

# NATIONAL SWIMMING AND WATER SAFETY FRAMEWORK



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**Royal Life Saving is focused on reducing drowning and promoting healthy, active and skilled communities through innovative, reliable, evidence based advocacy; strong and effective partnerships; quality programs, products and services; underpinned by a cohesive and sustainable national organisation.**

Royal Life Saving is a public benevolent institution (PBI) dedicated to reducing drowning and turning everyday people into everyday community lifesavers. We achieve this through: advocacy, education, training, health promotion, aquatic risk management, community development, research, sport, leadership and participation and international networks.

## ACKNOWLEDGEMENTS

The review and development of the National Swimming and Water Safety Framework has been made possible by the significant contributions by the following:

### Leading Contributors

Craig Roberts  
Penny Larsen  
Thea Harrild  
Stacey Pidgeon

### Swimming and Water Safety Reference Group Members:

Royal Life Saving Society - Australia (Convenor)  
ASCTA  
ASSA  
AUSTSWIM  
Belgravia Leisure  
Kids Alive – Do the Five  
State and Territory Governments  
Swimming Australia  
Swim School representatives  
Surf Life Saving Australia  
YMCA

\*For a full list of contributors see page 43

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**Please contact:**  
PO Box 558 Broadway  
NSW 2007 Australia  
Phone: 02 8217 3111  
Email: [info@rlssa.org.au](mailto:info@rlssa.org.au)

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# NATIONAL SWIMMING AND WATER SAFETY FRAMEWORK

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**The Framework supports a structured and consistent understanding of swimming and water safety education across Australia.”**

## FOREWORD

Several years ago Royal Life Saving conducted research into the swimming and water safety skills of Australian school children. Numerous studies found that many children were unable to swim at the end of primary school, and in many other cases those who could swim lacked fundamental water safety skills.

Although we had been concerned about the notion of declining swimming and water safety skills, to say we were shocked by the results is an understatement. This shock was almost universal across industry, government, the community and parents.

It soon became clear that just talking about it wasn't going to solve the problem, acting alone was even less likely to be successful.

So, Royal Life Saving convened a series of Symposia, dedicated to the issue, bringing together experts from Government, water safety organisations, swim schools and academia.

The National Swimming and Water Safety Education Symposia produced several action statements which aimed at ensuring that Australian kids don't miss out on a swimming and water safety education.

The statements were:

- Strengthen school and vacation swimming and water safety programs in the community
- Revise the National Swimming and Water Safety Framework
- Set and report progress against a National Benchmark
- Devise strategies to increase access and participation for those 'at risk'
- Improve availability and access to aquatic facilities
- Increase the swimming and lifesaving skills of secondary school students

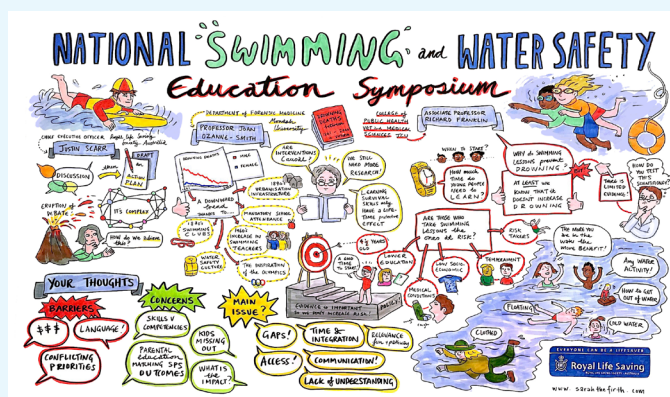
This document represents one area, the relaunch of the National Swimming and Water Safety Framework. It is the product of a reference group of experts; a diverse range of people and organisations. I thank them for their partnership and commitment to this critical task.

This Framework proposes a matrix of skills and knowledge, identifies key benchmarks and seeks to support parents, swim schools, government in their efforts to support swimming and water safety education for all children.

We look forward to your support in ensuring that Australian children gain the essential lifelong skills of swimming, whether for sport, recreation, good health or just because they love it. We love it too!

### Justin Scarr

Chief Executive Officer  
Royal Life Saving Society - Australia



## #nochildshouldmissout



## TESTIMONIALS

“As Australia’s national organisation for the teaching of swimming and water safety™ for over 40 years AUSTSWIM is proud to have contributed, supported and to now endorse the National Swimming and Water Safety Framework. As a sector it is warming to know that our aim is ensure that every individual in Australia will be provided with a balanced water safety, personal survival and swimming education.”



**Carl Partridge**  
Chief Executive Officer  
AUSTSWIM

“Swimming Australia proudly support the Framework and we understand it is fundamental to ensuring that swimming and water safety programs across Australia adopt a consistent approach to teaching kids to be safe in the water and to learning the skills that will enable them to swim for life.”



**Leigh Russell**  
Chief Executive Officer  
Swimming Australia

“Surf Life Saving Australia has a vision of zero preventable drowning deaths for Australia and hopes that the Framework will provide the structured and consistent understanding of swimming and water safety education across Australia that will turn this vision into a reality for all Australians”



**Adam Weir**  
Chief Executive Officer  
Surf Life Saving Australia

“The Y believes in the power of inspired young people and that every young person deserves the right to learn to swim and be safe around water.”



**Melinda Crole**  
Chief Executive Officer  
YMCA

“Belgravia Leisure endorses the importance of swimming and water safety through closely aligning the National Framework with our curriculum across all our facilities. The Framework provides a consistent and structured approach across all areas of aquatics which enable us to work together towards reducing the drowning statistics and providing and educating our swimming community a ‘skill for life’.”

**Nick Cox**  
Chief Executive Officer  
Belgravia Leisure

“This framework is an excellent resource for everyone involved in the planning and delivery of swimming and water safety in Australia. It is comprehensive and easy to understand, providing clear direction and advice. I am sure it will lead to great improvements in swimming and water safety and I encourage everyone to adopt the framework”



**Brendan Ward**  
Chief Executive Officer  
Australian Swim Coaches  
and Teachers Association

“Water Safety is for the nation to embrace from infants to our more mature Australians! What I absolutely love about the National Swimming and Water Safety Framework is the way it addresses all facets of swimming and water safety which, in turn, contributes to the health, safety and wellbeing of the Nation. I have no hesitation in applauding RLSSA for leading the development of this framework! Well done all concerned! We at Kids Alive love working with RLSSA.”



**Laurie Lawrence**  
Kids Alive Do the Five

“ASSA is delighted to fully support and endorse the National Swimming and Water Safety Framework V2.0. Having been an engaged participant in the rigorous development process, we can attest to its comprehensiveness and value across many sectors of our vital, wonderful Industry.”



**Ross Gage**  
Chief Executive Officer  
Australian Swim Schools  
Association

## BACKGROUND

**The National Swimming and Water Safety Framework (the Framework) was developed by the Royal Life Saving Society – Australia in 1999 and first published in Swimming and Lifesaving 4th edition. The Framework was developed to provide Governments, educational institutions, aquatic industry, teachers and parents with a basis for developing, providing or selecting an appropriate program that provides a balanced swimming and water safety education.**

The Australian Water Safety Council has endorsed this Framework for over 15 years and it is referenced in the current (2016-2020) and past Australian Water Safety Strategies. The council prescribes that every Australian child must be given the opportunity to acquire and maintain a minimum standard of water safety competency.

Over the past few years, there has been increasing concern over the declining swimming and water safety skills and knowledge of children living in Australia and the associated issues of safety as a result of this decline. Numerous research studies have been conducted to investigate and further understand this problem.

### **The research has identified:**

- Children are missing out, particularly those from low socio-economic, rural and remote locations and indigenous and CaLD communities.
- Children are not achieving the minimum benchmark prior to leaving primary school.
- There are gaps of achievement of basic swimming and water safety skills and knowledge.
- Fundamental skills in water safety and personal survival are not being taught or evident in the curriculum of many programs.

To address these issue further, Royal Life Saving convened a National Swimming and Water Safety Education Symposium in 2017 with the objective to collaborate and consult with industry, governments and the education sector.

The Symposium attendees recognised the value of the National Swimming and Water Safety Framework in addressing some of the key issues and the requirement for it to be revised.

Following the Symposium, a National Swimming and Water Safety Reference Group was formed to review the Framework and contribute to the development of a revised Framework. The group comprised of representatives from across the aquatic industry, the education sector and academia.

### **Development of the Framework has been informed by the:**

- Australian Water Safety Strategy 2016 – 2020
- Australian Physical Literacy Framework
- Relevant Australian Curriculum outcomes within the Health and Physical Education Learning Area
- Significant research into swimming and water safety by Royal Life Saving Society – Australia, other like organisations and researchers in the field.

