



Statement of expectations: Water safety and learn to swim programs

All students will be provided with the opportunity to engage in appropriate water safety and learn to swim programs.

The following expectations apply to all Queensland state schools from Prep to Year 12.

Student experience

- Participation in water safety, learn to swim programs and all water-based activities should be a safe, positive and engaging experience for all students.
- Water safety, learn to swim programs and all water-based activities should meet all students' needs in ways that are appropriate to their age, ability, maturity and context.

School planning

- Schools must consult with the school community on the nature of all school swimming programs and activities and decide whether programs will be facilitated by school-based staff or an external provider¹.
- Schools must complete a risk assessment that complies with the requirements outlined in the Curriculum Activity Risk Assessment (CARA) guidelines for the specific aquatic environment (for example, [swimming in pools](#) or [swimming in locations other than pools](#)). Additional risks, hazards and control measures supplied by an external provider must be included with this risk assessment.

- All active supervisors with an instructional role must have the appropriate qualifications and/or units of competency² as outlined in the CARA guideline.
- Schools must confirm the qualifications³ and the public liability insurance of any external providers of water safety and learn to swim programs.
- Water safety, learn to swim programs and all water-based activities should be differentiated to meet the needs of individual students. Programs for students with additional needs must be planned in collaboration with parents and carers.

Competency benchmarks for students

- Schools should use the evidence-based benchmarks in the *National swimming and water safety framework*, tailored to the local context.
- Schools should use the Queensland state schools Swimming and water safety education program to further assist in the implementation of water safety and learn to swim programs.

¹An external provider includes any group (e.g. swim school) or individual (e.g. swimming instructor) engaged by a Queensland state school for the delivery of water safety and learn to swim programs.

²If school officers require updates to qualifications, units of competency and/or first-aid training, refer to the list of training providers on page 2.

³All qualifications must be attained through organisations aligned with the Australian Water Safety Council (see details on page 2). If unsure, contact the local regional office.

Evidence-based programs and training

	Before school-age	School-age
Programs	<ul style="list-style-type: none"> Royal Life Saving Society – Australia (RLSS) Swim & Survive Wonder (6–36 months) RLSS Swim & Survive Courage (3–5 years). 	<ul style="list-style-type: none"> RLSS Swim & Survive Active (5–14 years) Surf Life Saving Queensland (SLSQ) Queensland Health Beach Safe Schools program (Prep–Year 12).
Training to become an instructor	<ul style="list-style-type: none"> AUSTSWIM Teaching of Infant and Preschool Aquatics (6 months–4 years) Australian Swimming Coaches & Teachers Association (ASCTA) Swim Australia teacher course for babies and toddlers. 	<ul style="list-style-type: none"> AUSTSWIM Teacher of Swimming and Water Safety (4 years–adult) Higher Level Skills Program: AUSTSWIM Teacher of Swimming and Water Safety skillset Get Active Queensland Accreditation Program delivered by ASCTA and ASCTA Swim Australia Teacher accreditation (SAT) Completion of the following nationally recognised units of competency through other providers: <ul style="list-style-type: none"> SISCCRO302A — Apply legal and ethical instructional skills SISCAQU008 — Instruct water familiarisation, buoyancy and mobility skills SISCAQU009 — Instruct water safety and survival skills SISCAQU010 — Instruct swimming strokes SISCAQU002 — Perform basic water rescues HLTAID001 — Provide cardiopulmonary resuscitation.
Insurance requirements for instructors	<ul style="list-style-type: none"> Departmental employees are covered by the department’s public liability insurance when conducting school approved activities. For non-departmental employees, schools need to ensure the swimming instructor or external provider holds at least \$10 million public liability insurance. 	

