



BEGINNER COACH RESOURCE



Coaches play a vital role in the growth and development of netball and its players.

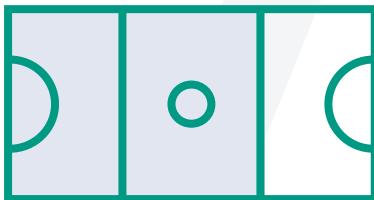
Whether you're a parent volunteering, this is your first part-time job or you're coach of the Melbourne Vixens, you are helping build on a lifelong love of netball.

COURT POSITIONS



GS - GOAL SHOOTER

The main role of the Goal Shooter is to work with the Goal Attack to create scoring opportunities and shoot goals. Goal Shooter is only allowed to play in the attacking goal third, including the goal circle.



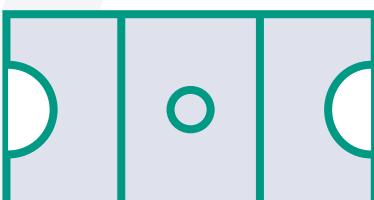
GA - GOAL ATTACK

The role of the Goal Attack is to work with the Goal Shooter to score, feed and shoot goals. Goal Attack supports attacking play through the centre third. Goal Attack is allowed in the centre and attacking thirds, including the goal circle.



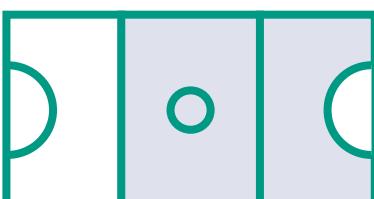
WA - WING ATTACK

The role of the Wing Attack is to receive centre passes, and feed into the Goal Attack and Goal Shooter by creating play into the goal circle. Wing Attack is allowed in the centre and attacking thirds, but not the goal circle.



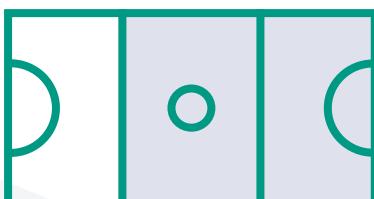
C - CENTRE

The role of the Centre is to link defence and attack, controlling play through the court. Centre is responsible for delivering centre passes and supports attacking and defensive transitions. Centre is allowed in all thirds but not in either goal circle.



WD - WING DEFENCE

The role of the Wing Defence is to defend the Wing Attack and stop play into the goal circle. Wing Defence supports defensive transition into attack, by moving the ball through the centre third. Wing Defence is allowed in the centre and defensive thirds, but not the goal circle.



