side | This skill needs to be introduced to players in a sequential and controlled manner so that young players can gain the confidence and expertise to execute a smother from the side in a game situation without hesitation. |
| SHEPHERDING | Arm use | The coach should assist players to develop effective protection for their teammates by introducing the 'brace position' and tensing the arms to shepherd opposition players fairly. |
| ON THE MARK *depending on local rules | Standing the mark | Educate players to effectively guard or stand the mark to discourage the opposition from playing on or gaining an advantage. Arms high and a sideways jumping motion can assist in this process. |
| BUMPING | Technique | The correct bumping technique needs to be introduced to players in these age groups. Use bump bags and other soft materials to begin with and discourage players from jumping off the ground. |
| | One-on-one tussle | Players should be encouraged to develop ways in which they can stand their ground and experiment using their own strength and maintaining balance. |
| CHASING | Chase | Understanding of when to chase in relation to game situations. |
| ROLLING | Forward – shoulder roll | The forward shoulder roll should be reinforced to this age group. |
| | Forward recover | The extension of the forward shoulder role is the ability to perform the shoulder role once sent off balance and then recovering to one's feet as quickly as possible to remain in the contest. |
| LANDING | Two feet | The two-foot landing or the 'motorbike' landing should be reinforced to this age group. |
| | One foot | Extend the players by reinforcing the two-foot landing and then the one-foot landing. |
| | Various positions and forces | Vary the direction players are put off balance to enable them to improve their ability to fall effectively and safely. |
| RECOVERY | Second and third efforts | Players need to be introduced to the concept of continuing to be involved in a contest beyond a single effort to tackle, mark, shepherd, chase etc. |
| | Maintaining ground | The coach can use partnered or pack mark activities to teach players how to use their bodies to maintain their ground to contest for marks and the loose ball. |
| | Keeping feet | Players at the younger age groups fall to ground too regularly and, if not countered, develop this habitually. |



| Under 8 – 12 | | |
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| Tactic | Component | Recommendation |
| DEFENCE | Backline play | Manning up, accountability and ‘matching up’ with an opponent should be introduced at this age but not to the detriment of encouraging players to win the football and using their skills. |
| | Attacking | Players introduced to the concept of assisting in a forward build-up from defence. |
| FORWARD | Forward-line play | Creating, running into, and finding space, leading and accountability for an opponent. |
| | Leading | Leading and the ability to get a ‘start’ on your immediate opponent should be introduced. |
| | Defending | Manning up on kick-outs and matching up on the immediate defender when the opposition has the ball will assist the defensive part of forward-line play. This practice should be tempered and the players’ abilities to win the football and dispose of it creatively should not be suppressed for the sake of being overly opponent-conscious. |
| MIDFIELD | Defending | Manning up and being accountable for your own ‘match up’ should be coached to players who play in midfield/on-ball roles. This practice should be tempered and the players’ abilities to win the football and dispose of it creatively should not be suppressed for the sake of being overly opponent-conscious. |
| POSITIONAL PLAY *rotate around as many zones as possible in early years | Zone specific | All players in this age group need to be aware and practise playing in the three zones of the ground (forward, midfield, back). |
| | Line specific | Players should start developing insights into the specific requirements to play in different ‘lines’ of the ground. |
| TEAMWORK | Sharing the ball | This pivotal concept in all team sports needs to be continually emphasised to this age group. |
| | Protecting teammate | See shepherding/bumping |
| | Constructive talk | Calling for the ball, deciding who should go for the ball, encouraging words and other forms of constructive communications are important to start introducing. Negative self-talk and negative comments should be negated as soon as they appear or prevented by setting team rules and basic “codes” of playing behaviour. |
| SET PLAYS | Centre square, boundary throw-ins, around-the-ground set-ups | Understand what areas should be covered – back, side and front – and where the ball is to be hit should be covered. |
| | Opposition kick-outs | Match up and man up should be the only opposition kick-out plans developed and practised at this age group. |



| Under 8 – 12 | | |
|--------------------------|-------------------------|---|
| Miscellaneous | Component | Recommendation |
| CONDITIONING | Aerobic – natural | Incorporated in training activities – drills, warm-up activities. |
| | Muscular – natural | Incorporated in training activities – drills, warm-up activities. |
| | Anaerobic – natural | Incorporated in training activities – drills, warm-up activities. |
| | Speed/agility – natural | Incorporated in training activities – drills, warm-up activities. |
| | Flexibility | Stretching program used at training and on match-days. |
| NUTRITION | Healthy choices | Advice on healthy eating is advisable at this age group. Also, identification of energy-rich foods and pre-game meals. |
| WELFARE | | Interests of the child – social, emotional, development. Coach to develop self-esteem and inherent success or sense of worth in all activities. |
| SOCIAL SKILLING | “How do others see me?” | More ‘we’ orientated rather than ‘me’ orientated. Feedback becomes vitally important to get a sense of how they are seen by others. Peer acceptance becoming more important. Sensitive to negative comparisons with other children. |
| INJURY MANAGEMENT | | Introduction to correct injury management techniques – RICER, warm up, cool down, stretching. |