Targeted programs, information and training

	Options
Programs	<ul style="list-style-type: none"> SLSQ Breaka Beach to Bush for primary students (Prep–Year 6) in rural and remote locations SLSQ On the same wave education presentations conducted at schools or practical programs at beach locations designed to engage with Queenslanders from culturally and linguistically diverse backgrounds
Training to become an instructor	<ul style="list-style-type: none"> AUSTSWIM Teacher of Aquatics — Access and Inclusion (provides the knowledge and information required to deliver inclusive programs regardless of age, disability, chronic condition or culturally and linguistically diverse background) ASCTA Swim Australia Teacher accreditation for learners with disability (SAT LWD) and culturally and linguistically diverse communities (SAT CALD)
First aid	<ul style="list-style-type: none"> SLSQ first aid training RLSSQ first aid training Australian Red Cross first aid courses and certificates St John Ambulance Australia first aid training
Information	<ul style="list-style-type: none"> Multilingual beach safety information

Refer to the following organisations aligned with the Australian Water Safety Council for further information, programs and support:

[Royal Life Saving Society Queensland](#)

[Surf Life Saving Queensland](#)

[AUSTSWIM](#)

[Australian Swimming Coaches & Teachers Association](#)

[Get Active Queensland Accreditation Program](#) — delivered by Australian Swimming Coaches & Teachers Association, and results in a Swim Australia Teacher accreditation for eligible participants.

At Kurwongbah State School swimming is considered a pastoral care activity and falls under the health and wellbeing framework. This program is not part of the delivery of the Australian Curriculum and is not assessed as part of the Health and Physical Education key learning area. Instead, swimming lessons and water safety are offered to promote health and wellbeing, just as camps, incursions and excursions support the development of the child and supplement the curriculum. Students also have the opportunity to participate in our swimming carnival in Term Four.

Registered swimming instructors, who follow the WSSEP guidelines outlined below, deliver our swimming programs.



Learn to Swim & Water Safety : Proposed Dates 2020

Year	Delivery	Proposed Dates
Prep	10 x 30 min lessons	7 th Sept – 18 th September (T3)
Year 1		7 th Sept – 18 th September (T3)
Year 2		24 th Aug – 4 th Sept (T3)
Year 3	4 x 45 min lessons	12, 13, 14, 15 Oct (T4)
Year 4		23, 30 Oct & 6, 13 Nov (T4)
Year 5		30, 31 Mar & 2, 3 April (T1)
Year 6		23, 24, 26, 27 Nov (T4)

Prep – Year 2

Lessons have a dual focus on Learn to Swim (technique, buoyancy and developing water confidence) and Water Safety (swimming for survival, rescue/ lifesaving and water safety knowledge). Instructor to student ratio is kept at 1:5 due to the intense nature of instruction. All lessons are held indoors.

Year 3-6

Lessons have a primary focus on Water Safety. This includes skills related to submerging, survival sequences, rescue and awareness of hazards/ self-preservation. Instructor to student ratio is 1:10 due to the different focus. Lessons are held outdoors in the larger pool. Students requiring additional support regarding core swimming schools are provided additional support in smaller group settings.

Guidelines

BACKGROUND

In February 2018, the Queensland Government established a Ministerial Water Safety Roundtable (the Roundtable), comprised of stakeholders and water safety and education experts, that identified ways the Queensland Government could work with other agencies and organisations to improve water safety in the community.

The members of the Roundtable pledged their commitment to do all that they could to ensure that every Queenslanders has the skills and knowledge needed to be safe in, on and around water.

The commitment includes:

- ensuring all children are offered the opportunity to engage in appropriate water safety and swimming education programs
- developing and sharing consistent water safety messages throughout the community
- taking action as outlined in the *Water safety action statement*.

Together, the Queensland Government and their non-government partners are working towards making Queensland the water safe state.

The Roundtable collaboration resulted in a *Statement of expectations: Water safety and learn to swim programs, Water safety action statement and Water safety action plan* which support the draft *National swimming and water safety framework*.

From 2019, schools are required to provide a water safety and swimming program in Prep to Year 6. Student participation in these programs is not compulsory. Parents can choose for their children not to participate.