It has also drawn inspiration from a range of well-developed programs and industry organisations.

## INTRODUCTION TO THE FRAMEWORK

**The National Swimming and Water Safety Framework aims to enable individuals to develop the skills, knowledge, understanding, attitudes and behaviours required to lead safe and active lives in, on and around a range of aquatic environments.**

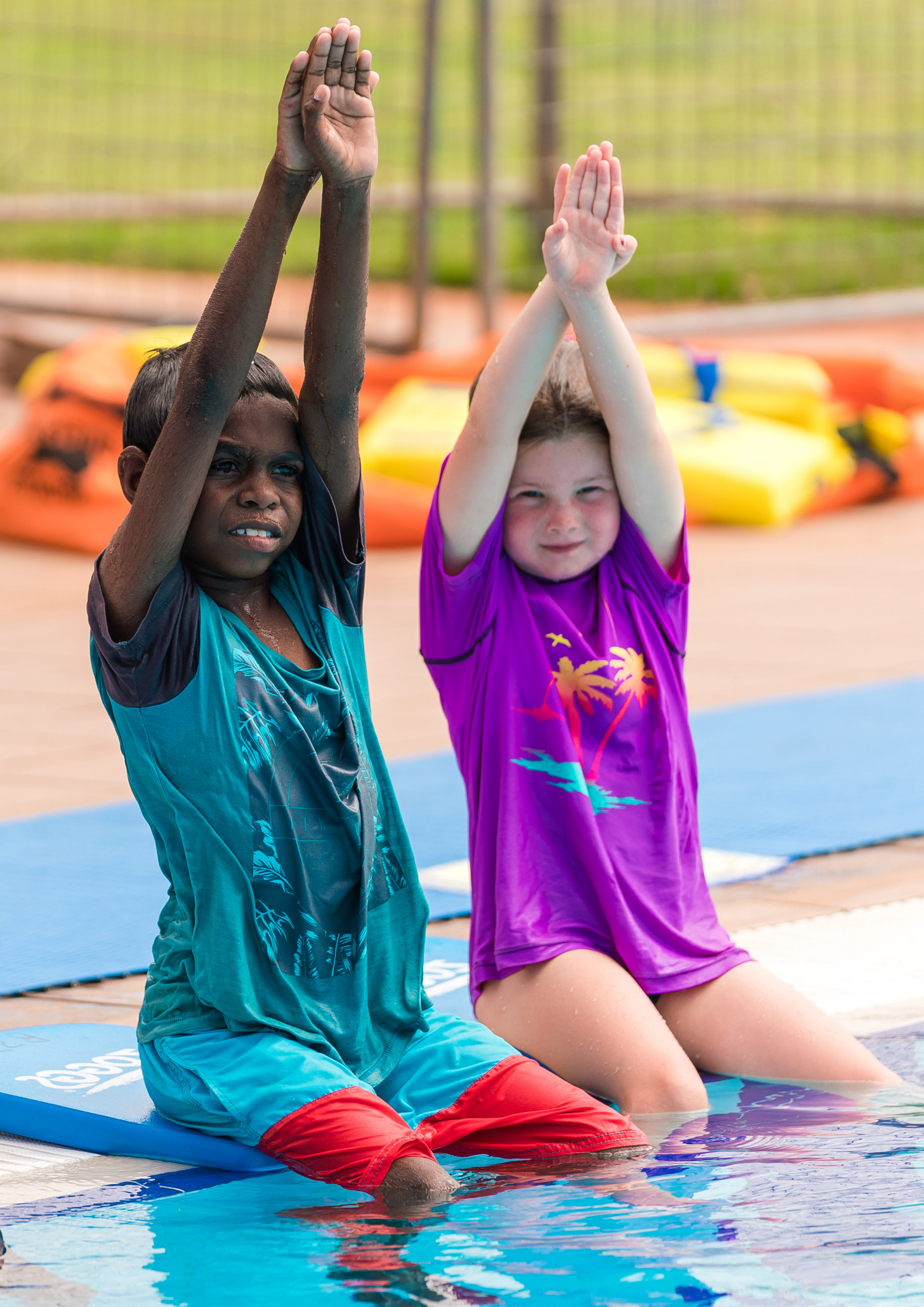
Learning and participation in swimming and water safety activities are vital in reducing the number of fatal and non-fatal drowning incidents in Australia. It is also vitally important to support broader community outcomes such as improving health and welfare, creating a more skilled workforce and increasing the rate of participation in physical activity.

Whilst it is understood that participation will be influenced by many external factors such as access to facilities or safe learning environments, costs, parental support and quality teaching, it is hoped that the Framework will be a catalyst for lifelong learning and participation in swimming and water safety.

### The Framework:

1. Supports a structured and consistent understanding of swimming and water safety education across Australia.
2. Provides explicit learning opportunities to explore, strengthen and refine skills relating to swimming, water safety and physical activity within the aquatic environment.
3. Guides those responsible for developing, providing or selecting a swimming and water safety program.
4. Encourages participation from the early years, throughout primary and secondary school and beyond as a lifelong activity.
5. Accommodates individuals of all ages and abilities including those that have had little or no access to a swimming and water safety education.







## GUIDING PRINCIPLES

The following six key principles underpin the Framework.

### **1. Everyone should have the opportunity to a swimming and water safety education**

Every Australian should have access to and be given the opportunity to learn swimming and water safety skills and knowledge, enabling them to lead a safe, healthy and active lifestyle in, on and around water.

### **2. Entry and progression may occur at different stages and rates through the Framework**

The intention of the Framework is to support participation at any life stage. It encourages those who have had little or no access to a swimming and water safety education to participate and achieve, independent of age.

### **3. The Framework is adaptable to support achievement**

The student-centric nature of the Framework allows adjustments to be made to the pace, level and volume of content to match different needs of students and enable achievement.

### **4. Structured programs are essential; however, aquatic play and recreation are also important**

Additional experiences and exposure to different environments will enhance skill level, application and understanding. Opportunities to participate in additional experiences and aquatic activities will not only improve skills but promote the benefits of an active and healthy lifestyle.

### **5. Learning should transition skills and knowledge to a range of aquatic environments and water-based activities**

The Framework acknowledges that although the majority of learning may take place in a purpose-built facility, it is adaptable for and also encouraged to take place in natural environments.

### **6. The language of the Framework aims to be accessible for all facilitators, educators and parents**

To aid interpretation, understanding, implementation and delivery, clear, consistent and universal language has been used.

## INTENDED USE

The Framework is intended for those who influence the learning opportunities and experiences of individuals in developing swimming and water safety capabilities. It ensures those individuals are provided with the essential skills to keep them safer in, on and around water.



### Government

Policy makers are able to champion the Framework as the industry standard to learning vital swimming, water safety and lifesaving skills and knowledge.



### Education Sector

Departments of education and individual schools can utilise the Framework to guide the development or selection of programs, as well as to influence the development of the knowledge and understanding elements through cross-curricula activities.



### Swim Schools

The Framework will support swim schools in designing and developing programs that ensure a balanced curriculum that includes the range and progression of skills, knowledge and understanding, behaviours and attitudes.



### Swimming and Water Safety Teachers

As the deliverers of programs, the Framework provides direction on the teaching and learning process. It defines in broad terms, the elements to be developed across a range of strands.



### Parents







The Framework will inform parents of the skills, knowledge, understanding, attitudes and behaviours that their children should be learning and achieving at key stages.



### Individuals

The Framework provides a broad-balanced set of skills, knowledge, understanding, attitudes and behaviours that a person should learn and master to keep them safer when in, on and around water.