GD - GOAL DEFENCE

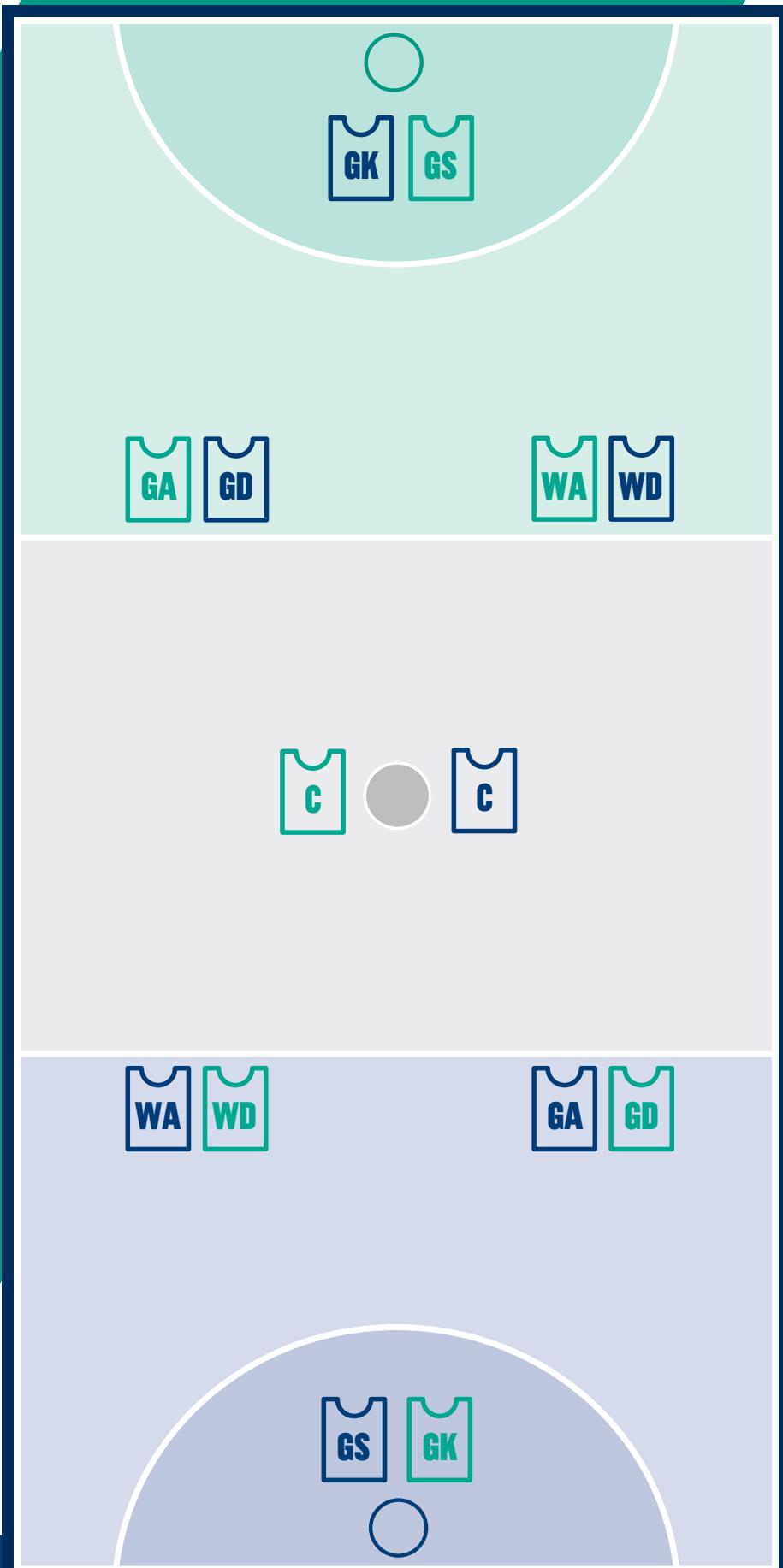
The role of the Goal Defence is to defend the Goal Attack, prevent goals being scored, and rebound missed shots. Goal Defence also helps transition the ball from defence to attack and is allowed in the centre and defensive thirds, including the goal circle.



GK - GOAL KEEPER

The role of the Goal Keeper is to defend the Goal Shooter, prevent goals being scored, and rebound missed shots. The Goal Keeper should take throw-ins in the goal third and is only allowed within the defensive goal third including the goal circle.

COURT POSITIONS

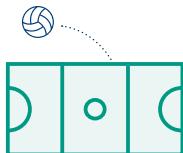


RULES OF THE GAME



POSSESSION

When a player holds the ball with one or both hands, or has one or both hands on the ball while it is on the ground; they have possession of the ball.



OUT OF COURT

The ball is out of court if it touches the ground, a player, or an object outside the white line. A throw-in is awarded to the team who did not touch the ball last on court.



CONTACT

Players may not interfere with the opponent's play (accidentally or deliberately) through pushing, tripping, grabbing, holding or leaning. A player cannot hit or place their hands on the ball when in another player's possession.



OFFSIDE

When a player enters an area of the court where they are not allowed (see playing areas in the diagrams above), the player can be called for offside with or without the ball in their possession.



OBSTRUCTION

When defending, a player must be 0.9m (three feet) away from the player with the ball. This distance is measured from the grounded foot of the player with the ball, to the closest foot of the defender.



FOOTWORK

When a player catches the ball, the first foot to land is the 'grounded foot'. This foot must stay on the ground, though the player may pivot on it. If the grounded foot is lifted, the ball must be released before it returns to the ground.



RULES OF THE GAME



HELD BALL

A player has three seconds to release the ball after taking possession.



SHORT PASS

A pass must leave enough space for an opponent to attempt to deflect or intercept. If it's too close between the thrower and catcher, it is a short pass.



OVER A THIRD

The ball must be touched in each third of the court. If it 'skips' a third, this is over a third.



INCORRECT PLAY

The ball cannot be kicked, punched, rolled, or thrown when a player is laying, sitting or kneeling on the ground. Players cannot use the goalpost as a support to gain or retain possession of the ball.



SCORING A GOAL

Only Goal Attack or Goal Shooter can score goals, inside the goal circle. If the ball goes through the ring when thrown by another player, it does not count and play continues.



REPOSSESSION

After having possession and releasing the ball, a player may not touch the ball again before it touches another player or it rebounds from the goalpost.



TERMINOLOGY

CENTRE PASS

Play starts with a centre pass at the start of each quarter and after every goal is scored, alternating between teams. Only the Centre from each team can be in the centre third until the whistle is blown to indicate beginning of play.