The Department of Education committed to develop the Prep to Year 10 *Water safety and swimming education program* (WSSEP; the program) to support schools to implement water safety and swimming.



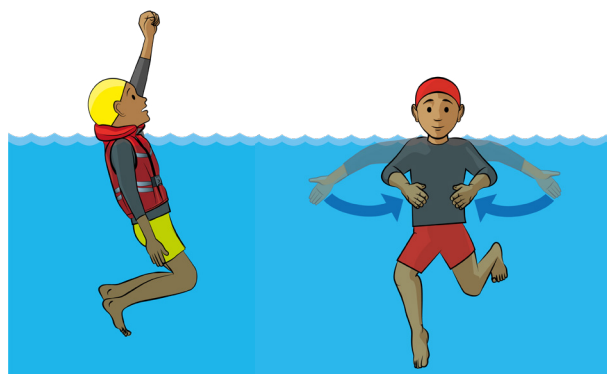
AIMS

The Prep to Year 10 program supports health and wellbeing education in schools, exemplifies current water safety and swimming education best practice and aligns to the:

- draft *National Swimming and Water Safety Framework*
- Australian Curriculum: Health and Physical Education (HPE)
- Prep to Year 10 HPE Curriculum into the Classroom (C2C) materials.

The program aims to develop students' knowledge, skills and dispositions to prioritise personal safety in, on and around water, including in survival and rescue situations. Water safety, survival, dry land rescue and seeking help take precedence over swimming-related rescue skills.

The program is designed to be delivered by qualified teachers, or for teachers to collaborate with others who are qualified as per the *Curriculum Activity Risk Management Guidelines (CARA)*.



IMPLEMENTATION

The *P–12 curriculum, assessment and reporting framework* specifies the requirements for all Queensland state schools to provide health and wellbeing education, either as part of the delivery of the Australian Curriculum or as part of the school's pastoral care program.

WSSEP supports schools to implement health and wellbeing education and schools can choose to conduct the program either through HPE or pastoral care programs.

It is important for schools to plan ahead as the program has both classroom and water location components. Classroom prior learning activities should be completed before water location activities.

WHOLE-SCHOOL APPROACH

The Department's *Inclusive education policy* supports the right for students of all social, cultural, community and family backgrounds, and of all identities and abilities, to receive high-quality education.

Taking a whole-school approach to WSSEP ensures coherent and consistent delivery of water safety and swimming education. Schools should consider the diverse needs of all students when delivering the program.

Principals, in consultation with the school community, decide how the program will be delivered so that it meets the needs of students, and whether it will be facilitated by school-based staff and/or qualified external providers. For further information, refer to the *Statement of expectations: Water safety and learn to swim programs*.

Before starting, schools should review their policies and procedures to ensure students are ready to participate in water safety and swim sessions in sun-safe and culturally appropriate clothing¹. Schools should also be cognisant of the required safety, hygiene (changing, showers, towels) and emergency procedures.

It is important to collect information from parents, caregivers and students about any factors that might affect a student's capacity to participate safely in water-based activities. Useful information regarding parent and community engagement is available through the *Parent and community engagement framework* website.

Students with disability and those from diverse cultural backgrounds, including students learning English as a second or additional language or dialect (EAL/D), can access and participate in the program with reasonable adjustments and support. Under the *Disability Standards for Education 2005 (Cth)*, students with disability are entitled to reasonable adjustment² in order to participate in education on the same basis as other students. Education providers must consult with the student (if possible) and parents and caregivers before making a reasonable adjustment.

Schools use a *whole-school approach to differentiated teaching and learning*, in all three levels of planning, to respond to students' diverse learning needs. This ensures that every student can access, participate and achieve in the program.

It is important to note that in some years and bands of years, skill development involves physical contact with peers. Teachers should consider personal and cultural sensitivities that may impact on student participation.