Coaching Curriculum Under 13 – 15

| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| KICKING Type of Kick | Drop punt both feet | Players need to be aware of the mechanical actions of the kick, including leg-hip flexibility, leg swing, arm arch, pointed toe, stable support leg. |
| | Torpedo punt | Players should be able to demonstrate the grip and approach to kick a torpedo punt. |
| | Banana (check-side) | Players need to be aware of the grip and approach of the banana kick and its relevance in a game. |
| | Quick kick | The quick kick needs to be practised at game-paced situations and players need to understand the relevance of this kick. |
| | Off the ground | The coach must introduce the relevance of the kick off the ground, similar to the quick kick, and demonstrate kicking off the ground with pointed toe and using the side of the foot as in soccer. |
| | Angle kicking – ‘snap’ | Encourage players to experiment and have fun with different kicking angles. |
| KICKING Accuracy | To a lead | Players should understand how to correct their body position and weight their kick to a leading player. Players should also be aware of the ability to kick the ball to a leading player’s advantage or ‘space’ the ball. |
| | On the run | Players need to understand and practise preparing their body while running to kick to a target – being aware of body positioning, deceleration of stride and follow through with kicking leg. |
| | For goal – set-shot | Players should be able to develop a routine to enable them to comfortably kick at goal from a stationary set situation 20m out. |
| | For goal – running shot | Players need to understand and practise preparing their body while running to kick for goal – being aware of body positioning, deceleration of stride and follow through with kicking leg. |
| | For goal – snapshot | Encourage players to experiment and have fun with different kicking angles at goal once players have mastered the ability to guide the ball to their foot. |
| HANDBALL Type of handball | Rocket | The player should be able to correctly backspin the handball with the ability to be accurate over distance. |
| | Bounce (overspin) | The player needs to understand how to execute a bounce handball and its relevance in a game situation. |
| HANDBALL Use | Both hands | A player needs to be extended so that they can handball accurately to a teammate with both hands. |
| | Quick disposal | A player needs to understand the relevance of disposing the ball by hand quickly, irrespective of the form it shows in the air, under game situations. |
| | Front and centre handball | Introduce the concept of handballing the ball to a teammate within a 45-degree arc in front of the handballer. |



| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| | From ground | Players need to practise handballing the ball from low positions after trapping and collecting the ball. |
| | Hit/knock on | The concept of 'keeping the ball alive' by knocking it on or hitting it on should be introduced. |
| | Follow up | To promote running to support, players should be encouraged to follow up their handball to the target to 'assist.' |
| MARKING Type of Mark/ Technique | Overhead – standing | Players in this age group should have confidence and success in standing their ground and marking overhead with correct technique without any external pressure. |
| | Pack marking – overhead/chest | Players should be encouraged to contest for marks in pack situations to enable greater surety under external pressure. |
| | Overhead – leaping, both legs | Players should be encouraged to reach their highest point when taking overhead marks. |
| | Chest mark/diving | Increase the level of difficulty with external contesting or lowering the level the ball approaches. |
| | In front – hand mark | Players need to be encouraged to mark the ball with the correct hand marking technique. |
| | Body positioning | Players need to be able to brace their bodies to assume an advantageous position to mark. |
| | Landing/rolling | Players need to be shown how to land and/or roll effectively and safely after making an attempt. |
| PICKING UP THE BALL | Stationary ball | Players should, at this stage have the ability to collect a stationary or moving ball off the ground running at game speed. |
| | Ball approaching | |
| | Ball moving away | |
| | Ball running across path | |
| BOUNCING THE BALL | Touching the ground | Players should at this stage have the ability to touch the ball on the ground, running at game speed. |
| | Bouncing the ball – both hands | Players should at this stage have the ability to bounce the ball on the ground, running at game speed. |
| TAP-OUT | Both hands | Players at this stage should be encouraged to continue to palm and tap the ball at various angles with both hands. |
| | Leap | Special emphasis at this age group should be to allow the players an opportunity to co-ordinate their leaps. |
| PLAY ON | Selecting when | The coach needs to include drills and activities that challenge and present players opportunities to play on. |
| | Use of peripheral vision/scanning | Players need to be shown the art of scanning their head left and right when in possession of the ball to enable a greater field of vision. |
| LEADING | Timing your lead | Players at this age group should be introduced to the art of leading in the forward area against an opponent. |
| | Area to lead to | Players need to co-ordinate their lead to allow as much space as possible to lead into. |



| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| | Gaining an advantage before leading | Body positioning before the lead and wrong footing an opponent should be introduced to this age group. |
| CRUMBING | The crumbing funnel – front and centre | The concept of crumbing front and centre of a marking pack should be introduced at this age. Players need to learn the value of crumbing the ball in front of a marking pack. |
| CHANGING DIRECTION | Baulk/side-step/dummy | Players should be aware of the opportunity to wrong foot an opponent or get around an opponent. |
| | Spin | The spin should be reinforced to players at this stage. |
| | Fending | Players should be drilled in the abilities to avoid being tackled, including the fend from a would - be tackler, emphasising ball protection and correct technique. |
| | Blind turn | Players should be encouraged to develop more advanced evasive skills such as the blind turn. |
| RUNNING | Technique | Many running styles reduce a player's ability to efficiently move around the ground. |
| | To receive | Players should continue to be encouraged to run when they haven't got the ball to increase their chances of getting it. |
| | To back up/numbers at the ball | Players should continue to be encouraged to run when they haven't got the ball in order to increase their chances of getting it or assisting a teammate. |
| | Man up (accountability) | Players at this age need to be aware of their defensive responsibilities when their team is not in possession of the ball. |
| | Running into space | Players need to be aware of and discover spaces that are created in a game of football. |
| | Running into ball carrier's vision | The coach must make players aware of moving to the right field of vision when receiving or leading for the ball. |
| TACKLING | Front falling | Players should be introduced to the front falling tackle to enable the smallest to the biggest players to tackle in a game. |
| | Front drive | Players should be introduced to the front drive tackle taking into account their welfare and their readiness for this skill. |
| | Front (drop tackle) | To minimise the likelihood of injury or awarding a free kick to the opposition, this tackle should be encouraged. |
| | Rear (drop tackle) | |
| | Side (drop tackle) | |
| SPOILING | Preferred/ non-preferred side | Coaches need to reinforce the need to spoil in marking situations when a player's chances of marking the ball are minimal. |
| | Rear (overhead mark) | |
| | Side (chest mark) | |
| SMOTHERING | Side | The coach needs to reinforce the technique of spoiling the ball from the side. |
| | Front | This form of smother should be introduced to this age group. |



| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| SHEPHERDING | Technique | The coach needs to reinforce to players the need to support a teammate with the ball by legal and effective shepherding. |
| ON THE MARK | Standing the mark | This age group should understand the value of actively standing the mark to create confusion or a possible turnover. Aim to cover the most dangerous part of the ground. |
| BUMPING | Technique | Players should be fully aware of the ability to bump and absorb a bump. |
| | One-on-one tussle | Players need to be given activities against their peers to help demonstrate and discover ways to maintain their position. |
| ROLLING | Forward | Players should be able to demonstrate a forward roll without injury with and without the ball in their possession. |
| | Forward recover | Players at this age group need to be able to recover to their feet quickly after rolling to the ground. |
| | Backward | This advanced form of rolling needs to be introduced to players in this age group. |
| LANDING | Two feet | Players should be well versed with the simple 'motor-bike' landing on two feet. |
| | One foot | Players need to be set activities and drills which enable them to refine landing on one foot. |
| | Variety of positions and forces | Develop and conduct activities which will assist players to land on one and two feet. |
| RUCKWORK | Craft | Players should be taught the subtleties of ruckwork, including palming, and knocking on. |
| RECOVERY | Second and third efforts | The coach needs to develop a player's awareness to stay in a contest for the ball. |
| | Maintaining ground | Players need to be given activities against their peers to help demonstrate and discover ways to maintain their position. |
| | Keeping feet | Players should be encouraged to avoid 'going to ground.' |
| DEFENCE | Backline play | The essence of backline play needs to be reinforced at this age group with manning up, movement of the ball away from the corridor and spoiling from behind emphasised. |
| | Restricting space | Players who play in the backline must be made aware of playing their opponent on the side/area that precludes that player from running to goal. |
| | Attacking | Defenders should continually be encouraged to become playmakers and be part of a forward build-up and not just defensively oriented. |
| FORWARD | Forward-line play | Players should be encouraged to continue leading to the kicker and playing in front of their opponent. |
| | Creating space | Players need to be introduced to the ability to identify space to lead into that is created by player movements in the forward line and need to be encouraged to avoid congesting the most effective scoring area – the 'hot spot.' |

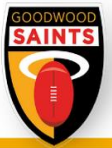


| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| | Leading | Continually practise leading drills and activities to reinforce timing and direction of leads in the forward area. |
| | Defending | Players at this age group need to be aware of their responsibilities as a defender when the opposition has the ball. Their ability to 'keep the ball in their area' needs to be reinforced. |
| | Forward-line set-ups | Basic forward line set-ups at centre bounces and dead-ball situations should be encouraged. |
| MIDFIELD | Defending | Manning up and being accountable for your own 'match up' should be coached to players who play in midfield/on-ball roles. This practice should be tempered and the players' abilities to win the football and dispose of it creatively should not be suppressed for the sake of being overly opponent-conscious. |
| POSITIONAL PLAY | Line specific | Players should be introduced to certain unique demands of their specific 'line' i.e., full-forward line, half-forward line, centreline, half-back line, full-back line, on-ballers. |
| | Position specific | Players should receive specific information and feedback on how to play their specific position and should be encouraged to play in as many positions as possible during their season to meet the demands of the modern game. |
| TEAMWORK | Sharing the ball | Players should be well aware of their responsibility as a member of a team to deliver the ball to teammates in a better position or for the team to maintain possession. |
| | Protecting teammate | Players should be well aware of their responsibility as a member of a team to protect their teammate who has the ball or is about to gather. |
| | Constructive talk | At this age group, the coach needs to introduce and drill effective communication between teammates. |
| | Cover | At under-15 level and beyond, when players have become aware and drilled in effective on ground talk, the coach should introduce 'cover' concepts to the team. 'Covering' assists players who are out of position to have their immediate opponent accounted for by another teammate. |
| SET PLAYS | Centre square set-ups | At this age group, the basic roles, and set-ups available to players playing in the centre square should be introduced. The coach should introduce the ruck, 'blocker,' 'sweeper' and rover roles and develop 'ruck area zoning' concepts with all players in the team. |
| | Boundary throw-ins | The rucks should be introduced to areas around the boundary throw-ins where they should attempt to knock or palm the ball depending on if the throw-in is in the forward area, backline area or midfield. |
| | Field ball-ups | The rucks should be introduced to areas around the field ball-ups where they should attempt to knock or palm the ball depending on if the ball-up is in the forward area, backline area or midfield. |
| | Opposition kick-outs | Players should be made aware of their roles in a 'zone' or when an opposing team forms a huddle on their kick-in. The importance of |



| Under 13 – 15 | | |
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| Skill | Extension | Recommendation |
| | | 'man-on-man' cover when the opposition kicks the ball in should also be practised. |
| | Own kick-outs | The coach should vary the roles players are given and also give most players the opportunity to be the 'designated kicker.' |
| TRANSITIONAL PLAY | Switch | Players need to be introduced to 'switching' the ball from one side of the ground to the other to increase the chances of a more fluent forward move. |
| | Running from back half | Encourage players to be involved in attacking moves when they are playing in backline positions. |

