QRL MATCH OFFICIALS

STATEWIDE DEVELOPMENT PROGRAM

TARGETED SKILLS TRAINING CALENDAR

Skills Stream | Aligned to the Statewide Development Framework and NRL National Officiating Methodology

PHASE 1 | RECOGNISE	PHASE 2 | POSITION	PHASE 3 | DECIDE & CONTROL
Tackle ID -> Ruck -> Vocab -> 10m	General play -> Kicks -> Restarts	Communication -> Advantage -> Game management

Program intent

The Wednesday stream progressively develops the referee from recognition and communication fundamentals into positioning, decision-making, advantage and game control. The same weekly theme is delivered statewide, with competency expectations differentiated for Foundation and Transition officials.

Week	Date	Targeted Skill	Practical Focus	Foundation Competency	Transition Competency
1	XX XX XXXX	**Tackle Identification Fundamentals**	Recognise Neutral, Strong, Earnt the Right, Lost Legs/Slip, Surrender and Upright. Video ID -> live recognition -> response.	Correctly identify core tackle types in controlled scenarios and provide the appropriate basic verbal response.	Consistently identify tackle type at game speed and explain how the outcome affects ruck timing and communication.
2	XX XX XXXX	**Ruck Control & Timing**	Connect tackle ID to timing of first communication; attacker/defender rights; control ruck speed consistently.	Recognise when the tackle is complete and deliver clear first communication at an appropriate time.	Adjust first-vocab timing according to tackle type, player rights and game context without manufacturing ruck speed.
3	XX XX XXXX	**Ruck Vocabulary**	One-step/two-step sequences; control defender; specific instructions; Hold/Go; tackle count.	Complete the basic communication sequence and apply one-step and two-step vocabulary in controlled scenarios.	Select one-step or two-step communication instinctively and use specific instructions while maintaining the full sequence.
4	XX XX XXXX	**10m, Markers & Whole-Ruck Control**	Defensive line, marker positioning, play-the-ball vision and linking ruck communication to the 10m.	Maintain awareness of the ruck, markers and defensive line and communicate requirements clearly.	Prioritise multiple ruck cues, identify issues early and use preventative communication while maintaining game flow.
5	XX XX XXXX	**General-Play Positioning**	Open-side positioning, width, play-the-ball/defensive-line vision and arcing movement after the ball clears.	Establish open-side position with sufficient width to see the play-the-ball and defensive line, then move and arc with play.	Continuously adjust width, depth and movement according to shape, field position and ball movement.
6	XX XX XXXX	**Kicks & Transition Positioning**	Clear contact on kicker; scan offside chasers; urgent transition; position for receiver/contest.	Clear the kicker, scan chasers and transition urgently toward the receiving player or contest.	Prioritise kicker contact, chasers, ball flight and receiving contest while arriving in an effective position.
7	XX XX XXXX	**Restarts & Set-Piece Management**	Quick taps, 20m/goal-line restarts, kick-offs and scrum positioning; readiness and scanning.	Take the correct starting position, complete checks and transition into the next phase.	Anticipate fast restarts, manage readiness efficiently & transition to general play.
8	XX XX XXXX	**Communication & Player Management**	Captain interactions; ALARM/DOPE; calm, clear preventative communication; close conversations.	Deliver short, clear and composed messages and confidently close the interaction.	Adapt communication, apply ALARM/DOPE appropriately and maintain authority in challenging interactions.
9	XX XX XXXX	**Decision-Making & Advantage**	Recognition -> decision -> advantage/no advantage -> communication under movement and fatigue.	Recognise clear infringements, make the appropriate decision and communicate whether play continues or stops.	Process infringement, advantage, player actions and field position while moving and intervene at the correct time.
10	XX XX XXXX	**Game Management Under Pressure**	Field position, game time, repeated infringements, momentum and appropriate intervention.	Recognise repeated or escalating behaviour and progress from prevention to stronger intervention when required.	Use game context and previous behaviour to select appropriate level and timing of intervention while preserving flow.