MINOR INFRINGEMENT

These occur when a player breaks a rule, when no opposition player is involved. This includes footwork, repossession, replayed ball, held ball and offside.

MAJOR INFRINGEMENT

Major infringements involve a player from both teams. These occur when contact or obstruction rules are broken. The infringing player must stand out of play and the ball is awarded to the non-infringing team.

FREE PASS

A free pass is awarded for any minor infringement that occurs. The ball is awarded to the team that hasn't infringed, where the infringement occurred. No one is out of play. If in the goal circle, there cannot be an attempt at goal.

PENALTY PASS

A penalty pass is awarded for major infringements like contact or obstruction. The player that caused the penalty must stand out of play beside the thrower and remain inactive (including moving and talking to teammates) until the ball is released, then may re-join play.

WHEN THE WHISTLE BLOWS, THE UMPIRE WILL:

- » State the infringement that occurred (with hand signal) and which player/position infringed
- » Indicate the sanction/action (free pass or penalty pass) and indicate where the sanction/action is to be taken and by which team

KNOWING WHICH PLAYER SHOULD TAKE THE PASS

- » This helps speed up the game and allows other players to get into position to receive the next pass down the court
- » In the attacking goal circle: GS or GA (can shoot for goal on penalty pass only)
- » In the attacking third, outside the circle: C or WA - look to pass in to the goal circle
- » In the centre third: WD or GD - look to pass down the court in to the attacking goal third
- » In the defending goal third: GK - GD and WD should move down the court to transition the ball to attack

TERMINOLOGY

CUE WORDS

- » Used to remind players of the things you have been practising at training and to use these strategies during the game. They should be short, specific triggers to focus attention, initiate movement, or remind of key actions or techniques
- » Make them specific to a clear action or goal
- » Practice – Use them consistently
- » Tailor to individual needs – What works for one player might not suit another

DRIVE

When a player increases the speed of their lead/movement to sprint in to the space they want to receive the ball.

Coaching cue words: Fast, push, sprint

HANDS OVER PRESSURE

Defending players should have big, wide arms and hands to deflect or intercept the ball.

Coaching cue words: Hands/arms up, big hands, distance

TIMING

Players leading to receive a pass should time their movement, so that the player with the ball can pass quickly and effectively. If the movement is too early, they can run out of space to lead in to, or their defending opponent can catch up to them. Movement too late can result in held ball.

Coaching cue words: Wait, hold, go, too early

TRANSITION

When possession changes, players must transition quickly between attack and defence. Communication is key to ensure the team adjusts together. This means switching into 'attack mode' with leads and drives to move the ball down the court. In defence, it means shifting to 'defence mode' with hands over pressure or shadow defence/marking.

Coaching cue words: Switch up, recover, steady

LEAD

Moving around the court to lose an opponent and attempt to receive a pass. Leads can be in any direction, coaches should encourage players to lead towards the ball to gain possession.

Coaching cue words: Move, run, go

RE-OFFER

If a player leads to receive the ball, but does not receive the pass, they should re-offer by performing another lead in a different direction into space away from where their teammates are occupying, to be an option for the pass.

Coaching cue words: Go again, re-offer, clear out

SHADOW DEFENCE

One-on-one defence and shadowing the movement of the attacker prevents them from receiving the ball. The defending player should stand in front of the attacker or on an angle with their head up to see the attacking player and the ball, also be referred to as marking a player.

Coaching cue words: On your player, eyes up, see ball see player, where is your player?

CROWDING

When multiple players lead in the same direction area of the court, this is called crowding. Coaches should encourage their players to look to where their teammates are moving to, or already are, and find another space on the court to lead in to. It can also help to teach junior players 'channels' and court balance to ensure that all areas of the court are used.

Coaching cue words: Spread out, find space, clear out

CHILD SAFE PRACTICES



WORKING WITH CHILDREN CHECK

It is a requirement from Netball Victoria that all accredited and beginner coaches must hold a valid Working With Children Check, Victorian Institute of Teaching registration or Victoria Police badge.



PROFESSIONAL BOUNDARIES

Coaches must not engage in activities or seek contact with young people outside of usual netball programs, events or activities. Coaches must keep things strictly netball, focusing on learning and development, with no favouritism, gifts or favours.



USE OF LANGUAGE AND TONE OF VOICE

Coaches should always use language that provides clear direction, boosts their players' confidence, encourages and affirms children. It must never be discriminatory, derogatory, intended to threaten, or profane.



POSITIVE GUIDANCE (DISCIPLINE)

Expected standard of children's behaviour should be made clear. Coaches need to use appropriate techniques and behaviour management strategies that uphold a positive environment. Setting clear rules and expectations for everyone's behaviour will assist with the management of players who misbehave. Never physically restrain a child or respond to poor behaviour from a child with poor or aggressive language.