| Under 13 – 15 | | |
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| Miscellaneous | Component | Recommendation |
| CONDITIONING | Aerobic – natural | Incorporated in training activities – drills, warm-up activities. |
| | Muscular – natural | Incorporated in training activities – drills, warm-up activities. |
| | Anaerobic – natural | Incorporated in training activities – drills, warm-up activities. |
| | Speed/agility – natural | Incorporated in training activities – drills, warm-up activities |
| | Flexibility | Incorporated in training activities – drills, warm-up activities. Stretching program used at training and on match-days |
| NUTRITION | Healthy choices | Advice on healthy eating is advisable at this age group. |
| | Game-focused habit | Identification of energy-rich foods and pre-game meals. |
| RECOVERY/BODY MANAGEMENT | Techniques | Players at the level where the physicality of the game increases the incidence of injury should start to be introduced to responsible injury treatment and recovery practices. Strategies such as recovery stretching, hot/cold showers, optimal rest and sleep, correct recovery and pre-game diet should be introduced. |
| WELFARE | | Interests of the child – social, emotional, development. Coach to develop self-esteem and inherent success or sense of worth in all activities. |
| SOCIAL SKILLING | "How do others see me?" | More 'we' orientated rather than 'me' orientated. Feedback becomes vitally important to get a sense of how they are seen by others. Peer acceptance becoming more important. Sensitive to negative comparisons with other children. |
| INJURY MANAGEMENT | | Introduction to correct injury management techniques – RICER, warm up, cool down, stretching. |



Coaching Curriculum Under 16 – 18

| Under 16 – 18 | | |
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| Skill | Extension | Recommendation |
| KICKING Type of Kick | Drop punt both feet – to a lead | Use correct grip. Learn appropriateness of power of kick related to ball hang time. Learn where to aim body to leads at various distances. |
| | Drop punt both feet – on the run | Use correct grip. Learn to 'balance up' before disposal. Uses of leg follow through. Learn correct landing depending on whether a 'long-only' kick or a 'target' kick. |
| | Drop punt preferred foot – for goal – set shot | Use correct grip. Learn to set 'target' behind the goal. Prepare 'run-up' routine for player to be balanced at the point of kick. Use of 'man on the mark' to simulate game situation. |
| | Drop punt preferred foot – for goal – running shot | Use correct grip. Prepare player to be balanced at the point of kick. |
| | Snapshot kick both feet – for goal | Continue to experiment with holding the ball at different angles towards the goal. Practise kicking across the body at different angles. |
| | Torpedo – preferred foot | Use correct grip. Experience the fundamentals of this kick, individually and collectively. |
| | Banana (check side) preferred foot | Continue to experiment with holding the ball at different angles. Follow through. |
| | Quick kick both feet | Experiment with getting foot to ball quickly. Develop target/space kicking – use of peripheral vision. |
| KICKING Accuracy | Stationary target | Players should develop a routine that enables them to comfortably kick from a stationary set situation 20m or more with a player on the mark. |
| | To a lead | Players should understand how to correct their body position and weight their kick to a leading player. |
| | On the run | Players need to understand and practise preparing their body while running to kick to a target – being aware of body positioning, deceleration of stride and follow through with kicking leg. |
| | For goal – set shot | Players should develop a routine that enables them to comfortably kick at goal from a stationary set situation 20m or more with a player on the mark. |
| | For goal – running shot | Players need to understand and practise preparing their body while running to kick to a target – being aware of body positioning, deceleration of stride and follow through with kicking leg. |
| | For goal – snapshot | Encourage players to experiment and have fun with different kicking angles at goal once players have mastered the ability to guide the ball to their foot. |
| HANDBALL | Rocket – both hands | Continue with understanding the fundamentals. Vary distances. Simulate situations for use of this handball. |



| Under 16 – 18 | | |
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| Skill | Extension | Recommendation |
| Type of Handball | | |
| HANDBALL Use | Quick hands – both hands | 'Grab and hit.' Experience improving speed handball to front and either side (right to left/left to right). |
| | Front and centre – both hands | Concentrate on using handball within vision and body protection (i.e., up to about 45° from perpendicular each side) to front and either side. |
| | Off ground – both hands | Concentrate on ground ball handball. Emphasis on picking up ball with hands and handballing before straightening. |
| | Backwards – both hands | Develop concept of player moving away from goal, first option to handball to player running towards goal. |
| | Hit/knock-on – both hands | Develop knowledge when to hit stationary ball and/or moving ball. Practise hitting ball with either open hand or fist. |
| | Follow up | Develop concept of assisting teammate after handballing. |
| MARKING Type of Mark/ Technique | Overhead – both legs | Continue understanding the fundamentals of overhead marking. Concentrate on slightly bent arms (about 120°). |
| | Chest | Continue understanding the fundamentals of chest marking. Concentrate on the tuck of the body. |
| | Body use | Practise use of arms and/or use of body. |
| | Pack mark – overhead and chest | Using the fundamentals learnt, experience group situations. |
| | In front – hand mark | Continue understanding the fundamentals of marking with the hands. Concentrate on slightly bent arms (about 120°). |
| PICKING UP BALL | Stationary ball | Continue understanding the fundamentals of picking up the ball. |
| | Ball approaching | |
| | Ball going away | |
| | Ball running across path | |
| BOUNCING BALL | Preferred hand | Continue experiencing bouncing ball – walking, jogging, and running at different speeds. |
| | Touching on ground – both sides | Continue experiencing touching ball on ground – walking, jogging, and running at different speeds. |
| TAP-OUT | Both hands | Develop skills to hit to various positions. Use of a ruck bag. Use of thrown ball, bounced ball, kicked ball. |
| PLAY ON | Selecting when | Practise technique of playing on without or with opposition. Introduce game-type situations to gain further experience, including use of umpires. |
| | Use of peripheral vision – scanning | Extend experience of playing on by introducing other receiving players to develop decision-making. |
| LEADING | Timing | Develop the ability to time lead. |
| | Area to lead – finding space | Use of scanning ('periscope eyes'). Need to use/develop game-sense drills so player can gain experience in decision-making. |