Week	Date	Targeted Skill	Practical Focus	Foundation Competency	Transition Competency
11	XX XX XXXX	**Integrated Match Simulation & Competency Assessment**	Full-field scenarios combining tackle ID, ruck, 10m, positioning, communication, advantage and control.	Demonstrate the core competencies from Weeks 1-10 continuously with limited coach assistance.	Integrate recognition, positioning, communication and decision-making under pressure and identify the next priority.

Standard Delivery Model

- Video Recognition | 10-15 min | 3-6 clips; identify the situation, decision and reasoning.
- Technical Walk-Through | 10 min | Coach demonstrates methodology; officials rehearse at low intensity.
- Targeted Skill Drill | 15-20 min | High-repetition practice with immediate coaching feedback.
- Game-Based Scenario | 20-25 min | Multiple cues and realistic pressure require prioritisation, decisions and communication.
- Review & Transfer | 5 min | What did I see? What did I decide? What did I communicate? Where should I have been?

Coaching and assessment approach

Same theme, different expectation: Foundation and Transition officials train together. Coaches vary complexity, pressure and required explanation.

Competency over attendance: Progress is based on demonstrated application. Record one strength and one next action.

Progressive integration: Early sessions isolate technique. Later sessions combine ruck, positioning, communication and decisions.

Coach language: SEE IT | PROCESS IT | COMMUNICATE IT | POSITION FOR THE NEXT DECISION.

Weekly Competency Criteria

Foundation asks: Can the official perform the skill independently and consistently?

Transition asks: Can the official adapt the skill when the context, speed or decision pressure changes?

Week	Target skill	Foundation competency	Transition competency
1	**Tackle Identification Fundamentals**	Correctly identify core tackle types in controlled scenarios and provide the appropriate basic verbal response.	Consistently identify tackle type at game speed and explain how the outcome affects ruck timing and communication.
2	**Ruck Control & Timing**	Recognise when the tackle is complete and deliver clear first communication at an appropriate time.	Adjust first-vocab timing according to tackle type, player rights and game context without manufacturing ruck speed.
3	**Ruck Vocabulary**	Complete the basic communication sequence and apply one-step and two-step vocabulary in controlled scenarios.	Select one-step or two-step communication instinctively and use specific instructions while maintaining the full sequence.
4	**10m, Markers & Whole-Ruck Control**	Maintain awareness of the ruck, markers and defensive line and communicate requirements clearly.	Prioritise multiple ruck cues, identify issues early and use preventative communication while maintaining game flow.
5	**General-Play Positioning**	Establish open-side position with sufficient width to see the play-the-ball and defensive line, then move and arc with play.	Continuously adjust width, depth and movement according to shape, field position and ball movement.
6	**Kicks & Transition Positioning**	Clear the kicker, scan chasers and transition urgently toward the receiving player or contest.	Prioritise kicker contact, chasers, ball flight and receiving contest while arriving in an effective position.
7	**Restarts & Set-Piece Management**	Take the correct starting position, complete checks and transition into the next phase.	Anticipate fast restarts, manage readiness efficiently and transition immediately into general play.
8	**Communication & Player Management**	Deliver short, clear and composed messages and confidently close the interaction.	Adapt communication, apply ALARM/DOPE appropriately and maintain authority in challenging interactions.
9	**Decision-Making & Advantage**	Recognise clear infringements, make the appropriate decision and communicate whether play continues or stops.	Process infringement, advantage, player actions and field position while moving and intervene at the correct time.
10	**Game Management Under Pressure**	Recognise repeated or escalating behaviour and progress from prevention to stronger intervention when required.	Use game context and previous behaviour to select the appropriate level and timing of intervention while preserving flow.
11	**Integrated Match Simulation & Competency Assessment**	Demonstrate the core competencies from Weeks 1-10 continuously with limited coach assistance.	Integrate recognition, positioning, communication and decision-making under pressure and identify the next priority.

Week 1 Assessment | Tackle Identification Fundamentals

Official:	Coach:	Date:	Scheduled:

Target: Recognise Neutral, Strong, Earnt the Right, Lost Legs/Slip, Surrender and Upright. Video ID -> live recognition -> response.