SUPERVISION (INCLUDING DROP OFF AND PICK UP OF CHILDREN AND CHANGEROOM ARRANGEMENTS)

Children must always be actively and constantly supervised by their parents or guardian. Children should not be left unattended before or after training or matches, or alone with a coach. Children should be supervised when using changerooms/bathrooms, whilst ensuring their right to privacy – ask a parent to accompany children.



USE OF ELECTRONIC OR ONLINE COMMUNICATION

Use a two-deep method of communication to include a parent/guardian with texting, emailing or using other communication apps. Messages should only relate to netball activity.

CHILD SAFE PRACTICES



PHOTOGRAPHS OF CHILDREN

Children are only to be photographed or videoed with parent/guardian permission and child's consent, and only within the context of netball. Photos and videos should only be captured with explicit approval from both your team and the opposition if on game day.



PHYSICAL CONTACT WITH CHILDREN

Any physical contact must be appropriate to the delivery of netball, such as first aid or when appropriately correcting technique. No contact should be initiated if it is against a young person's wishes. Coaches should try to use verbal cues and directions rather than touch.



OVERNIGHT STAYS AND SLEEPING ARRANGEMENTS

Overnight stays must be authorised by the leadership of the club/association/league and a parent/guardian of the child. It is the child's right to contact their parent/guardian and others if they feel unsafe, uncomfortable, or distressed during the stay.

Overnight stays when attending netball events such as tournaments are a great way for a team to bond and have fun. During these stays, coach behaviours and practices should be the same as any other interactions with children, including supervision at all times while providing privacy, and sleeping arrangements must not compromise a child's safety – children should not share beds, or sleep in the same bed as an adult. Children must be permitted to contact their parent/guardian at any time.



TRANSPORTING CHILDREN

Young people should only be transported by you or others with authorisation from a senior netball person and/or from a parent/guardian. Coaches should only transport children when directly related to the delivery of netball with parent/guardian permission.



USE OF, POSSESSION OR SUPPLY OF ALCOHOL OR DRUGS AND SEXUAL MISCONDUCT

Overnight stays must be authorised by the leadership of the club/association/league and a parent/guardian of the child. It is the child's right to contact their parent/guardian and others if they feel unsafe, uncomfortable, or distressed during the stay. While on duty or carrying out your roles, no person should use, possess or be under the influence of an illegal drug or alcohol. Supplying alcohol or drugs (including tobacco) is strictly prohibited. Under no circumstances is any form of 'sexual behaviour' to occur between, with, or in the presence of children or young people in a netball environment.

Coaches should never be under the influence of drugs and/or alcohol in the presence of children, or supply substances to children. This can include medicines without the consent of a parent/guardian.

Sexual misconduct can be both contact behaviour and non-contact behaviour, including flirting, inappropriate communication or photography and adult innuendo.

RUNNING A TRAINING SESSION

Running an effective training session is vital for player enjoyment and skill development.

Training sessions should be structured with fundamental skill development activities, as well as minor games or modified match play.

For more info visit: [Australian Sports Commission Community Coach Essential Skills -What you coach](#)

WARM UP

5-10 MINS

Warm up should include an aerobic component, as well as dynamic stretching and activation of muscle groups. Coaches should follow the KNEE program - a warm up program designed specifically for netball to reduce the risk of injury. The Junior KNEE program is suitable for players up to 14 years of age.

SKILLS AND DRILLS

20 MINS

The main areas of skill development fall in to the following categories:

- Movement
- Footwork
- Ball handling - catching and throwing
- Defending
- Attacking

It is important to understand the skill you are trying to teach, not just running drills during training.

MATCH PLAY

20 MINS

Match play provides the opportunity to apply learned skills int a game or match situation.

Match play or modified games allows children to become thinking players - applying the skills they have learned at training, as well as becoming adaptable when things don't always go to plan on the court. It can increase quick thinking and effective decision making, whilst being fun and challenging.

COOL DOWN

5-10 MINS

A cool down is important to relax the muscles (and the brains) of children at the end of a training session. Gentle activities such as a slow jog and stretching reduce the risk of injury as well as providing the coach the opportunity to review and reflect on the session with the players.