| Under 16 – 18 | | |
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| Skill | Extension | Recommendation |
| | Gaining an advantage | Set up game-type situations where players will learn: (a) How to fend off opponents at the right time; (b) How to dummy lead; (c) how to bump opponents at the right time. |
| CRUMBING | Use of crumbing line – front and centre | Further develop the concept of running to the crumbing line. |
| CHANGING DIRECTION EVASIVE SKILLS | Sidestep | Continue to practise this skill following the basic fundamentals. |
| | Baulk/dummy | |
| | Spin | |
| | Blind turn | |
| | Fending | Make sure players understand that they must keep their hand nearest the opponent free at all times. |
| RUNNING | Technique | Continue specialised activities to develop speed, e.g., drills – high knees, bum kicks, lunges, skips. |
| | To receive | Game-sense drills that give players experience at when and where to run to receive. |
| | To back up | Game-sense drills that give players experience at running to support. |
| | To man up (accountability) | Game-sense drills that give players experience at changing from offensive mode to defensive mode. |
| | To chase | Game-sense drills that give players experience at ‘hard’ chasing an opponent. |
| | To cover | Game-sense drills that give players experience at making decisions whether to cover for a teammate or not. |
| | To carry ball | Game-sense drills that give players experience at carrying the ball while sprinting. |
| | Dummy lead – creating space | Game-sense drills that give players experience making a lead to open up space for a teammate to lead to. |
| | Running into space | Game-sense drills that give players experience at finding space to lead into. |
| | Running into vision | Game-sense drills that give players experience at running into the vision of the player with the ball and about to dispose. |
| TACKLING | Side | Continue understanding of the fundamentals. Use of tackling bags and opponent. |
| | Rear | |
| | Front falling | |
| | Front dive | Encourage players with strong and effective tackling tendencies to develop this type of tackle to retard forward movement of the ball. |
| SPOILING | Rear – preferred/ non-preferred | Continue understanding of the fundamentals. Emphasis on use of arm, where to spoil, whether to spoil ball, use of opposite leg to jump, positioning of body. |
| | Side | |
| SMOTHERING | Side | Continue understanding of the fundamentals. Emphasis on bent elbows, hand positioning, watching ball. |
| | Front | |



| Under 16 – 18 | | |
|--------------------|--------------------------------------|---|
| Skill | Extension | Recommendation |
| SHEPHERDING | Arm use | Continue to practise the changing of the line of opponent by use of the arm. |
| | Side push – ball carrier off balance | Continue to practise side pushing of opponent when about to dispose and can't reach or are near the boundary line. |
| ON THE MARK | Standing the mark | Continue to practise standing the mark. Emphasis on use of forward arms, being a moving mark. |
| | Slowing play | Set up game-sense drills that give players experience at covering an opponent from playing on or disposing quickly. |
| BUMPING | Technique | Continue understanding of the fundamentals. Use of bumping bag before opponent. |
| | One-on-one tussle | Continue understanding of the fundamentals. |
| CHASING | When to – as per running | Set up game-sense drills that give players experience at 'hard' chasing an opponent. |
| ROLLING | Forward | Continue understanding of fundamentals. Emphasis on correct technique. |
| | Forward recover | |
| | Shoulder | |
| | Backward | |
| LANDING | Two feet | Continue understanding of fundamentals. Correct technique, including feet shoulder width apart; hips, knees and ankles flexed; straight back. |
| | One foot | Continue understanding of fundamentals. Emphasis on correct technique and balance. |
| | Various positions/ forces | Introduce landing from various positions when player is disoriented in flight. |
| RUCKWORK | Craft | Set up game-sense drills that give players experience at using body to gain advantage over opponent. |
| RECOVERY | Second and third efforts | Set up game-sense drills that give players experience at maintaining effort until ball is obtained. |
| | Maintaining ground | Set up game-sense drills that give players experience at keeping ground. Emphasis on broad base of support, using strength of body appropriately. |
| | Keeping feet – non-contact | Set up game-sense drills that give players experience at keeping feet, especially when turning, dodging, or weaving. |
| | Keeping feet – contact | Set up game-sense drills that give players experience at keeping feet after contact. |



| Under 16 – 18 | | |
|------------------------|-----------------------|--|
| Tactic | Extension | Recommendation |
| DEFENCE | Backline play | The essence of backline play needs to be reinforced at this age group with manning up, movement of the ball away from the corridor and spoiling from behind emphasised. |
| | Restricting space | Players who play in the backline must be made aware of playing their opponent on the side/area that precludes that player from running to goal. |
| | Attacking | Defenders should continually be encouraged to become playmakers and be part of a forward build-up and not just defensively oriented. |
| FORWARD PLAY | Forward-line play | Players should be encouraged to continue leading to the kicker and playing in front of their opponent. |
| | Creating space | Players need to be introduced to the ability to identify space to lead into that is created by player movements in the forward line and need to be encouraged to avoid congestion. |
| | Leading | Continually practise leading drills and activities to reinforce timing and direction of leads in the forward area. |
| | Defending | Players at this age group need to be aware of their responsibilities as a defender when the opposition has the ball. |
| | Forward-line set-ups | Introducing players at this age with basic forward-line set-ups at centre bounces and dead-ball situations should be encouraged. |
| POSITIONAL PLAY | Line specific | Players should be introduced to certain unique demands of their specific 'line.' |
| | Position specific | Players should receive specific information and feedback on how to play their specific position. |
| TEAMWORK | Sharing the ball | Players should be well aware of their responsibility as a member of a team to deliver the ball to teammates in a better position or for the team to maintain possession. |
| | Protecting teammate | Players should be well aware of their responsibility as a member of a team to protect their teammate who has the ball or is about to gather it. |
| | Constructive talk | At this age group, the coach needs to introduce and drill effective communication between teammates. |
| | Cover | The coach should introduce 'cover' concepts to the team. 'Covering' assists players who are out of position to have their immediate opponent accounted for by another teammate. |
| SET PLAYS | Centre square set-ups | At this age group, the basic roles, and set-ups available to players playing in the centre square should be introduced. The coach should introduce the ruck, 'blocker,' 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team. |
| | Boundary throw-ins | At this age group, the basic roles, and set-ups available to players playing around a boundary throw-in should be introduced. The coach should introduce the ruck, 'blocker,' 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team. The rucks should be introduced to areas around the boundary throw-in where they should attempt to knock or palm the ball. |