WSSEP AS PART OF HPE

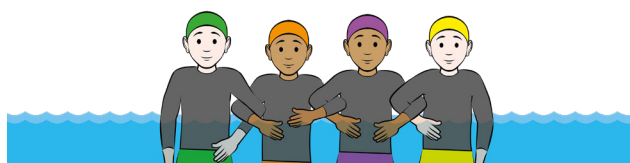
When implementing the program as part of HPE, schools must show this in the three levels of planning. Further information about the three levels of whole-school curriculum, assessment and reporting planning is available in *Assessment and moderation in Prep to Year 10* and on the *Assessment and Moderation Hub*.

WSSEP is designed to align with the rationale, aims and bands of years (Prep; Years 1 and 2; Years 3 and 4; Years 5 and 6; Years 7 and 8; Years 9 and 10) of HPE.

It is also aligned to targeted aspects of the achievement standards in each year and band of years and incorporates the *Movement and physical activity* and *Personal, social and community health* strands of the curriculum.

The program complements the following C2C HPE units that include swimming content:

- Year 2 Unit 1: Tadpole Tales
- Year 4 Unit 1: Splish Splash
- Year 6 Unit 1: Junior Lifesaver
- Year 8 Unit 1: Swimphony of strokes
- Year 10 Unit 1: Water polo.



WSSEP AS PART OF PASTORAL CARE

WSSEP can be embedded into pastoral care programs from Prep to Year 10. For example:

- School camps can offer valuable water location learning opportunities for schools. This may involve opportunities for student engagement in authentic water environments.
- Students in Year 6 may undertake a water safety and swimming unit in preparation for transition to secondary school.
- Students in Year 10 may undertake a water safety and swimming unit in preparation for transition to senior schooling to develop the necessary skills to stay safe in, on and around water.
- Including the program in cardiopulmonary resuscitation (CPR) and first aid training in secondary schools.

Implementation should reinforce safety when in, on and around water across a student's life.

¹ Royal Life Saving Society – Western Australia, *Multicultural Women Swim and Survive Lessons, Swimwear Options Reference Guide*, <https://royallifesavingwa.com.au/programs/swim-and-survive/access-and-equity/multicultural-participation>

² University of Canberra 2014, *Disability standards for education: A practical guide for individuals, families and communities*, <https://resource.dse.theeducationinstitute.edu.au/content/whats-reasonable>

DELIVERY AND RISK ASSESSMENT

The program provides students with the opportunity to acquire, apply and evaluate movement skills, concepts and strategies. Students learn how to respond confidently, competently and creatively in a variety of physical activity contexts and settings including both familiar and unfamiliar water locations.

By discussing and practising water safety procedures, students consider their own and others' safety, make informed decisions and take action to cope with potential problems without placing themselves or others in unnecessary danger. Water safety procedures should be flexible and respond to changing location constraints and the needs of students.

Water safety procedures need to include the following:

Entry activities



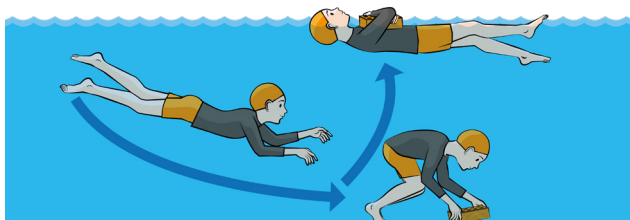
Teachers must perform a risk assessment before students enter the water. Consider safety signage, water depth, height of the entry point above the water and other water conditions; in conjunction with student factors such as competency and physical build (height, strength). Students should conduct their own risk assessment prior to **every** entry.

Dive entries are potentially the most dangerous entry. While the program includes progressive instruction in a shallow/flat dive entry technique, such entries are not essential and must be avoided when the water is not deep enough and/or when water levels fluctuate.