SESSION PLAN TEMPLATE

TRAINING SESSION		
DATE	ATTENDANCE	EQUIPMENT NEEDED
SESSION FOCUS AREA		
WARM UP ACTIVITIES (5-10 MINS)		
DRILLS AND ACTIVITIES	CHANGE IT MODEL/SKILL PROGRESSION	
ACTIVITY 1 (10-15 MINS)	UP:	DOWN:
ACTIVITY 2 (10-15 MINS)	UP:	DOWN:
MODIFIED GAME/MATCH PLAY (20 MINS)	UP:	DOWN:
COOL DOWN (5-10 MINS)		
KEY TAKE AWAYS/FEEDBACK		

KEY SKILLS FOR RUNNING AN EFFECTIVE TRAINING SESSION



EFFECTIVE COMMUNICATION

It is important that communication and instructions are clear and simple. Use age-appropriate language, break down skills in to manageable steps and use visual cues to clearly demonstrate what you are communicating.

Coaches should always use positive reinforcement and encourage language. They should focus on what players are doing well before providing correction. Praising effort, not just results, can help to boost player confidence and perseverance.

Encouraging players to ask questions can also improve their understanding, ensure active listening, and increase engagement.

[Australian Sports Commission Community Coach Essential Skills – How you connect](#)



INCLUSIVE COACHING

Being inclusive means adapting and modifying coaching practices and activities to ensure that every participant is included, regardless of age, gender, ability level, disability and ethnic background.

Coaches are strongly encouraged to adopt the Netball Victoria Equal Playing Time & Position Rotation guidelines to establish an inclusive, supportive and accessible environment within your club.

[Australian Sports Commission Community Coach Essential Skills – How you deliver](#)



DEMONSTRATING A SKILL

Demonstrating a skill is vital for player comprehension and understanding. When demonstrating, be aware of the following:

- » Make sure all players can see you and what you are showing them and hear you clearly.
- » Show the players what the skill looks like in full, and at real speed, allows them to see how to execute correctly. When demonstrating a skill, use players that can execute the skill correctly to show others.
- » Consider how the skill needs to be broken up in to manageable parts for players to understand. Focus on two or three main points at a time - highlighting the starting point and follow through with clear explanations of each.
- » Allow players the opportunity to practice.
- » Use coaching cues to provide effective feedback on the skill. Use simple key words and phrases to help players remember to execute correctly. Reinforce the clear instructions you provided so that any errors can be corrected. Ensure feedback is constructive and specific.

[Netball Australia The Fundamentals – A Coaches’ Guide](#)

'CHANGE IT' MODEL

The acronym 'CHANGE IT' is a tool that can be used by coaches to help modify an activity to best suit the needs of their players. Coaches are encouraged to CHANGE IT UP to make things more challenging, or CHANGE IT DOWN to better suit the needs of the players depending on abilities or skill level.



C

Coaching style: vary how you coach – use questions, demonstrations, change how you communicate to consider simple or complex explanations, visual, auditory or kinesthetic cues

H

How you score: change the rules or goals to make it harder/easier to score.

A

Area: adjust the size of the space used for an activity.

N

Numbers: increase or decrease group size/number of players to impact intensity and involvement. Consider changing the number of attackers vs number of defenders to adjust difficulty.

G

Game rules: modify the rules to suit skill level.

E

Equipment: vary the type and size of equipment used.

I

Inclusion: ensure all players are involved, adapting for ability or confidence. Encourage players to be involved in decision making on how the activity could be run.

T

Time: change the duration of the activity to suit energy levels and focus, or increased necessity for intensity.

KEY SKILLS

Attend a Netball Victoria [Coaches in the Field – Intro to Coaching](#) workshop to start your coaching journey.

9 & UNDER / 11 & UNDER	13 & UNDER
Coaches of teams in this age group are strongly encouraged to hold a minimum Foundation Coach accreditation	Coaches of teams in this age group are strongly encouraged to hold a minimum Development Coach accreditation
FOOTWORK AND MOVEMENT SKILLS	
<ul style="list-style-type: none">Initial stanceSafe landing (one foot/two feet)Take offJumping and leapingPivot	<ul style="list-style-type: none">One foot landingInside pivotChange of paceCombination movement patterns
BALL HANDLING SKILLS	
<ul style="list-style-type: none">CatchingBall placementChest passShoulder passBounce passLob pass	<ul style="list-style-type: none">Overhead passVariety of release pointsStrength vs accuracyLob passFake/baulk
ATTACKING SKILLS	
<ul style="list-style-type: none">Timing of leadStraight leadSingle dodgeChange of direction	<ul style="list-style-type: none">Double dodgeLead and drop backHoldSplit lead and re-offerClear and driveDouble play
DEFENDING SKILLS	
<ul style="list-style-type: none">One-on-one shadowingInterceptionRecovery to 0.9mHands over the ball	<ul style="list-style-type: none">Starting position (front or side)RepositioningFirst ball pressureHands over to dictate passDictate and deny spaceDefence of shotRebounding
SHOOTING SKILLS	
<ul style="list-style-type: none">Basic shooting techniqueRebounding	<ul style="list-style-type: none">Refined shooting technique (stance rhythm, aim and timing)Goalers working togetherRotations in goal circleRebounding