# NATIONAL SWIMMING AND WATER SAFETY FRAMEWORK

STRANDS	FUNDAMENTAL			ACQUISITION			APPLICATION		
	Development Milestones			Development Milestones			Development Milestones		
<b>HAZARDS AND PERSONAL SAFETY</b> 	H1 Identify aquatic environments at or near the home	H2 Identify hazards in aquatic environments at or near the home	H3 Identify rules for safe behaviour at aquatic environments at or near the home	H4 Identify a range of aquatic environments	H5 Identify hazards in a range of aquatic environments	H6 Understand and respect safety rules for a range of aquatic environments	H7 Explore a range of aquatic activities and understand how to participate safely	H8 Understand and assess a range of aquatic risks	H9 Understand behaviours that affect personal safety in aquatic environments and activities
	E1 Identify safe areas for entering and exiting shallow water	E2 Enter and exit shallow water with assistance	E3 Enter and exit shallow water unassisted	E4 Enter and exit deep water using feet/first entries	E5 Enter and exit deep water using head/first entries	E6 Enter and exit the water for a range of environments	E7 Assist others to exit the water	E8 Assist others to exit shallow water using bystanders	E9 Assist others to exit deep water using bystanders
	F1 Float on front and back with assistance	F2 Float and recover to a secure position with a buoyant aid	F3 Float and recover to a standing or secure position	F4 Float, scull or tread water for 1 minute wearing a lifejacket	F5 Float, scull or tread water for 1 minute	F6 Float, scull or tread water for 2 minutes and signal for help	F7 Perform the HELP technique for 2 minutes	F8 Perform the huddle technique for 2 minutes	F9 Float, scull or tread water for 5 minutes and signal for help
<b>FLOTATION</b> 	S1 Move in the water with assistance	S2 Move in the water without assistance	S3 Move continuously for 5 metres	S4 Swim continuously for 15 metres	S5 Swim continuously for 25 metres	S6 Swim continuously for 50 metres	S7 Swim continuously for 100 metres	S8 Swim continuously for 200 metres	S9 Swim continuously for 400 metres
	U1 Submerge the body and exhale in the water	U2 Submerge and recover an object from waist deep water	U3 Submerge the body and move through an obstacle	U4 Surface dive and recover an object from shoulder deep water	U5 Surface dive, swim underwater and recover an object from shoulder deep water	U6 Surface dive, swim underwater and search to recover an object from deep water	U7 Search in a shallow water environment	U8 Search in a deep water environment	U9 Search in a deep water environment and recover a person
	L1 Identify people who can help in an emergency	L2 Identify how to get help	L3 Identify people and actions to help in an aquatic emergency	L4 Recognise an emergency and call for help	L5 Recognise and support an emergency	L6 Respond to an emergency and perform a primary assessment	L7 Respond to an emergency and perform CPR	L8 Respond to an emergency and provide emergency care	L9 Respond to an emergency and provide first aid
<b>UNDER WATER</b> 	N/A	N/A	N/A	R4 Be rescued by a non-swimming rescue technique	R5 Rescue a person using a non-swimming rescue technique	R6 Rescue a person using a non-swimming rescue technique with non-rigid aids	R7 Rescue a conscious person using a wade and an accompanied rescue	R8 Rescue a conscious person using a non-contact tow in deep water	R9 Rescue an unconscious person in deep water
	N/A	N/A	Q3 Perform a survival sequence to simulate an accidental entry	Q4 Perform a survival sequence with a buoyant aid	Q5 Perform a survival sequence without a buoyant aid	Q6 Perform a survival sequence wearing light clothing	Q7 Perform a survival sequence wearing a lifejacket	Q8 Perform a survival sequence in a group	Q9 Perform a survival sequence wearing heavy clothing
	N/A	N/A							
<b>LIFESAVING</b> 									
<b>RESCUE</b> 									
<b>SURVIVAL SEQUENCE</b> 									

# COMPONENTS OF THE FRAMEWORK

The Framework contains a number of components that together outline the features contributing to an individual's development of swimming and water safety education.



## ELEMENTS

There are three interrelated elements within the Framework. Together, these support a holistic swimming and water safety education to help Australians lead active, healthy and fulfilling lifestyles.



### Knowledge and Understanding

The Framework promotes a transition of knowledge where an individual's awareness of swimming and water safety develops into an understanding that can be applied across a range of aquatic contexts.



### Skills and Abilities

The Framework creates a learning environment where an individual's physical skills and abilities can be developed over time. It includes the movement, breathing, coordination, fitness and endurance that is required to survive and assist others in the water.



### Attitudes and Behaviours

Attitudes and behaviours play a significant role in swimming and water safety. The Framework promotes positive attitudes towards water safety to influence safer behaviours. It encourages individuals to acknowledge their personal aquatic strengths and limitations.

## STRANDS

The Framework's eight strands are key learning areas consistent across the Framework. The strands reflect a broad and balanced curriculum for students to acquire. In each strand, development milestones act as an indicator of skill, knowledge and understanding expected of students as they progress through the Framework.



### HAZARDS AND PERSONAL SAFETY

This is about:

- Understanding the hazards and dangers of aquatic environments and activities
- Demonstrating safe behaviours through sound judgment and decision making and having a positive attitude towards being safe when in and around water
- Assessing risks and consequences for self and others



### ENTRIES AND EXITS

This is about:

- Assessing the environment and conditions e.g. depth, visibility, water movement
- Making decisions on method of entry
- Planning for a safe exit
- Learning a range of entries and exits for different environments and conditions
- Developing skills suitable for rescue situations



### FLOTATION

This is about:

- Learning to float, scull and tread water
- Manoeuvring the body in a variety of positions for orientation
- Righting the body to a position of safety
- Wearing lifejackets and surviving in difficult conditions
- Using survival techniques such as HELP and huddle



### SWIMMING

This is about:

- Learning how to move the body through water
- Learning the range of swimming and survival strokes
- Selecting a stroke that is most suitable for the environment or situation
- Modifying strokes for varying conditions or for rescue and survival
- Increasing proficiency, distance, endurance and fitness
- Exercising for health, enjoyment and wellbeing



## UNDERWATER

This is about:

- Developing confidence and breath control
- Progressing to greater water depth and complexity
- Moving while submerged to escape from danger
- Searching for a submerged object or an unconscious person



## LIFESAVING

This is about:

- Identifying people and actions to get help
- Recognising and responding to an emergency
- Knowing what actions to perform depending on the casualty's signs and symptoms
- Learning how to provide CPR and first aid



## RESCUE

This is about:

- Learning how to be rescued e.g. remain calm, listen to rescuer's instructions
- Protecting self and others from danger
- Assessing and understanding the risks of rescuing a person in difficulty
- Selecting the most suitable method of rescue
- Learning the range of rescue techniques
- Effectively and efficiently performing a rescue



## SURVIVAL SEQUENCE

This is about:

- Simulating an aquatic emergency scenario
- Making decisions on survival strategies to use in a range of situations
- Acknowledging personal strengths and limitations in aquatic skills and competencies

## STAGES

The Framework describes three development stages that an individual can progress through as they build confidence and competency in swimming and water safety. These are Fundamental, Acquisition and Application.

### FUNDAMENTAL STAGE



An individual may have limited or no experience in swimming and water safety.

#### The Fundamental Stage is about:

- Developing foundation skills required for more complex motor patterns
- Developing knowledge and understanding around basic water safety concepts
- Establishing rules for safe behaviour when in and around water
- Fostering enjoyment and respect for aquatic environments

DEVELOPMENT  
MILESTONE 1

DEVELOPMENT  
MILESTONE 2

DEVELOPMENT  
MILESTONE 3

### ACQUISITION STAGE



An individual is building on the foundation skills through practice and working towards developing the minimum competencies to be safer in and around water.

#### The Acquisition Stage is about:

- Acquiring and extending skills at greater complexity, duration and distance
- Demonstrating knowledge and understanding of broader water safety concepts
- Demonstrating safe behaviours when in and around water
- Developing a positive approach towards water safety

DEVELOPMENT  
MILESTONE 4

DEVELOPMENT  
MILESTONE 5

DEVELOPMENT  
MILESTONE 6

### APPLICATION STAGE

An individual is extending their skill level competency to safely participate in a range of aquatic activities in varying aquatic environments.

#### The Application Stage is about:

- Consolidating and expanding skills
- Applying and analysing a broad range of water safety concepts
- Developing responsibility for personal safety in aquatic environments
- Displaying a positive approach towards water safety