Safety margins must be considered. Prohibit swimming across the entry area. Steep dives and dives from diving platforms and springboards are not a part of the program.

Submergence activities

The program includes activities where students are required to sink and swim below the surface. The program clearly states distances of 'up to 3 metres' and 'up to 5 metres' in order to reduce risk of water blackout and drowning. Breath-holding and underwater swimming competitions must not be implemented.



Principles of safe lifting and manual handling techniques must be taught when students assist others to exit the water and when completing rescue and survival skills.

Before undertaking water safety and swimming, schools must consult the Curriculum Activity Risk Assessment (CARA) guideline for *Swimming in Pools* or *Swimming in locations other than pools*.

Hydrotherapy and similar water/aqua therapy programs are not a substitute for the water safety and swimming program.

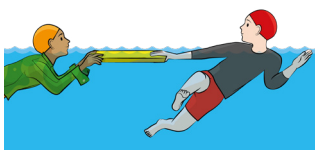
Survival activities

The program includes activities that require wearing additional clothing over swimwear (from Year 5 and up). Once competent in lead-up skills, instruct students to remove heavy clothing (fabrics which absorb a lot of water) before or soon after entering water, and retain light clothing (fabrics that do not absorb a lot of water). Avoid the use of clothing likely to cause entanglement and/or interfere with buoyancy or mobility.

Lifeguard activities

Lifeguard knowledge and skills ensure students understand that lifejackets should be worn whenever in open water and when fishing, boating, jet skiing and on paddle craft. Students learn that lifejackets must be worn correctly to provide effective buoyancy and increase the likelihood of survival. In-water lifejacket activities are recommended, however schools may not have access to these resources or sizing may not be appropriate for all students. The term 'lifejacket' includes personal flotation devices (PFDs). Lifejackets used in school programs should meet Australian standards, fit the student securely and be worn correctly.

Rescue and lifesaving activities



Risk management extends to all rescue and lifesaving activities. Students should be paired or teamed with peers of similar build. Instruction in non-contact rescues using rigid and non-rigid aids must include appropriate techniques such as stable stance, safe delivery of the rescue aid and safe hauling action. Similarly, instruction in the rescue of conscious and unconscious casualties must include safety aspects relevant to all phases of the sequence: entry, approach, use of an aid, tows, landing and assisted exits.

WSSEP MATERIALS

Sequence of competency

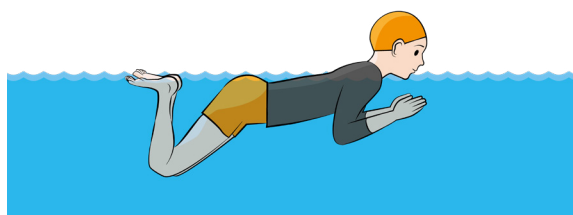
The WSSEP is designed around knowledge and physical performance competencies within seven **learning focus categories** derived from national benchmark data and current water safety and swimming research. Each competency and learning focus is conceptually linked, allowing access and progression at various stages. The learning focus categories are:

- entries and exits
- buoyancy
- submergence
- swimming for survival
- survival sequence
- rescue and lifesaving
- water safety knowledge.