EQUAL PLAYING TIME AND POSITION ROTATION GUIDE



Promotes fairness and inclusion



Builds confidence and self-worth



Encourages all-round skill development



Keeps players engaged long-term



Supports physical and mental wellbeing



Aligns with national recommendations

- » Rotate starting line-ups weekly so everyone gets a turn to start.
- » Rotate the role of captain each week. Responsibilities can include leading the warm-up, handing out bibs, bringing half-time or end of game treats, leading the post-game handshake or cheers for opponents and umpires.
- » Create a rotation plan to ensure that everyone plays in goals, midcourt, and defence.
- » Use simple tracking tools (a rotation chart or spreadsheet) to ensure fair playing time over multiple games.
- » Talk to players about how each position helps them grow, both physically and mentally. Give players feedback in every position they try - reinforce growth.
- » Use a player's time on the sideline as an opportunity to educate them on what is happening on court, including umpire decisions. Encourage them to watch the play and how things you have been practising at training are executed on court.
- » While the principle is equal time, factors like player readiness (arriving late, missing training, or injury) can influence how it's administered.
- » Share rotation guidelines with parents early in the season so they understand the developmental focus. Coaches are encouraged to communicate clearly the importance of these guidelines and how they will assist the players in their development.



Focus on participation and enjoyment

Players feel valued and have a positive experience, rather than solely focusing on winning.



Create a positive club environment

Where everyone feels encouraged and valued – everyone belongs in netball.



8 PLAYER ROTATION

WEEK 1				
	Q1	Q2	Q3	Q4
PLAYER 1	GS	GS	GA	GA
PLAYER 2	GA	GA	GS	GS
PLAYER 3	WA	WA	C	
PLAYER 4	C		WD	WD
PLAYER 5	WD	WD		C
PLAYER 6		C	WA	WA
PLAYER 7	GD	GD	GK	GK
PLAYER 8	GK	GK	GD	GD

WEEK 2				
	Q1	Q2	Q3	Q4
PLAYER 1	GA	GA	GS	GS
PLAYER 2	WA	WA	C	
PLAYER 3	C		WD	WD
PLAYER 4	WD	WD		C
PLAYER 5		C	WA	WA
PLAYER 6	GD	GD	GK	GK
PLAYER 7	GK	GK	GD	GD
PLAYER 8	GS	GS	GA	GA

WEEK 3				
	Q1	Q2	Q3	Q4
PLAYER 1	WA	WA	C	
PLAYER 2	C		WD	WD
PLAYER 3	WD	WD		C
PLAYER 4		C	WA	WA
PLAYER 5	GD	GD	GK	GK
PLAYER 6	GK	GK	GD	GD
PLAYER 7	GS	GS	GA	GA
PLAYER 8	GA	GA	GS	GS

WEEK 4				
	Q1	Q2	Q3	Q4
PLAYER 1	C		WD	WD
PLAYER 2	WD	WD		C
PLAYER 3		C	WA	WA
PLAYER 4	GD	GD	GK	GK
PLAYER 5	GK	GK	GD	GD
PLAYER 6	GS	GS	GA	GA
PLAYER 7	GA	GA	GS	GS
PLAYER 8	WA	WA	C	

WEEK 5				
	Q1	Q2	Q3	Q4
PLAYER 1	WD	WD		C
PLAYER 2		C	WA	WA
PLAYER 3	GD	GD	GK	GK
PLAYER 4	GK	GK	GD	GD
PLAYER 5	GS	GS	GA	GA
PLAYER 6	GA	GA	GS	GS
PLAYER 7	WA	WA	C	
PLAYER 8	C		WD	WD

WEEK 6				
	Q1	Q2	Q3	Q4
PLAYER 1		C	WA	WA
PLAYER 2	GD	GD	GK	GK
PLAYER 3	GK	GK	GD	GD
PLAYER 4	GS	GS	GA	GA
PLAYER 5	GA	GA	GS	GS
PLAYER 6	WA	WA	C	
PLAYER 7	C		WD	WD
PLAYER 8	WD	WD		C

WEEK 7				
	Q1	Q2	Q3	Q4
PLAYER 1	GD	GD	GK	GK
PLAYER 2	GK	GK	GD	GD
PLAYER 3	GS	GS	GA	GA
PLAYER 4	GA	GA	GS	GS
PLAYER 5	WA	WA	C	
PLAYER 6	C		WD	WD
PLAYER 7	WD	WD		C
PLAYER 8		C	WA	WA