Foundation checklist	Transition checklist
☐ Identifies the correct tackle type. • ☐ Recognises when the tackle is complete. • ☐ Matches basic communication to the tackle outcome. • ☐ Maintains focus on tackled player and defenders. • ☐ Performs consistently without prompting.	☐ Identifies tackle type accurately at game speed. • ☐ Recognises how player actions change the outcome. • ☐ Connects tackle ID to ruck timing. • ☐ Adjusts communication to the outcome. • ☐ Explains what was seen and why.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 2 Assessment | Ruck Control & Timing

Official:	Coach:	Date:	Scheduled:

Target: Connect tackle ID to timing of first communication; attacker/defender rights; control ruck speed consistently.

Foundation checklist	Transition checklist
☐ Recognises when the tackle is complete. • ☐ Identifies attacker and defender rights. • ☐ Delivers first communication at an appropriate time. • ☐ Avoids unnecessarily changing ruck speed. • ☐ Communicates clearly and confidently.	☐ Adjusts timing according to tackle classification. • ☐ Recognises changing player rights. • ☐ Responds appropriately to player movement. • ☐ Maintains consistency as ruck speed changes. • ☐ Lets the tackle outcome determine timing.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 3 Assessment | Ruck Vocabulary

Official:	Coach:	Date:	Scheduled:

Target: One-step/two-step sequences; control defender; specific instructions; Hold/Go; tackle count.

Foundation checklist	Transition checklist
☐ Uses clear, specific ruck instructions. • ☐ Completes the sequence in the correct order. • ☐ Communicates effectively with markers and 10m. • ☐ Uses Hold/Go clearly. • ☐ Communicates tackle count consistently.	☐ Selects one-step or two-step appropriately. • ☐ Directs communication to the correct defender. • ☐ Uses specific rather than generic vocabulary. • ☐ Maintains sequencing under pressure. • ☐ Communicates effectively without over-talking.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 4 Assessment | 10m, Markers & Whole-Ruck Control

Official:	Coach:	Date:	Scheduled:

Target: Defensive line, marker positioning, play-the-ball vision and linking ruck communication to the 10m.

Foundation checklist	Transition checklist
☐ Establishes and maintains the 10m. • ☐ Identifies correct marker positioning. • ☐ Controls early movement. • ☐ Maintains awareness of ruck and defensive line. • ☐ Uses clear preventative communication.	☐ Scans efficiently across ruck, markers and line. • ☐ Identifies issues before they become infringements. • ☐ Prioritises multiple cues appropriately. • ☐ Uses prevention without disrupting play. • ☐ Maintains awareness at increasing speed.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 5 Assessment | General-Play Positioning

Official:	Coach:	Date:	Scheduled:

Target: Open-side positioning, width, play-the-ball/defensive-line vision and arcing movement after the ball clears.

Foundation checklist	Transition checklist
☐ Establishes an appropriate open-side position. • ☐ Maintains sufficient width. • ☐ Sees ruck and defensive line. • ☐ Moves forward as the ball clears. • ☐ Arcs effectively with play.	☐ Adjusts width and depth to attacking shape. • ☐ Anticipates likely ball movement. • ☐ Repositions without losing key vision. • ☐ Maintains viewing angle as play changes. • ☐ Arrives early enough for the next decision.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 6 Assessment | Kicks & Transition Positioning

Official:	Coach:	Date:	Scheduled:

Target: Clear contact on kicker; scan offside chasers; urgent transition; position for receiver/contest.

Foundation checklist	Transition checklist
☐ Maintains awareness of contact on the kicker. • ☐ Identifies potentially offside chasers. • ☐ Transitions downfield with urgency. • ☐ Tracks the ball and receiving player. • ☐ Arrives effectively for the next phase.	☐ Prioritises kicker, chasers and ball flight. • ☐ Identifies offside players while moving. • ☐ Adjusts movement to kick type. • ☐ Anticipates landing or contest area. • ☐ Arrives with a view of contest and next decision.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 7 Assessment | Restarts & Set-Piece Management

Official:	Coach:	Date:	Scheduled:

Target: Quick taps, 20m/goal-line restarts, kick-offs and scrum positioning; readiness and scanning.