DEVELOPMENT  
MILESTONE 7

DEVELOPMENT  
MILESTONE 8

DEVELOPMENT  
MILESTONE 9



## DEVELOPMENT MILESTONES

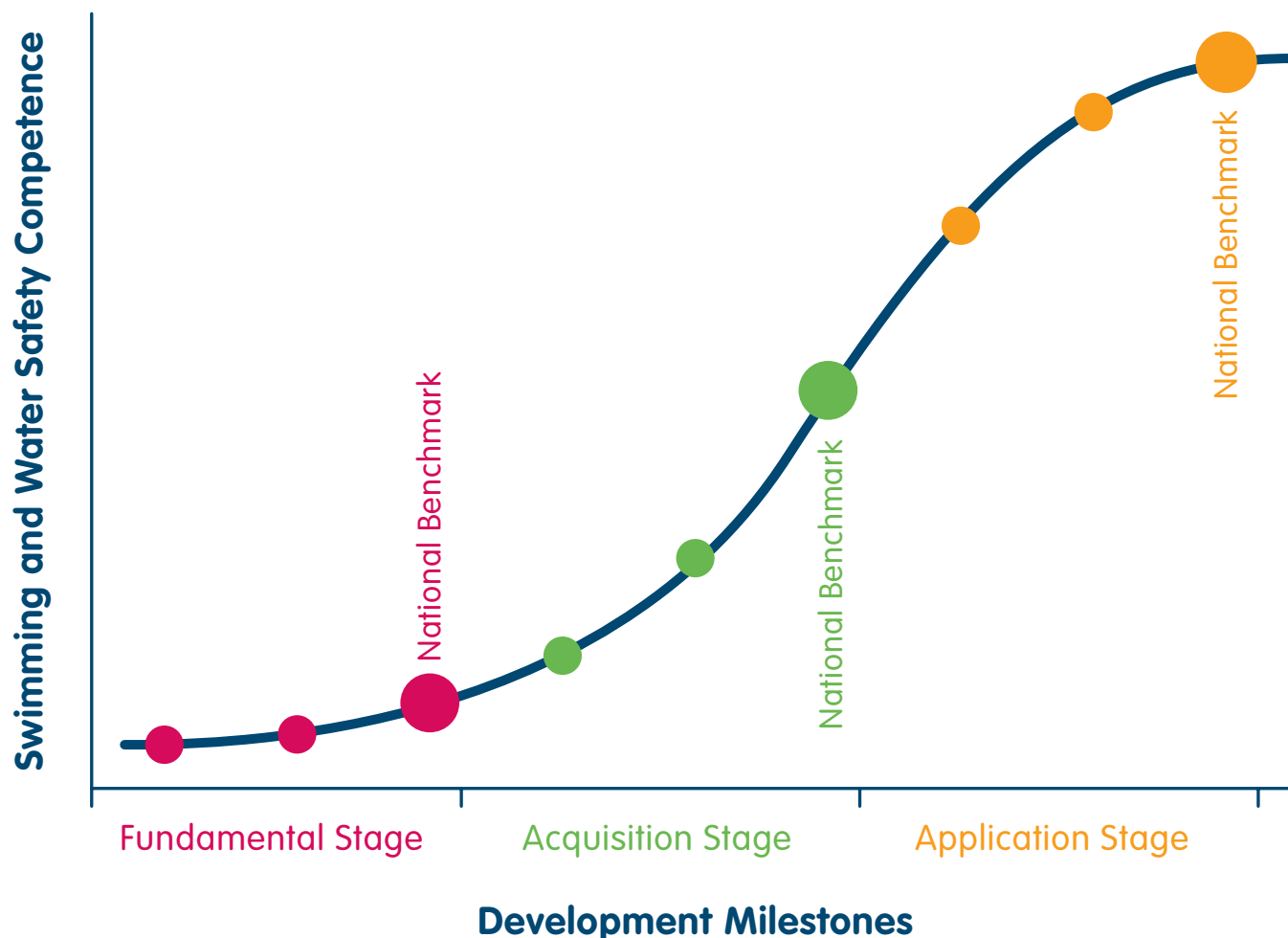
Development milestones are provided to guide a progressive pathway across the strands. They describe competencies that students should achieve as they participate in swimming and water safety activities.

Not only do the development milestones support student progression, they can be used as indicators to measure competency at any point of time and as outcomes of each stage.

Explanations are provided for each development milestone to clarify the meaning of what should be taught in order to achieve the milestone.

The development milestones will help to:

- Provide indicators across the strands to support progression towards the stage outcomes
- Ascertain where an individual is placed within the swimming and water safety framework
- Identify gaps that need greater attention or areas that could be extended
- Guide the development of skills required to support safe lifelong participation in aquatic activity



## NATIONAL BENCHMARKS FOR SWIMMING AND WATER SAFETY

The Australian Water Safety Council has established three National Benchmarks for Swimming and Water Safety Education as the desired competency standards every Australian should have the opportunity to acquire and maintain.

The National Benchmarks provide a clear description of student learning and are therefore, a useful starting point or driver for the development of teaching and learning programs. The benchmarks allow teachers to monitor student learning and to make judgements about student progress and achievement.

These National Benchmarks for Swimming and Water Safety Education can be achieved by progressing through the development milestones of the National Swimming and Water Safety Framework.

### Every Australian at the age of 6 years should be able to:



Identify rules for safe behaviour at aquatic environments at or near the home



Submerge the body and move through an obstacle



Enter and exit shallow water unassisted



Identify people and actions to help in an aquatic emergency



Float and recover to a standing or secure position



Perform a survival sequence to simulate an accidental entry



Move continuously for 5 metres

## Every Australian at the age of 12 years should be able to:



Understand and respect safety rules for a range of aquatic environments



Surface dive, swim underwater and search to recover an object from deep water



Enter and exit the water for a range of environments



Respond to an emergency and perform a primary assessment



Float, scull or tread water for 2 minutes and signal for help



Rescue a person using a non-swimming rescue technique with non-rigid aids



Swim continuously for 50 metres



Perform a survival sequence wearing light clothing

## 50% of all Australians at the age of 17 years should be able to:



Understand behaviours that affect personal safety in aquatic environments and activities



Search in a deep water environment and recover a person



Assist others to exit deep water using bystanders



Respond to an emergency and provide first aid



Float, scull or tread water for 5 minutes and signal for help



Rescue an unconscious person in deep water



Swim continuously for 400 metres



Perform a survival sequence wearing heavy clothing



# FUNDAMENTAL STAGE

## Fundamental Stage Description

The Fundamental Stage focuses on the development of confidence and competence in a range of foundation swimming and water safety skills that will be built upon in the later stages. Students will become familiar with the water and by the end of this stage have the ability to perform basic skills independently.

The Fundamental Stage provides opportunities for students to explore and learn about moving in and under the water. The content provides a basis to develop knowledge and skills for students to safely enjoy the water in a supervised environment. It provides opportunities to identify dangers inherent in a range of aquatic environments but specifically the home. In addition, the content enables students to explore the people who are important to their safety and to develop a basic understanding of the importance of calling for help and self-preservation in an aquatic emergency.

It enables students to develop and practise swimming and water safety skills through structured activities.

## Fundamental Stage Outcome

By the end of the Fundamental Stage a student should be able to recognise and follow basic safety rules in an aquatic environment, perform a range of fundamental skills and recover to safety from a simulated accidental entry.

Specifically this includes:

- Identifying and describing where water can be found in locations at or near the home
- Identifying an emergency and actions to help
- Describing and following rules for safe behaviour in aquatic environments at or near the home
- Entering and exiting shallow water unassisted
- Floating and recovering to a standing or secure position
- Submerging the body and moving through an obstacle
- Moving continuously for a distance of 5 metres
- Performing a survival sequence

# FUNDAMENTAL STAGE

## STRANDS



**HAZARDS AND PERSONAL SAFETY**



**ENTRY AND EXIT**



**FLOTATION**



**SWIMMING**



**UNDER WATER**



**LIFESAVING**



**RESCUE**





**SURVIVAL SEQUENCE**

## FUNDAMENTAL

<p><b>H1</b></p> <p>Identify aquatic environments at or near the home</p>	<p><b>H2</b></p> <p>Identify hazards in aquatic environments at or near the home</p>	<p><b>H3</b></p> <p>Identify rules for safe behaviour at aquatic environments at or near the home</p>
<p><b>E1</b></p> <p>Identify safe areas for entering and exiting shallow water</p>	<p><b>E2</b></p> <p>Enter and exit shallow water with assistance</p>	<p><b>E3</b></p> <p>Enter and exit shallow water unassisted</p>
<p><b>F1</b></p> <p>Float on front and back with assistance</p>	<p><b>F2</b></p> <p>Float and recover to a secure position with a buoyant aid</p>	<p><b>F3</b></p> <p>Float and recover to a standing or secure position</p>
<p><b>S1</b></p> <p>Move in the water with assistance</p>	<p><b>S2</b></p> <p>Move in the water without assistance</p>	<p><b>S3</b></p> <p>Move continuously for 5 metres</p>
<p><b>U1</b></p> <p>Submerge the body and exhale in the water</p>	<p><b>U2</b></p> <p>Submerge and recover an object from waist deep water</p>	<p><b>U3</b></p> <p>Submerge the body and move through an obstacle</p>
<p><b>L1</b></p> <p>Identify people who can help in an emergency</p>	<p><b>L2</b></p> <p>Identify how to get help</p>	<p><b>L3</b></p> <p>Identify people and actions to help in an aquatic emergency</p>
N/A	N/A	N/A
N/A	N/A	<p><b>Q3</b></p> <p>Perform a survival sequence to simulate an accidental entry</p>