WEEK 8				
	Q1	Q2	Q3	Q4
PLAYER 1	GK	GK	GD	GD
PLAYER 2	GS	GS	GA	GA
PLAYER 3	GA	GA	GS	GS
PLAYER 4	WA	WA	C	
PLAYER 5	C		WD	WD
PLAYER 6	WD	WD		C
PLAYER 7		C	WA	WA
PLAYER 8	GD	GD	GK	GK

9 PLAYER ROTATION

WEEK 1				
	Q1	Q2	Q3	Q4
PLAYER 1	GS	GS	C	
PLAYER 2	WA	WA	GS	GS
PLAYER 3	GK	GK	WD	
PLAYER 4		C	GK	GK
PLAYER 5	GD	GD		C
PLAYER 6		WD	GD	GD
PLAYER 7	GA	GA		WD
PLAYER 8	C		WA	WA
PLAYER 9	WD		WA	WA

WEEK 2				
	Q1	Q2	Q3	Q4
PLAYER 1	C		GA	GA
PLAYER 2	WD		WA	WA
PLAYER 3	GS	GS	C	
PLAYER 4	WA	WA	GS	GS
PLAYER 5	GK	GK	WD	
PLAYER 6		C	GK	GK
PLAYER 7	GD	GD		C
PLAYER 8		WD	GD	GD
PLAYER 9	GA	GA		WD

WEEK 3				
	Q1	Q2	Q3	Q4
PLAYER 1		WD	GD	GD
PLAYER 2	GA	GA		WD
PLAYER 3	C		GA	GA
PLAYER 4	WD		WA	WA
PLAYER 5	GS	GS	C	
PLAYER 6	WA	WA	GS	GS
PLAYER 7	GK	GK	WD	
PLAYER 8		C	GK	GK
PLAYER 9	GD	GD		C

WEEK 4				
	Q1	Q2	Q3	Q4
PLAYER 1		C	GK	GK
PLAYER 2	GD	GD		C
PLAYER 3		WD	GD	GD
PLAYER 4	GA	GA		WD
PLAYER 5	C		GA	GA
PLAYER 6	WD		WA	WA
PLAYER 7	GS	GS	C	
PLAYER 8	WA	WA	GS	GS
PLAYER 9	GK	GK	WD	WD

WEEK 5				
	Q1	Q2	Q3	Q4
PLAYER 1	WA	WA	GS	GS
PLAYER 2	GK	GK	WD	
PLAYER 3		C	GK	GK
PLAYER 4	GD	GD		C
PLAYER 5		WD	GD	GD
PLAYER 6	GA	GA		WD
PLAYER 7	C		GA	GA
PLAYER 8	WD		WA	WA
PLAYER 9	GS	GS	C	

WEEK 6				
	Q1	Q2	Q3	Q4
PLAYER 1	WD		WA	WA
PLAYER 2	GS	GS	C	
PLAYER 3	WA	WA	GS	GS
PLAYER 4	GK	GK	WD	
PLAYER 5		C	GK	GK
PLAYER 6	GD	GD		C
PLAYER 7		WD	GD	GD
PLAYER 8	GA	GA		WD
PLAYER 9	C		GA	GA

WEEK 7				
	Q1	Q2	Q3	Q4
PLAYER 1	GA	GA		WD
PLAYER 2	C		GA	GA
PLAYER 3	WD		WA	WA
PLAYER 4	GS	GS	C	
PLAYER 5	WA	WA	GS	GS
PLAYER 6	GK	GK	WD	
PLAYER 7		C	GK	GK
PLAYER 8	GD	GD		C
PLAYER 9		WD	GD	GD

WEEK 8				
	Q1	Q2	Q3	Q4
PLAYER 1	GD	GD		C
PLAYER 2		WD	GD	GD
PLAYER 3	GA	GA		WD
PLAYER 4	C		GA	GA
PLAYER 5	WD		WA	WA
PLAYER 6	GS	GS	C	
PLAYER 7	WA	WA	GS	GS
PLAYER 8	GK	GK	WD	
PLAYER 9		C	GK	GK

WEEK 9				
	Q1	Q2	Q3	Q4
PLAYER 1	GK	GK	WD	
PLAYER 2		C	GK	GK
PLAYER 3	GD	GD		C
PLAYER 4		WD	GD	GD
PLAYER 5	GA	GA		WD
PLAYER 6	C		GA	GA
PLAYER 7	WD		WA	WA
PLAYER 8	GS	GS	C	
PLAYER 9	WA	WA	GS	GS