| Under 16 – 18 | | |
|--------------------------|------------------------|---|
| Tactic | Extension | Recommendation |
| | Field ball-ups | At this age group, the basic roles, and set-ups available to players playing around a field ball-up should be introduced. The coach should introduce the ruck, 'blocker,' 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team. |
| | Opposition kick-outs | Players should be made aware of their roles in a 'zone' or when an opposing team forms a huddle on their kick-in. The importance of 'man-on-man' cover when the opposition kicks the ball in should also be practised. |
| | Own kick-outs | Set plays involving players with specific roles when the team is kicking in should be introduced and continually rehearsed using various players, not just a set few. The coach should vary the roles players are given and also give most players the opportunity to be the 'designated kicker.' |
| TRANSITIONAL PLAY | Switch | 'Switching' the ball from one side of the ground to the other to increase the chances of a more fluent forward move. |
| | Running from back half | The coach needs to continue encouraging players to be involved in attacking moves when they are playing in backline positions. |



| Under 16 – 18 | | |
|--|----------------------------|--|
| Miscellaneous | Component | Recommendation |
| <p>CONDITIONING</p> <p>It is recommended that coaches seek qualified advice from conditioning experts before recommending these activities to their players.</p> <p>Note: coaches should be encouraged to incorporate programmed conditioning into ball drills as much as possible.</p> | Aerobic – programmed | Conditioning programs related to developing greater aerobic (endurance) fitness need to be slowly introduced to this age group. |
| | Muscular – programmed | At under-16, players should be introduced to body weight exercises to develop joint stability and muscular strength. At under-17 and under-18, the physical endowment of the players will determine the extent to which weight training should be encouraged. |
| | Anaerobic – programmed | A player’s ability to contest for the ball at multiple efforts will be dependent on their anaerobic fitness. |
| | Speed/agility – programmed | Speed can be improved, especially the ability of a player to accelerate to their top speed. Special conditioning programs are available to improve this area of the game. |
| | Flexibility – programmed | Stretching programs used at training and on match-days. |
| | Balance | Specific programs to improve balance and body orientations can be introduced to players. |
| NUTRITION | | Identification of energy-rich foods and pre-game meals. Foods that assist in recovery should be introduced at this age group. |
| RECOVERY/BODY MANAGEMENT | Techniques | The ability to improve recovery from training and games should be introduced. Strategies such as recovery stretching, hot/cold showers, optimal rest and sleep, correct recovery and pre-game diet should all be introduced. The number of games players at this level are subjected to should be monitored and appropriate rest should be a priority. |
| WELFARE | | Coach to develop self-esteem and inherent success or sense of worth in all activities. Responsible drinking practices and social and performance-enhancing drugs should be addressed and a structure through which a player or parent can seek support from the club should be investigated. |
| SOCIAL SKILLING | “How do others see me?” | More ‘we’ orientated rather than ‘me’ orientated. Feedback becomes vitally important to get a sense of how players are seen by others. |
| INJURY MANAGEMENT | | Introduction to correct injury management techniques – RICER, warm up, cool down. Rehabilitation programs should be investigated via the club physiotherapist, head trainer or doctor. |



Event Management and Awards Procedures

Awards and Voting Procedure

The voting for youth trophy awards will follow a 5 – 4 – 3 – 2 – 1 system. With 5 being the best player.

There is a few reasons for why this system has been implemented. They are.

- Simplicity and consistency across the Youth grades
- It helps to reduce the sometimes-wide voting margins of other systems
- It assists in simplifying the counting process on award night
- Using two voting slips helps maximize the players in the team attaining votes

As coaches you either use one voting slip of 5 – 1 or two voting slips of 5 – 1.

If you use the two voting slips a player can only receive 1 set of votes i.e., the same player cannot be named on the two different voting slips. Under this system 10 players from the team are receiving votes for the match.

This is the preferred system as it allows the coaches to fully reward all players during the year. The votes can be allocated to players that have influenced the overall game positively as well as allowing votes to be allocated to players that achieved higher than their normal standard. See Club Awards for advice on allocating votes.

The one voting slip of 5 – 1 is allowed but as a coach you should be aware that this maybe become difficult to allocate votes to all players within your team during the year.

The votes will be sealed in an envelope provided to you by your Team Manager. Once the envelope is sealed it is to be returned to the Team Manager who will submit it to the Club with other match day paperwork. It is important that this is completed on match day.

Club Awards

The Goodwood Saints Football Club – Juniors awards four club trophies to each of the Youth grades per year.

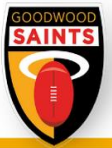
Those awards are:

- Best and fairest
- Runner up best and fairest
- Best Team player
- Coaches Award

Best and Fairest

This award is dedicated to the player who receives the most votes in the Club Voting.

There are three components to this award.



- Best** The player through their skill impacts the game to achieve a positive result for the team.
- Fairest** Played within the rules, displayed respect for the umpires, opposition, teammates, club, and coaching staff.
- Achievement** The player achieved beyond the capabilities that they have previously displayed.