# DEVELOPMENT MILESTONES AND EXPLANATIONS

HAZARDS AND PERSONAL SAFETY 			
<b>DEVELOPMENT MILESTONES</b>	<b>H1</b> Identify aquatic environments at or near the home	<b>H2</b> Identify hazards in aquatic environments at or near the home	<b>H3</b> Identify rules for safe behaviour at aquatic environments at or near the home
<b>EXPLANATIONS</b>	<p><b>This includes describing where water can be found at:</b></p> <ul style="list-style-type: none"> <li>• Home</li> <li>• Holiday accommodation</li> <li>• The farm</li> </ul> <p>Note: may include other waterways in the vicinity</p>	<p><b>This includes describing the hazards of the following:</b></p> <ul style="list-style-type: none"> <li>• Home and paddling pools</li> <li>• Bath and spas</li> <li>• Fishponds</li> <li>• Buckets and eskies</li> <li>• Dams and water tanks</li> </ul>	<p><b>This includes describing rules for:</b></p> <ul style="list-style-type: none"> <li>• Adult supervision</li> <li>• Safe play around water (e.g. no pushing, no running)</li> <li>• Home pool safety (e.g. shut the gate, no climbing, remove toys)</li> <li>• Water safety signs in the area</li> </ul>

ENTRY AND EXIT 			
<b>DEVELOPMENT MILESTONES</b>	<b>E1</b> Identify safe areas for entering and exiting shallow water	<b>E2</b> Enter and exit shallow water with assistance	<b>E3</b> Enter and exit shallow water unassisted
<b>EXPLANATIONS</b>	<p><b>This includes identifying the following:</b></p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Ladder</li> <li>• A gradual slope (e.g. beach entry)</li> </ul>	<p><b>This includes demonstrating an entry and exit with assistance using:</b></p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Ladder</li> <li>• A gradual slope (e.g. beach entry)</li> </ul>	<p><b>This includes demonstrating unassisted:</b></p> <ul style="list-style-type: none"> <li>• A slide in entry</li> <li>• Climbing out of shallow water</li> </ul>

## FLOTATION



DEVELOPMENT MILESTONES	<b>F1</b> Float on front and back with assistance	<b>F2</b> Float and recover to a secure position with a buoyant aid	<b>F3</b> Float and recover to a standing or secure position
EXPLANATIONS	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>Floating on the back with support under the shoulders or head</li> <li>Floating on front with face submerged and with support under the armpits</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>Rotating the body into a floating position with a buoyant aid</li> <li>Floating while wearing a lifejacket</li> <li>Recovering from a floating position to a standing or secure position with a buoyant aid</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>Floating in a front float position with face submerged</li> <li>Floating in a back float position</li> <li>Floating on the back for 30 seconds using a buoyant aid</li> <li>Recovering from floating into a standing or secure position</li> </ul>

## SWIMMING



DEVELOPMENT MILESTONES	<b>S1</b> Move in the water with assistance	<b>S2</b> Move in the water without assistance	<b>S3</b> Move continuously for 5 metres
EXPLANATIONS	<b>This includes demonstrating with assistance:</b> <ul style="list-style-type: none"> <li>Kicking</li> <li>Arm movement</li> <li>Combining leg and arm movements</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>Kicking with a buoyant aid</li> <li>Arm movement with a buoyant aid</li> <li>Combining leg and arm movements in both a front and back position</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>Moving a distance of 5 metres without assistance or buoyant aids</li> </ul>

## UNDERWATER



DEVELOPMENT MILESTONES	<b>U1</b> Submerge the body and exhale in the water	<b>U2</b> Submerge and recover an object from waist deep water	<b>U3</b> Submerge the body and move through an obstacle
EXPLANATIONS	<b>This includes submerging:</b> <ul style="list-style-type: none"> <li>The body fully underwater, open eyes and blow bubbles through mouth and nose</li> <li>Underwater and surfacing repetitively</li> </ul>	<b>This includes submerging:</b> <ul style="list-style-type: none"> <li>The body to recover an object from a pool step, ledge or platform</li> <li>The body in waist deep water to recover an object</li> </ul>	<b>This includes submerging:</b> <ul style="list-style-type: none"> <li>The body fully underwater and moving horizontally through a hoop or under a flotation mat</li> </ul>



## LIFESAVING



<b>DEVELOPMENT MILESTONES</b>	<b>L1</b> Identify people who can help in an emergency	<b>L2</b> Identify how to get help	<b>L3</b> Identify people and actions to help in an aquatic emergency
<b>EXPLANATIONS</b>	<b>This includes recognising:</b> <ul style="list-style-type: none"> <li>• Parents, carers, adults as the first point of call</li> <li>• Emergency services – Police/Fire/Ambulance</li> <li>• Lifeguards/Lifesavers</li> </ul>	<b>This includes recognising:</b> <ul style="list-style-type: none"> <li>• When someone is in trouble</li> <li>• Not to enter the water to help</li> <li>• Ways to get help (e.g. shout, go and get an adult, find a lifeguard)</li> </ul>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Identify what is an emergency</li> <li>• Identify types of emergencies (e.g. drowning incident, injury, collapse, allergic reactions, choking, fire, crime)</li> <li>• Recall the emergency number Triple Zero (000)</li> <li>• Recall their home address</li> </ul>

## SURVIVAL SEQUENCE



<b>DEVELOPMENT MILESTONES</b>	N/A	N/A	<b>Q3</b> Perform a survival sequence to simulate an accidental entry
<b>EXPLANATIONS</b>	N/A	N/A	<b>This includes being able to:</b> <ol style="list-style-type: none"> <li>Simulate an accidental entry</li> <li>Surface and orientate to a floating position</li> <li>Move to a position of safety</li> <li>Exit the water safely</li> </ol>



## ACQUISITION STAGE

### Acquisition Stage Description

The Acquisition Stage focuses on the swimming and water safety skills that help a student to survive in the water. Students will become comfortable in the water and by the end of the stage have the ability to perform personal survival and rescue skills.

The Acquisition Stage provides opportunities to develop greater proficiency across the learning areas and to increase endurance levels. Students learn the different swimming and survival strokes and when and how they can be modified for different situations. Students will expand their survival skills through combining floating, sculling and treading water, using lifejackets and learning strategies they can use when they or others experience difficulty in the water. Students develop greater awareness of dangers and the ability to identify hazards inherent in a range of aquatic environments. Students will explore the principles of rescue including self-preservation and are introduced to non-swimming rescues and how to respond to an aquatic emergency in any environment.

This stage enables students to develop knowledge and skills to safely enjoy the water. They will start to develop an understanding of their personal strengths and limitations in aquatic survival and lifesaving skills.


### Acquisition Stage Outcome

By the end of the Acquisition Stage a student should have developed a positive attitude toward learning swimming and water safety. They should be able to identify safety rules in a range of aquatic environments, perform a range of personal survival skills including a survival sequence simulating an accidental entry in an open water environment.


Specifically this includes:


- Understanding and respecting rules for a range of aquatic environments
- Demonstrating entries and exits for a range of environments
- Floating, sculling or treading water for 2 minutes and signalling for help
- Performing a surface dive swimming underwater, searching to recover an object from deep water
- Swimming continuously for a distance of 50 metres
- Responding to an emergency and rescuing a person using a non-swimming rescue technique
- Performing a survival sequence

## ACQUISITION STAGE

STRANDS		ACQUISITION		
	<b>HAZARDS AND PERSONAL SAFETY</b>	<b>H4</b> Identify a range of aquatic environments	<b>H5</b> Identify hazards in a range of aquatic environments	<b>H6</b> Understand and respect safety rules for a range of aquatic environments
	<b>ENTRY AND EXIT</b>	<b>E4</b> Enter and exit deep water using feet first entries	<b>E5</b> Enter and exit deep water using head first entries	<b>E6</b> Enter and exit the water for a range of environments
	<b>FLOTATION</b>	<b>F4</b> Float, scull or tread water for 1 minute wearing a lifejacket	<b>F5</b> Float, scull or tread water for 1 minute	<b>F6</b> Float, scull or tread water for 2 minutes and signal for help
	<b>SWIMMING</b>	<b>S4</b> Swim continuously for 15 metres	<b>S5</b> Swim continuously for 25 metres	<b>S6</b> Swim continuously for 50 metres
	<b>UNDER WATER</b>	<b>U4</b> Surface dive and recover an object from shoulder deep water	<b>U5</b> Surface dive, swim underwater and recover an object from shoulder deep water	<b>U6</b> Surface dive, swim underwater and search to recover an object from deep water
	<b>LIFESAVING</b>	<b>L4</b> Recognise an emergency and call for help	<b>L5</b> Recognise and support an emergency	<b>L6</b> Respond to an emergency and perform a primary assessment
	<b>RESCUE</b>	<b>R4</b> Be rescued by a non-swimming rescue technique	<b>R5</b> Rescue a person using a non-swimming rescue technique	<b>R6</b> Rescue a person using a non-swimming rescue technique with non-rigid aids
	<b>SURVIVAL SEQUENCE</b>	<b>Q4</b> Perform a survival sequence with a buoyant aid	<b>Q5</b> Perform a survival sequence without a buoyant aid	<b>Q6</b> Perform a survival sequence wearing light clothing