Foundation checklist	Transition checklist
☐ Establishes correct starting position. • ☐ Identifies correct mark or restart location. • ☐ Completes required player checks. • ☐ Communicates readiness clearly. • ☐ Transitions effectively into general play.	☐ Anticipates a quick restart. • ☐ Completes checks without unnecessary delay. • ☐ Maintains awareness of players and officials. • ☐ Adjusts positioning as conditions change. • ☐ Moves immediately into general-play position.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 8 Assessment | Communication & Player Management

Official:	Coach:	Date:	Scheduled:

Target: Captain interactions; ALARM/DOPE; calm, clear preventative communication; close conversations.

Foundation checklist	Transition checklist
☐ Remains calm and composed. • ☐ Uses short, specific communication. • ☐ Demonstrates appropriate body language. • ☐ Listens and responds appropriately. • ☐ Concludes interaction and returns focus to play.	☐ Adjusts communication style to the situation. • ☐ Applies ALARM/DOPE appropriately. • ☐ Maintains authority without confrontation. • ☐ Avoids unnecessary debate. • ☐ Manages challenging or frustrated players.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 9 Assessment | Decision-Making & Advantage

Official:	Coach:	Date:	Scheduled:

Target: Recognition -> decision -> advantage/no advantage -> communication under movement and fatigue.

Foundation checklist	Transition checklist
☐ Recognises clear infringements. • ☐ Makes a timely decision. • ☐ Recognises when advantage may develop. • ☐ Clearly communicates continue or stop. • ☐ Repositions following the decision.	☐ Processes infringement and advantage while moving. • ☐ Considers field position and playing opportunity. • ☐ Allows advantage without delaying intervention. • ☐ Maintains awareness of subsequent actions. • ☐ Explains the basis for the decision.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 10 Assessment | Game Management Under Pressure

Official:	Coach:	Date:	Scheduled:

Target: Field position, game time, repeated infringements, momentum and appropriate intervention.

Foundation checklist	Transition checklist
☐ Recognises repeated or escalating behaviour. • ☐ Uses preventative communication appropriately. • ☐ Recognises when prevention has not worked. • ☐ Escalates intervention when required. • ☐ Maintains calm and credible communication.	☐ Recognises patterns, not isolated incidents only. • ☐ Uses time, field position, momentum and history. • ☐ Selects the appropriate level of intervention. • ☐ Recognises when intervention is not required. • ☐ Maintains flow while retaining control.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Week 11 Assessment | Integrated Match Simulation & Competency Assessment

Official:	Coach:	Date:	Scheduled:

Target: Full-field scenarios combining tackle ID, ruck, 10m, positioning, communication, advantage and control.

Foundation checklist	Transition checklist
☐ Identifies tackle outcomes accurately. • ☐ Applies appropriate ruck timing and vocabulary. • ☐ Controls markers and the 10m. • ☐ Maintains effective positioning and kick transition. • ☐ Manages restarts, communication and advantage. • ☐ Maintains basic control without regular assistance.	☐ Integrates skills rather than isolating them. • ☐ Anticipates developing play. • ☐ Adapts positioning and communication to context. • ☐ Processes multiple cues simultaneously. • ☐ Self-corrects during play. • ☐ Explains decisions and identifies the next priority.

Assessment record

Overall competency	☐ Developing ☐ Competent ☐ Transfer
Strength demonstrated	
Priority for development	
Coach action / next progression	

Rating guide: Developing = requires prompting or remains inconsistent | Competent = performs independently and consistently | Transfer = adapts effectively when context or pressure changes.

Source alignment

- QRL Match Officials | Statewide Development Program - Updated Statewide Development Framework 2026.
- NRL Officiating - NSO Methodology Final: tackle identification, ruck vocabulary, communication, positioning, kicks, restarts and 10m methodology.