Runner up best and fairest

This award is presented to the player who receives the second most votes in the Club Voting. The same criteria apply as for the Best and Fairest.

Best Team Player

This award is decided upon by the coaching panel and is not solely based on Club Voting.

Coaches when deciding who is to receive this award need to consider the following concepts.

Consideration for the Best Team Player can occur in a variety of circumstances but primarily it will be the players impact on match day and at training. However, consider how they manage themselves off the field in relation to the Goodwood Saints Football Club. For example, on social media and at club events.

This award goes to the player who puts the success of the team before their own individual success. So, during the actual game it maybe the player that is prepared to sacrifice their game for the betterment of the team. The classic player of this type is the “tagger.” Obviously “tagging” is not condoned in the Goodwood Saints Junior Football Club but the concept is used to illustrate the point.

Players who meet the criteria for this award are the players that are prepared to smother the kick, back into the pack, chase hard to pressure the ball carrier, persist when they are being beaten, tackle, spoil and run hard to work to dangerous positions (attack or defence).

Team players have a good understanding of the coaching concepts that have been taught them and work to implement them on the field.

The Best Team players are players that impact positively on the culture of the Club and the team. They are positive, resilient, courageous, supportive, cooperative, listen, actively participate in activities, display flexibility, and treat others in a respectful and supportive manner.

Coaches Award

This award is decided by the coaching panel and is not solely based on Club Voting.

Coaches when deciding on who is to receive this award need to consider the following concepts.

For a player to be considered for the Coaches Award the player must have “bought” into the coaching ethos, philosophy, and teaching of the coach. These are the players that are prepared to listen hard to the coach and try and implement the tactics and techniques that they have been taught.



The Coaches Award can be provided to the player who is first to training, the player who practices hard to improve their skills, who listens to and implements the coach's tactics or who assists the coach by behaving positively at training.

Examples of the type of player who may receive this Award is the player who has improved the most because of their ability to relate to the coach and implement the techniques advocated by the coach.

It maybe the tall player who has rucked for the majority of their career and has learnt over the year to play a key position role with the advice and support of the coach.

It maybe the mid fielder who was deficient defensively but has worked with the coach to improve that aspect of their game.

It maybe the player that tries their best at training and during the game. Is always prepared, assists the coach in setting up and packing up, is first to training and game day, supports the team and the Club.

Event Calendar

The Goodwood Saints Football Club – Juniors has four main events during the year. They are:

- Juniors/Youths Expression of Interest (Administration Event)
- Jumper Presentation (Social Event)
- Youths Best and Fairest count (Social Event)
- Trophy and Medallion Presentation (Social Event)

Other events are held throughout the year, and these include the Club Encouragement Awards. (Social Event)

All events will be advertised on social media and families with email accounts registered with the Club/ relevant Team Managers will receive email notifications.

It is expected that all Coaches, where possible, will attend these events. Coaches are to encourage players and their families to attend the social events. The Club sees these events as extremely important in:

- Encouraging families to “feel a sense of belonging” to the Club
- Development of social networks within the Team and the Club
- Social interaction between the coaches, players, and their families
- Players to “feel a sense of belonging” to the Club
- Players and families developing an understanding of the history and culture of the Club

For the above reasons it is especially important that these events are held (where possible) at the Club. This allows for players and families to identify with the Club, look at the honour boards, familiarise themselves with the photographs, trophies, flags, and Club legends presented at the Club.

Regularly, club legends and stalwarts are present in the Club. Coaches should get to know these people and their history and introduce them to the players and families. This assists in developing the social atmosphere and culture of the Club.



Juniors/Youths Expression of Interest

This event is generally held in early to mid-February of the season prior to final list lodgement. It is an administrative event where prospective players to the Club attend to register their interest. It is expected that a Coach or an Assistant Coach is present so as to meet any new players. Coaches will be able to provide these player/s with an indication of where the playing list sits and possible position availability. No guarantees are to be made to individual players. Coaches are directly involved in Expression of Interest players and work with the Junior Football Director and Junior Registrar to finalise transition/registration to the Club.

Jumper Presentation

This event is held just prior to the commencement of the season. Due to the size of the event individual teams and their involvement in the event is staggered through the day and/or afternoon. The Junior Sub Committee arranges entertainment, food, and guest speakers/presenters.

Coaches are required to introduce their players for the season, and they are presented with their jumpers.

Youths Best and Fairest count

This event is for U12 teams and up and is held as near as possible to the conclusion of the season. Due to the size of the clubrooms and number of teams this event is staggered over a number of evenings. It is generally held on a Friday night. Food is organized by the Junior Sub Committee. For this event to run successfully it requires the commitment of the Coaches to strictly adhere to the voting procedures as previously discussed in this manual.

Trophy and Medallion Presentation

This event represents the conclusion of the season for the players and their families. It is a celebration of the year's achievements. In the juniors all players will receive a medallion. For the youths players will receive their awards and all players will receive a medallion.

These are tightly scheduled events and strict time limits apply. It is very important that Coaches prepare and restrict their comments that they make on the season and players, so as to meet their allotted time limits.

Club Encouragement Awards

These are held 2 – 4 times throughout the season and will be advertised as above by the Junior Sub Committee. The events are generally held on Friday nights at the Club. The Encouragement Awards are designed for all players within the team to receive an award and for the Coach to have the opportunity to speak positively about the player in front of the other players and their families. They are not to be used as a reflection of the Best and Fairest voting.

Again, it is important that these events are held at the Club for the above stated reasons. At times there is a temptation to conduct these awards after training or after a match. This is to be resisted and only be used as a last resort.