# DEVELOPMENT MILESTONES AND EXPLANATIONS

HAZARDS AND PERSONAL SAFETY 			
<b>DEVELOPMENT MILESTONES</b>	<b>H4</b> Identify a range of aquatic environments	<b>H5</b> Identify hazards in a range of aquatic environments	<b>H6</b> Understand and respect safety rules for a range of aquatic environments
<b>EXPLANATIONS</b>	<b>This includes describing where water can be found at:</b> <ul style="list-style-type: none"> <li>• Home</li> <li>• Inland waterways (e.g. rivers, lakes, dams, creeks)</li> <li>• Aquatic facilities</li> <li>• Oceans and harbours</li> <li>• Beaches and lagoons</li> <li>• The farm</li> </ul>	<b>This includes describing the hazards of:</b> <ul style="list-style-type: none"> <li>• Home and paddling pools, baths and spas</li> <li>• Rivers, lakes, dams and creeks</li> <li>• Aquatic facilities and waterparks</li> <li>• Beaches and lagoons</li> <li>• Irrigation channels and pumps, tanks, wells and waterholes</li> <li>• Drains and pipes</li> </ul>	<b>This includes (but not limited to):</b> <ul style="list-style-type: none"> <li>• Closing the pool gate and removing toys</li> <li>• Wearing a lifejacket</li> <li>• Listening to Lifesavers/ Lifeguards</li> <li>• Swimming between the flags</li> <li>• Swimming with adult supervision or never swim alone</li> <li>• Not playing in drains or pipes</li> <li>• Obeying water safety signs in the area</li> </ul>

ENTRY AND EXIT 			
<b>DEVELOPMENT MILESTONES</b>	<b>E4</b> Enter and exit deep water using feet first entries	<b>E5</b> Enter and exit deep water using head first entries	<b>E6</b> Enter and exit the water for a range of environments
<b>EXPLANATIONS</b>	<b>This includes demonstrating with and without a lifejacket a:</b> <ul style="list-style-type: none"> <li>• Slide in entry</li> <li>• Step in entry</li> <li>• Stride in entry</li> <li>• Compact jump</li> <li>• Climb out exit</li> </ul>	<b>This includes demonstrating a:</b> <ul style="list-style-type: none"> <li>• Fall in entry</li> <li>• Dive in entry</li> <li>• Climb out exit preferably using a higher ledge</li> </ul>	<b>This includes demonstrating whilst wearing light clothing a:</b> <ul style="list-style-type: none"> <li>• Step in entry</li> <li>• Stride in entry</li> <li>• Compact jump</li> <li>• Fall in entry</li> <li>• Deep water exit</li> </ul>

## FLOTATION



<b>DEVELOPMENT MILESTONES</b>	<b>F4</b> Float, scull or tread water for 1 minute wearing a lifejacket	<b>F5</b> Float, scull or tread water for 1 minute	<b>F6</b> Float, scull or tread water for 2 minutes and signal for help
<b>EXPLANATIONS</b>	<b>This includes demonstrating wearing a lifejacket:</b> <ul style="list-style-type: none"> <li>• Floating on back</li> <li>• Survival sculling</li> <li>• Treading water using any leg action</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Interchanging between floating, sculling and treading water for 1 minute</li> <li>• Sculling in a head first and a feet first direction</li> </ul>	<b>This includes demonstrating whilst wearing light clothing:</b> <ul style="list-style-type: none"> <li>• Removing clothing then;</li> <li>• Interchanging between floating, sculling and treading water for 2 minutes</li> <li>• Signalling for help</li> </ul>

## SWIMMING



<b>DEVELOPMENT MILESTONES</b>	<b>S4</b> Swim continuously for 15 metres	<b>S5</b> Swim continuously for 25 metres	<b>S6</b> Swim continuously for 50 metres
<b>EXPLANATIONS</b>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Moving for 15 metres using a swimming or survival stroke</li> </ul> <p>Note: the technique should resemble a stroke</p>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Moving for 25 metres using a combination of swimming and survival strokes</li> </ul> <p>Note: the technique should resemble a stroke</p>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Moving for 50 metres using a combination of swimming and survival strokes</li> </ul> <p>Note: recognised stroke techniques should be used</p>

## UNDERWATER



<b>DEVELOPMENT MILESTONES</b>	<b>U4</b> Surface dive and recover an object from shoulder deep water	<b>U5</b> Surface dive, swim underwater and recover an object from shoulder deep water	<b>U6</b> Surface dive, swim underwater and search to recover an object from deep water
<b>EXPLANATIONS</b>	<b>This includes:</b> <ul style="list-style-type: none"> <li>• A feet-first surface dive</li> <li>• A head-first surface dive</li> <li>• Recovering an object</li> </ul>	<b>This includes:</b> <ul style="list-style-type: none"> <li>• A feet-first surface dive and swimming underwater for at least a metre</li> <li>• A head-first surface dive and swimming underwater for at least a metre</li> <li>• Recovering an object</li> </ul>	<b>This includes:</b> <ul style="list-style-type: none"> <li>• An extended feet-first surface dive and swimming underwater for up to 5 metres</li> <li>• A head-first surface dive and swimming underwater for up to 5 metres</li> <li>• Using the hands to search and recover an object</li> </ul>

## LIFESAVING



<b>DEVELOPMENT MILESTONES</b>	<b>L4</b> Recognise an emergency and call for help	<b>L5</b> Recognise and support an emergency	<b>L6</b> Respond to an emergency and perform a primary assessment
<b>EXPLANATIONS</b>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Recognise when someone is in trouble</li> <li>• Describe what to do in an emergency</li> <li>• Describe the roles and responsibilities of Police/Fire/Ambulance</li> <li>• Demonstrate how to call Triple Zero (000)</li> <li>• Recall their home address</li> </ul>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Describe the roles and responsibilities of Lifeguards /Lifesavers</li> <li>• Demonstrate how to call Triple Zero (000) and provide relevant information (e.g. location, number of people, casualty condition and to remain on the phone)</li> </ul>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Check for any dangers</li> <li>• Check if someone is responsive</li> <li>• Send for help</li> <li>• Open and clear the airway</li> <li>• Check for breathing</li> <li>• Place a person in the recovery position</li> </ul>

## RESCUE



<b>DEVELOPMENT MILESTONES</b>	<b>R4</b> Be rescued by a non-swimming rescue technique	<b>R5</b> Rescue a person using a non-swimming rescue technique	<b>R6</b> Rescue a person using a non-swimming rescue technique with non-rigid aids
<b>EXPLANATIONS</b>	<p><b>This includes being rescued by a:</b></p> <ul style="list-style-type: none"> <li>• Talk rescue</li> <li>• Reach rescue</li> <li>• Throw rescue</li> </ul> <p>Note: The teacher performs the rescue and the student is the casualty</p>	<p><b>This includes demonstrating a:</b></p> <ul style="list-style-type: none"> <li>• Talk rescue</li> <li>• Reach rescue using a rigid aid</li> <li>• Throw rescue using a buoyant aid</li> </ul>	<p><b>This includes demonstrating a:</b></p> <ul style="list-style-type: none"> <li>• Reach rescue using a non-rigid aid</li> <li>• Throw rescue using a weighted rope</li> <li>• Throw rescue using an unweighted rope</li> </ul>

## SURVIVAL SEQUENCE



<b>DEVELOPMENT MILESTONES</b>	<b>Q4</b> Perform a survival sequence with a buoyant aid	<b>Q5</b> Perform a survival sequence without a buoyant aid	<b>Q6</b> Perform a survival sequence wearing light clothing
<b>EXPLANATIONS</b>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Float for 30 seconds</li> <li>Signal for help</li> <li>Grasp a buoyant aid which has been thrown to them</li> <li>Scull, float or tread water with buoyant aid</li> <li>Kick to safety holding aid and exit</li> <li>Identify personal aquatic strengths and limitations</li> </ol>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Scull, float or tread water for 1 minute; signalling for help intermittently</li> <li>Swim survival strokes slowly for 1 minute</li> <li>Exit the water</li> <li>Identify personal aquatic strengths and limitations</li> </ol>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Scull, float or tread water for 2 minutes; signalling for help intermittently</li> <li>Swim survival strokes slowly for 3 minutes</li> <li>Exit the water</li> <li>Reflect on actions and acknowledge aquatic strengths and limitations</li> </ol> <p>Note: Light clothing may include shorts and t-shirt, pyjamas, or long sleeved shirt/top and long pants</p>







## APPLICATION STAGE

### Application Stage Description

The Application Stage focuses on extending swimming and water safety skills and knowledge for safe aquatic recreation, survival in open water environments and the ability to perform swimming rescues and emergency care.