Competency	Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Entries and exits	Enter and exit the water safely using basic skills.	Enter and exit the water safely using basic skills.	Enter and exit the water safely using basic skills.	Enter and exit the water safely using basic skills.	Enter and exit the water safely using basic skills.	Enter and exit the water safely using basic skills.
Submergence	Submerge the body safely using basic skills.	Submerge the body safely using basic skills.	Submerge the body safely using basic skills.	Submerge the body safely using basic skills.	Submerge the body safely using basic skills.	Submerge the body safely using basic skills.
Swimming for survival	Swim for survival using basic skills.	Swim for survival using basic skills.	Swim for survival using basic skills.	Swim for survival using basic skills.	Swim for survival using basic skills.	Swim for survival using basic skills.
Survival sequence	Perform a survival sequence using basic skills.	Perform a survival sequence using basic skills.	Perform a survival sequence using basic skills.	Perform a survival sequence using basic skills.	Perform a survival sequence using basic skills.	Perform a survival sequence using basic skills.
Rescue and lifesaving	Perform a rescue and lifesaving sequence using basic skills.	Perform a rescue and lifesaving sequence using basic skills.	Perform a rescue and lifesaving sequence using basic skills.	Perform a rescue and lifesaving sequence using basic skills.	Perform a rescue and lifesaving sequence using basic skills.	Perform a rescue and lifesaving sequence using basic skills.
Water safety knowledge	Understand basic water safety concepts.	Understand basic water safety concepts.	Understand basic water safety concepts.	Understand basic water safety concepts.	Understand basic water safety concepts.	Understand basic water safety concepts.

From Prep to Year 10, the competencies in the learning focus categories progress from:

- fundamental to more complex concepts and movements
- isolated movements to movement sequences
- fundamental to more complex situations and contexts
- familiar and contained to unfamiliar and open water locations
- safety of self to safety of self and others
- prescriptive routines to planning, adapting and responding to potential situations.



Lessons

There are **eight lessons** for each year or band of years. The lessons are sequenced, interrelated and require a **time allocation of at least eight hours** for each year or band of years.

There are two lesson components that complement each other. They reinforce the need for students to think critically about their ability, their intended engagement in water activities and their response to emergent situations in, on or around water locations. Students also learn to plan and act to promote their own and other's safety.

- **Teaching overview** includes key features of each lesson such as the purpose, competencies, resources, guidelines for the instruction area and an equipment list based on the activities in the corresponding *Learning focus and sequence*. In addition, the overview outlines classroom prior learning and water location learning.
- **Notes** highlight messages essential to achieving the program's aims. They emphasise the need for safety when in, on and around water, including situations when assisting others to exit; and the importance of providing learning experiences appropriate to student swimming confidence and current competence.
- **Learning focus and sequence** provides water location learning including learning focus categories and activities designed to advance students towards proficiency in the target competencies.

Activities in learning focus categories are sequenced on a continuum and developmental in nature. If students have not acquired the necessary skills or confidence to advance in the series, then previous lessons or lesson components can be repeated. The *Sequence of competency* provides opportunities for students to progressively develop and extend their knowledge, understanding and skills in the learning focus categories.

The following components make up the lesson design on the *Teaching overview*:

- Classroom prior learning contains the content, knowledge, concepts and preliminary skills aligned to targeted competencies for the year or band of years. Taught before students undertake the practical or water-based component, it can be delivered in a range of ways to suit the learning context. Classroom prior learning is designed to develop student understandings and skills in readiness for application and refinement at the water location.
- Water location learning is delivered in water-based sessions by school staff and/or qualified external swimming providers. It is intended to reinforce and build on classroom prior learning and develop students' capacity to demonstrate targeted competencies in the learning focus categories. The activities provide ideas for teaching and learning and are not intended to be prescriptive.

Skills test

Each year or band of years contains a progressive skills test and other advice to support grouping according to students' ability. The skills test consists of core abilities essential for water safety, swimming and survival competency. It is recommended that teachers conduct the test in Lesson 1 to gauge students' entry-level skills.

When delivering the program, teachers should be aware of diverse factors that influence student progress, including:

- prior learning and skill competency
- prior exposure to water environments
- confidence in water environments
- cultural considerations
- innate abilities and personal characteristics
- learning and development needs.