It is acknowledged that as the players progress in age the Club Encouragement Awards lose some gloss and attendance drops. This is generally due to players other commitments away from football. Coaches of these “senior” grades are to communicate with Junior Sub Committee if issues such as this arise. However, they are to continue to encourage attendance at these events where possible.

Management of Reported Players

Any player who has been reported during an officially conducted fixture by an officiating umpire or Club Representative will be afforded natural justice and fairness and most importantly, they will receive the support of the Club through the provision of the necessary personal and professional support to manage their current and future wellbeing.

The relevant Coach and/or Team Manager will personally provide their support and appropriate empathy for the player involved and his/her family members, parents, guardians and/or carers.

Any communication with any Official of the League or any other Club Official or Representative will first be approved by the Club President or his/her nominee.

Under no circumstances will any player, Club Official or Representative speak with the media about any matter involving the Goodwood Saints Football Club – Juniors without the prior approval of the Junior Football Director.

The Club also reserves the right to take further action as it deems fit after conducting an investigation. These actions could include but are not limited to:

- Suspension
- Education
- Counselling
- Community Service



Appendices

Appendix 1

JUNIOR COACH ROLE DESCRIPTION

OBJECTIVE

To provide the highest standard of coaching and development to the players of the appointed grade of competition.

RESPONSIBILITIES

- Coach in accordance with the AFL Next Generation Australian Football Match Policy for the conduct of the game for players 5-18 years of age.
- Promote the importance of club members adhering to the AFL Kids First Policy.
- Apply the code of conduct for coaching staff and players that supports the objectives of the Club on and off the field.
- Contact all current players as soon as practicable after the completion of the previous season to outline plans for the coming season.
- Develop and establish an appropriate pre-season training program.
- Provide recommendations to the Football Executive on the recruitment of appropriate football support staff.
- Instruct the players placed under their care generally and to see that all players conduct sufficient training.
- Consult with other junior grade coaches to establish a consistent coaching policy throughout the Club.
- Assist with junior development outside the Club where possible or appropriate.
- Provide game day coaching expertise.
- Attend Club functions as agreed to
- Provide regular reports as required throughout the season.

RELATIONSHIPS

Reports to the Club Executive

ACCOUNTABILITY

Accountable to the Club Executive



Appendix 2

COACH COORDINATOR ROLE DESCRIPTION

OBJECTIVE

To coordinate, educate and evaluate all coaches at training and on match days.

RESPONSIBILITIES

Assist with the development of all coaches.

Oversee training drills and skills.

Check coach's accreditation.

Offer assistance for training skills and drills.

Arrange BBQ's, education nights etc for coaches and team ages groups as required.

Recommend new equipment where required.

Assist advocates.

Liaise with all coaches, providing regular feedback on training and match days.

RELATIONSHIPS

Reports to Football Manager or designated person on club committee

ACCOUNTABILITY

Accountable to the Football Manager or designated person on club committee



Document History

| Date | Amended by | Actions |
|-----------|--------------------|--|
| 26/6/2017 | Kym Laube | Inserted 2.3 Coaching Dispute Resolution. Inserted point 15 into 2.2 Parents/Spectators Code of Conduct |
| 3/11/2017 | Kym Laube | Amended 1.1 Coaching Philosophy, 2.1 Coaches Code of Conduct and 2.2 Parents/Spectators code of Conduct Inserted 8.2 Awards and Voting Procedures |
| 4/12/2018 | Kym Laube | Removed 2.1 Coaches Code of Conduct. Acknowledged and signed by coaches as part of the CoachAFL accreditation process which is undertaken annually. |
| 4/12/2018 | Kym Laube | Removed 2.2 Parents/Spectators Code of Conduct. This is to be placed into the Parents Handbook. |
| 4/12/2018 | Kym Laube | Inserted 6.1 Coach Selection Policy |
| 4/12/2018 | Kym Laube | Inserted 7. Coaching Curriculum and Methodology |
| 4/12/2018 | Kym Laube | Deleted 4.1 GSFC Game Plan for all Junior and Youth Teams. Separate document to be created and delivered to the coaches. |
| 4/12/2018 | Kym Laube | Deleted 4.2 U15's Game Plan. Part of the Game Plan document to be created for coaches. |
| 4/12/2018 | Kym Laube | Deleted 9. Club Policies. These should be in separate documents. Duplication occurring by having them in this document. |
| 4/12/2018 | Kym Laube | Deleted 7.6 Treatment of Injured Players document. Outdated references. Separate document to be created with up-to-date references. |
| 4/12/2018 | Kym Laube | Deleted 9.4 Parental Involvement Policy. This is to be placed into the Parents Handbook |
| 4/12/2018 | Kym Laube | Deleted 7.8 Social Media Policy. This should be a Club policy and reviewed and approved by appropriate committees. |
| 4/12/2018 | Kym Laube | Deleted 7.9 Bullying and Harassment Policy. This should be a Club policy and reviewed and approved by appropriate committees. |
| 4/12/2018 | Kym Laube | Deleted 10 A Philosophical Approach to Kids and Sport. Separate document created to be forwarded to coaches and parents. |
| 8/2/2019 | Kym Laube | Added/updated Training in Coaching Requirements to reflect Junior Club requirements of Coaches. |
| 14/2/2019 | Kym Laube | Updated management of Reported Players to add further Club actions |
| 14/2/2019 | Kym Laube | Updated Event Calendar to clearly define coach requirements and expectations. |
| 14/2/2019 | Kym Laube | Updated Table of Contents that resulted in numerous sections changing reference numbers. |
| 14/2/2019 | Kym Laube | Moved Match Day Procedure to 5.2 under Coaching Requirements |
| 8/3/2022 | Christine Newberry | Formatting – inserted SANFL polices Coach accreditation and Player management |