The Application Stage enables students to improve stroke technique whilst building fitness and endurance to aid personal survival and rescue. The content provides a greater emphasis on analysing the environment, external influences (e.g. peer pressure, alcohol and drugs) and options for managing situations where their own or others' safety and wellbeing may be at risk around water. Students learn to apply knowledge and understanding of water safety, personal survival, lifesaving and rescue principles in more complex rescue and survival scenarios. Students are provided with opportunities to demonstrate leadership and teamwork in effecting rescues, resuscitation and first aid.

This stage supports students to acknowledge their personal aquatic strengths and limitations to safely enjoy a range of aquatic activities.









### Application Stage Outcome

By the end of the Application Stage a student should have the ability to understand behavioural and physical risks in a range of aquatic environments, apply survival skills and safely rescue and respond to a drowning victim, and if required perform CPR or first aid.


Specifically this includes:


- Understanding the behaviours that affect personal safety in aquatic environments and activities
- Assisting others to exit deep water using bystanders
- Floating, sculling or treading water for 5 minutes and signalling for help
- Searching in a deep water environment and recovering a person
- Swimming continuously for 400 metres
- Responding to an emergency and performing first aid
- Rescuing an unconscious person in deep water
- Performing a survival sequence wearing heavy clothing

## APPLICATION STAGE

STRANDS		APPLICATION		
	<b>HAZARDS AND PERSONAL SAFETY</b>	<b>H7</b> Explore a range of aquatic activities and understand how to participate safely	<b>H8</b> Understand and assess a range of aquatic risks	<b>H9</b> Understand behaviours that affect personal safety in aquatic environments and activities
	<b>ENTRY AND EXIT</b>	<b>E7</b> Assist others to exit the water	<b>E8</b> Assist others to exit shallow water using bystanders	<b>E9</b> Assist others to exit deep water using bystanders
	<b>FLOTATION</b>	<b>F7</b> Perform the HELP technique for 2 minutes	<b>F8</b> Perform the huddle technique for 2 minutes	<b>F9</b> Float, scull or tread water for 5 minutes and signal for help
	<b>SWIMMING</b>	<b>S7</b> Swim continuously for 100 metres	<b>S8</b> Swim continuously for 200 metres	<b>S9</b> Swim continuously for 400 metres
	<b>UNDER WATER</b>	<b>U7</b> Search in a shallow water environment	<b>U8</b> Search in a deep water environment	<b>U9</b> Search in a deep water environment and recover a person
	<b>LIFESAVING</b>	<b>L7</b> Respond to an emergency and perform CPR	<b>L8</b> Respond to an emergency and provide emergency care	<b>L9</b> Respond to an emergency and provide first aid
	<b>RESCUE</b>	<b>R7</b> Rescue a conscious person using a wade and an accompanied rescue	<b>R8</b> Rescue a conscious person using a non-contact tow in deep water	<b>R9</b> Rescue an unconscious person in deep water
	<b>SURVIVAL SEQUENCE</b>	<b>Q7</b> Perform a survival sequence wearing a lifejacket	<b>Q8</b> Perform a survival sequence in a group	<b>Q9</b> Perform a survival sequence wearing heavy clothing

## DEVELOPMENT MILESTONES AND EXPLANATIONS

HAZARDS AND PERSONAL SAFETY 			
<b>DEVELOPMENT MILESTONES</b>	<b>H7</b> Explore a range of aquatic activities and understand how to participate safely	<b>H8</b> Understand and assess a range of aquatic risks	<b>H9</b> Understand behaviours that affect personal safety in aquatic environments and activities
<b>EXPLANATIONS</b>	<b>This includes (but not limited to):</b> <ul style="list-style-type: none"> <li>Swimming in open water</li> <li>Lifesaving</li> <li>Boating</li> <li>Water craft</li> <li>Fishing</li> <li>Looking after your mates</li> <li>Other recreational activities</li> </ul>	<b>This includes understanding and evaluating:</b> <ul style="list-style-type: none"> <li>Risks associated with:                             <ul style="list-style-type: none"> <li>Natural and physical environments</li> <li>Personal and behavioural actions</li> <li>Aquatic activities</li> <li>Performing rescues</li> </ul> </li> </ul>	<b>This includes understanding and evaluating:</b> <ul style="list-style-type: none"> <li>Use of alcohol and drugs</li> <li>Peer influences and group pressure</li> <li>Personal health and wellbeing</li> <li>Safe and unsafe behaviours including risk-taking</li> <li>Poor decision making</li> <li>Personal abilities and limitations</li> <li>Impacts on:                             <ul style="list-style-type: none"> <li>The individual</li> <li>Family and friends</li> <li>Local community (e.g. school, workplace, sporting teams)</li> <li>Health and social system</li> </ul> </li> </ul>

ENTRY AND EXIT 			
<b>DEVELOPMENT MILESTONES</b>	<b>E7</b> Assist others to exit the water	<b>E8</b> Assist others to exit shallow water using bystanders	<b>E9</b> Assist others to exit deep water using bystanders
<b>EXPLANATIONS</b>	<b>This includes:</b> <ul style="list-style-type: none"> <li>A stirrup lift in shallow water</li> <li>A stirrup lift in deep water</li> <li>Assisted walk out</li> </ul>	<b>This includes exiting the water with a person using a:</b> <ul style="list-style-type: none"> <li>Two person drag</li> <li>Two person carry</li> <li>Two handed seat</li> </ul>	<b>This includes:</b> <ul style="list-style-type: none"> <li>An assisted lift</li> </ul>

## FLOTATION



<b>DEVELOPMENT MILESTONES</b>	<b>F7</b> Perform the HELP technique for 2 minutes	<b>F8</b> Perform the huddle technique for 2 minutes	<b>F9</b> Float, scull or tread water for 5 minutes and signal for help
<b>EXPLANATIONS</b>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Fitting a lifejacket whilst in the water</li> <li>• The HELP technique for 2 minutes</li> <li>• The HELP technique wearing light clothing</li> <li>• Signalling for help</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• Communicating with and reassuring group members</li> <li>• Supporting those without lifejackets</li> <li>• The huddle technique for 2 minutes</li> <li>• Signalling for help</li> </ul>	<b>This includes demonstrating whilst wearing heavy clothing:</b> <ul style="list-style-type: none"> <li>• Removing clothing (heavy or all items) then;</li> <li>• Interchange between floating, sculling or treading water for 5 minutes.</li> <li>• Signalling for help</li> </ul>

## SWIMMING



<b>DEVELOPMENT MILESTONES</b>	<b>S7</b> Swim continuously for 100 metres	<b>S8</b> Swim continuously for 200 metres	<b>S9</b> Swim continuously for 400 metres
<b>EXPLANATIONS</b>	<b>This includes demonstrating at least:</b> <ul style="list-style-type: none"> <li>• One swimming stroke and;</li> <li>• One survival stroke</li> </ul> <p>Note: recognised stroke techniques should be used</p>	<b>This includes demonstrating at least:</b> <ul style="list-style-type: none"> <li>• Two swimming strokes and;</li> <li>• Two survival strokes</li> </ul> <p>Note: efficient stroke techniques should be used</p>	<b>This includes demonstrating at least:</b> <ul style="list-style-type: none"> <li>• Two swimming strokes and;</li> <li>• Three survival strokes</li> </ul> <p>Note: efficient stroke techniques should be used</p>

## UNDERWATER



<b>DEVELOPMENT MILESTONES</b>	<b>U7</b> Search in a shallow water environment	<b>U8</b> Search in a deep water environment	<b>U9</b> Search in a deep water environment and recover a person
<b>EXPLANATIONS</b>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• An individual search</li> <li>• A team search</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• An individual search</li> <li>• A team search</li> </ul>	<b>This includes demonstrating:</b> <ul style="list-style-type: none"> <li>• A search pattern</li> <li>• A surface dive to recover a person</li> </ul>