10 PLAYER ROTATION

WEEK 1				
	Q1	Q2	Q3	Q4
PLAYER 1	WD		GK	GK
PLAYER 2	WA	WA	WD	
PLAYER 3		WD	WA	WA
PLAYER 4	GD	GD	C	
PLAYER 5	GK	GK		C
PLAYER 6		C	GD	GD
PLAYER 7	GA	GA		
PLAYER 8	C		GS	GS
PLAYER 9	GS	GS		WD
PLAYER 10			GA	GA

WEEK 2				
	Q1	Q2	Q3	Q4
PLAYER 1	WA	WA	WD	
PLAYER 2		WD	WA	WA
PLAYER 3	GD	GD	C	
PLAYER 4	GK	GK		C
PLAYER 5		C	GD	GD
PLAYER 6	GA	GA		
PLAYER 7	C		GS	GS
PLAYER 8	GS	GS		WD
PLAYER 9			GA	GA
PLAYER 10	WD		GK	GK

WEEK 3				
	Q1	Q2	Q3	Q4
PLAYER 1		WD	WA	WA
PLAYER 2	GD	GD		C
PLAYER 3	GK	GK		C
PLAYER 4		C	GD	GD
PLAYER 5	GA	GA		
PLAYER 6	C		GS	GS
PLAYER 7	GS	GS		WD
PLAYER 8			GA	GA
PLAYER 9	WD		GK	GK
PLAYER 10	WA	WA	WD	

WEEK 4				
	Q1	Q2	Q3	Q4
PLAYER 1	GD	GD	C	
PLAYER 2	GK	GK		C
PLAYER 3		C	GD	GD
PLAYER 4	GA	GA		
PLAYER 5	C		GS	GS
PLAYER 6	GS	GS		WD
PLAYER 7			GA	GA
PLAYER 8	WD		GK	GK
PLAYER 9	WA	WA	WD	
PLAYER 10		WD	WA	WA

WEEK 5				
	Q1	Q2	Q3	Q4
PLAYER 1	GK	GK		C
PLAYER 2		C	GD	GD
PLAYER 3	GA	GA		
PLAYER 4	C		GS	GS
PLAYER 5	GS	GS		WD
PLAYER 6			GA	GA
PLAYER 7	WD		GK	GK
PLAYER 8	WA	WA	WD	
PLAYER 9		WD	WA	WA
PLAYER 10	GD	GD	C	

WEEK 6				
	Q1	Q2	Q3	Q4
PLAYER 1		C	GD	GD
PLAYER 2	GA	GA		
PLAYER 3	C		GS	GS
PLAYER 4	GS	GS		WD
PLAYER 5			GA	GA
PLAYER 6	WD		GK	GK
PLAYER 7	WA	WA	WD	
PLAYER 8		WD	WA	WA
PLAYER 9	GD	GD	C	
PLAYER 10	GK	GK		C

WEEK 7				
	Q1	Q2	Q3	Q4
PLAYER 1	GA	GA		
PLAYER 2	C		GS	GS
PLAYER 3	GS	GS		WD
PLAYER 4			GA	GA
PLAYER 5	WD		GK	GK
PLAYER 6	WA	WA	WD	
PLAYER 7		WD	WA	WA
PLAYER 8	GD	GD	C	
PLAYER 9	GK	GK		C
PLAYER 10		C	GD	GD

WEEK 8				
	Q1	Q2	Q3	Q4
PLAYER 1	C		GS	GS
PLAYER 2	GS	GS		WD
PLAYER 3			GA	GA
PLAYER 4	WD		GK	GK
PLAYER 5	WA	WA	WD	
PLAYER 6		WD	WA	WA
PLAYER 7	GD	GD	C	
PLAYER 8	GK	GK		C
PLAYER 9		C	GD	GD
PLAYER 10	GA	GA		



WEEK 9				
	Q1	Q2	Q3	Q4
PLAYER 1	GS	GS		WD
PLAYER 2			GA	GA
PLAYER 3	WD		GK	GK
PLAYER 4	WA	WA	WD	
PLAYER 5		WD	WA	WA
PLAYER 6	GD	GD	C	
PLAYER 7	GK	GK		C
PLAYER 8		C	GD	GD
PLAYER 9	GA	GA		
PLAYER 10	C		GS	GS

WEEK 10				
	Q1	Q2	Q3	Q4
PLAYER 1			GA	GA
PLAYER 2	WD		GK	GK
PLAYER 3	WA	WA	WD	
PLAYER 4		WD	WA	WA
PLAYER 5	GD	GD	C	
PLAYER 6	GK	GK		C
PLAYER 7		C	GD	GD
PLAYER 8	GA	GA		
PLAYER 9		C	GS	GS
PLAYER 10	GS	GS		WD