## LIFESAVING



<b>DEVELOPMENT MILESTONES</b>	<b>L7</b> Respond to an emergency and perform CPR	<b>L8</b> Respond to an emergency and provide emergency care	<b>L9</b> Respond to an emergency and provide first aid
<b>EXPLANATIONS</b>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Identify and assess dangers</li> <li>• Assess the situation and person</li> <li>• Send for help</li> <li>• Perform CPR</li> <li>• Monitor the person and situation</li> <li>• Hand over to emergency services</li> </ul>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Identify and assess dangers</li> <li>• Assess the situation and person</li> <li>• Send for help</li> <li>• Perform CPR</li> <li>• Identify the causes of shock</li> <li>• Recognise the signs and symptoms of shock, hypothermia, marine envenomation</li> <li>• Manage shock, hypothermia, marine envenomation</li> <li>• Hand over to emergency services</li> </ul>	<b>This includes being able to:</b> <ul style="list-style-type: none"> <li>• Identify and assess dangers</li> <li>• Assess the situation and person</li> <li>• Send for help</li> <li>• Perform CPR</li> <li>• Apply appropriate first aid</li> <li>• Monitor the person and situation</li> <li>• Hand over to emergency services</li> </ul>

## RESCUE



<b>DEVELOPMENT MILESTONES</b>	<b>R7</b> Rescue a conscious person using a wade and an accompanied rescue	<b>R8</b> Rescue a conscious person using a non-contact tow in deep water	<b>R9</b> Rescue an unconscious person in deep water
<b>EXPLANATIONS</b>	<p><b>This includes demonstrating:</b></p> <ul style="list-style-type: none"> <li>Defensive techniques</li> <li>A wade rescue with an aid</li> <li>An accompanied rescue with a buoyant aid</li> </ul> <p>Note: may include a watercraft rescue (e.g. surfboard, canoe)</p>	<p><b>This includes demonstrating:</b></p> <ul style="list-style-type: none"> <li>Defensive techniques</li> <li>A non-contact tow with a:                         <ul style="list-style-type: none"> <li>Non-rigid aid</li> <li>Buoyant aid</li> </ul> </li> </ul>	<p><b>This includes demonstrating:</b></p> <ul style="list-style-type: none"> <li>Supporting and turning over an unconscious person who is face down (non-spinal)</li> <li>A contact rescue; at least two of the following:                         <ul style="list-style-type: none"> <li>Cross-chest tow</li> <li>Clothing tow</li> <li>Armpit or double armpit tow</li> <li>Wrist tow</li> <li>Head tow</li> </ul> </li> </ul> <p>Note: may include tube rescue</p>

## SURVIVAL SEQUENCE



<b>DEVELOPMENT MILESTONES</b>	<b>Q7</b> Perform a survival sequence wearing a lifejacket	<b>Q8</b> Perform a survival sequence in a group	<b>Q9</b> Perform a survival sequence wearing heavy clothing
<b>EXPLANATIONS</b>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Swim 50 metres</li> <li>Scull, float or tread water for 3 minutes</li> <li>Adopt the HELP technique; signalling for help intermittently</li> <li>Exit the water</li> <li>Reflect on actions and acknowledge aquatic strengths and limitations</li> </ol>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Scull, float or tread water for 4 minutes; signalling for help intermittently</li> <li>Reassure and provide instruction to others</li> <li>Form the huddle technique</li> <li>Swim survival strokes slowly together for 4 minutes</li> <li>Exit the water</li> <li>Reflect on actions and acknowledge aquatic strengths and limitations</li> </ol>	<p><b>This includes being able to:</b></p> <ol style="list-style-type: none"> <li>Scull, float or tread water for 3 minutes; signalling for help intermittently</li> <li>Remove heavy items of clothing</li> <li>Swim survival strokes slowly for 4 minutes</li> <li>Exit the water</li> <li>Reflect on actions and acknowledge aquatic strengths and limitations</li> </ol> <p>Note: Heavy clothing includes long sleeved shirt/top, jumper or jacket, long pants, socks and shoes</p>





# GLOSSARY

## **Assistance**

Physical support or guidance provided by a person to the student when performing a skill.

## **Buoyant aid**

An aid that provides support or buoyancy for swimming instruction, personal survival or rescue (e.g. kickboards, water noodles, lifejackets, balls, esky, rescue ring, rescue tube, pull buoy).

## **Bystander**

Someone who may be trained or untrained who can assist in an emergency.

## **Continuously**

Uninterrupted performance of skill with no stopping or rest periods.

## **CPR**

Cardiopulmonary resuscitation.

## **Deep water**

Water depth is equivalent or greater than a person's maximum arm extension above their head.

## **Defensive technique**

A technique that is used for self-preservation that allows the rescuer to escape a panicking patient (e.g. defensive position, leg block, reverse, block with an aid).

## **Efficient**

Swimming or survival strokes that demonstrate maximum endurance for minimum effort. Technique is correct and effective, enabling increased endurance and speed.

## **Emergency care**

Monitoring and care of a conscious person including recovery position, treatment for shock and hypothermia until emergency services arrive.

## **Hazards**

A danger or a risk that can be found in aquatic environments.

## **Heavy clothing**

Wearing items of clothing including: long sleeved/top, jumper or jacket, long pants, socks and shoes.

## **HELP**

Heat escape lessening posture (or position). A technique that protects the major organs from heat loss.

## **Huddle**

A group survival technique using the same principles of the HELP technique.

## **Independently**

Without the use of aids or a person that provides support or assistance when performing a skill.

## **Light clothing**

Wearing items of clothing including: shorts and t-shirt, pyjamas, or long sleeved shirt/top and long pants.

## **Move**

Unless a swimming or survival stroke is specified, move implies any form of propulsion including kicking, paddling or arm strokes, combining kicking and arm movements, and sculling.

## **Non-rigid aid**

A flexible aid that does not hold its shape (e.g. towel, clothes, rope).

## **Non-weighted rope**

A rope that has no additional weight attached.

## **Object**

Sinking teaching aids that can be recovered from the bottom of the aquatic environment (e.g. dive rings or discs, dive bricks).

## **Obstacle**

An item that hinders or complicates propulsion (e.g. hoop).

## **Recognised**

Swimming or survival stroke that has all the general features of a stroke; streamlined body position, propulsive leg action, phases of the arm action and natural breathing pattern. Strokes may require further refining to increase endurance and speed.

## **Rescue aid**

Any aid used for rescue purposes.

## **Resemble**

Indicates any form of propulsion that 'looks like' a swimming or survival stroke.

## **Rigid aid**

An aid that is not flexible and unable to bend (e.g. pole, branch).

## **Secure position**

Upright position with head above water.

## **Self-preservation**

Putting personal safety first and not endangering oneself particularly in a rescue or emergency situation.

## **Shallow water**

Depth of water where all participants are able to stand and no deeper than their chest.

## **Standing position**

Standing upright with both feet flat on the bottom of the aquatic environment.

## **Submerge or submersion**

Descend the body fully below the surface of the water.

## **Surface dive**

A technique of diving under the water that commences from the water surface and can be used when escaping from danger or searching for a submerged object or person.

## **Survival strokes**

Survival breaststroke, sidestroke and survival backstroke.

## **Swimming strokes**

Freestyle, backstroke, breaststroke and butterfly.

## **Unassisted**

No physical support or guidance provided by a person to the student when performing a skill.

## **Watercraft**

Non-motorised vessels including surfboard, canoes and kayaks.

## **Weighted rope**

A rope that has a weight securely tied at the throwing end, such as a plastic bottle partially or fully filled with water.

## SUPPORTING RESOURCES

A range of resources have been developed to support understanding, implementation and communication of the Framework.

To view the Framework supporting resources visit: [www.royallifesaving.com.au/programs/national-swimming-and-water-safety-framework](http://www.royallifesaving.com.au/programs/national-swimming-and-water-safety-framework)

## CONTRIBUTORS

Cherry Bailey	Kym McMahon
Shayne Baker	Ross Morrison
Paul Barry	Dawn Penney
Jenny Blitvich	Stacey Pidgeon
Susan Carter	Craig Roberts
Wendy Cracknell	Floss Roberts
Janelle Falkingham	Peter Roberts
Kate Forrester	April Ryan
Richard Franklin	Justin Scarr
Ross Gage	Karina Siggins
Matt Griffiths	Kate Simpson
Thea Harrild	Heidi Sinanovski
Trent Hotchkin	Emma Taber
Rebecca Johnson	Peter Tomlin
Lucette King	Gary Toner
Penny Larsen	Fran Wood
Emma Lawrence	Michelle Young
Peter Leaversuch	Julie Zancanaro
Leonie McKenzie	

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#### FOR MORE INFORMATION

Call **02 8217 3111**  
Email **info@rlssa.org.au**

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