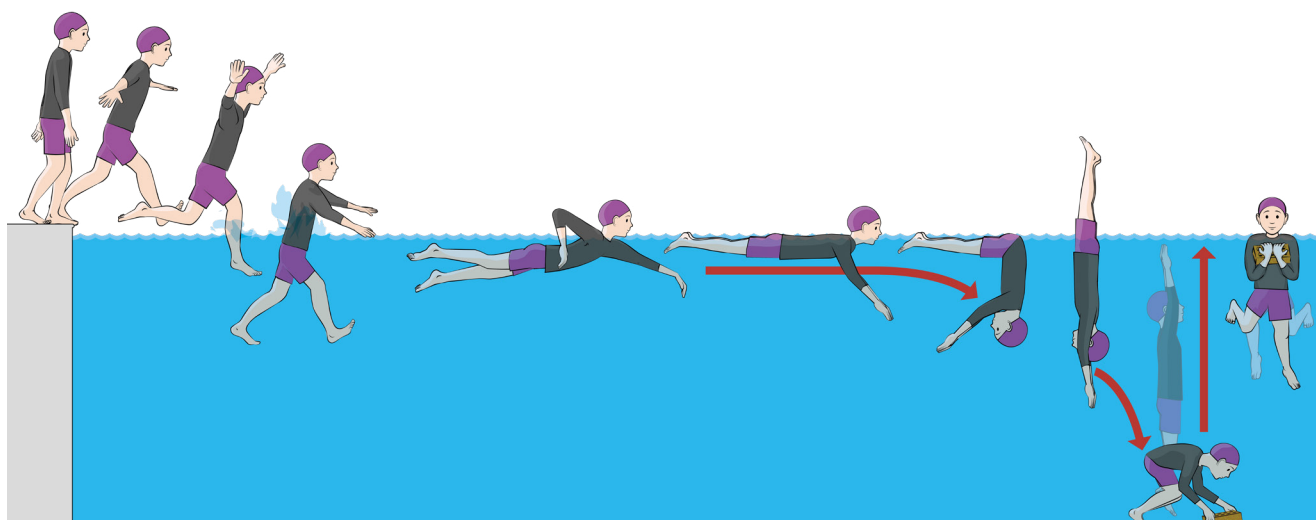
Teachers use differentiated teaching to address gaps in students' learning.

Assessment

The program includes assessment against the *Competency checklist* in lesson eight for the year or band of years. However, assessment can be ongoing across the eight lessons.

While the program can be implemented as part of the HPE curriculum, and is aligned to aspects of the achievement standards, there is no summative assessment provided. Therefore there is no requirement to report on the program.

The program offers flexibility for schools to develop their own summative assessment or use the assessment resources available through the C2C HPE units.



REFERENCES

Australian Water Safety Council 2016, *Australian Water Safety Strategy 2016–2020*, Australian Water Safety Council, Sydney, Australia.

Pidgeon, S, Larsen, P, Barnsley, P, Scarr, J and Peden, A 2018, *Benchmarking Australian childrens' swimming and water safety skills: Swim school data, Part 1: Primary school children aged 5–12 years*, Royal Life Saving Society Australia, Sydney. https://www.royallifesaving.com.au/__data/assets/pdf_file/0009/22050/RLS_SwimSchoolData_BenchmarkReport_Part1_FINAL.pdf

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Royal Life Saving Society Australia 2018, *Royal Life Saving National Drowning Report 2018, Research and Policy Highlights*, Royal Life Saving Society Australia, Sydney. https://www.royallifesaving.com.au/__data/assets/pdf_file/0004/23197/RLS_NDR2018_ReportLR.pdf

Royal Life Saving Society Australia 2018, *National swimming and water safety framework, Final draft*, Royal Life Saving Society Australia, Sydney.

Teaching overview

Lesson title →

Purpose →

Competencies →

Competency statements →

Water safety and swimming education program
Years 3 and 4

Teaching overview
Lesson 4

Responding to environmental factors

Purpose: To recognise environmental factors and respond using self-preservation strategies and techniques.

COMPETENCIES

This lesson supports working towards the identified competencies (black text).

Entries and exits	Safely enter (feet-first) and exit shallow and deep water using methods suitable for the water location.
Buoyancy	Scull on the back in head-first and feet-first directions and tread water using any leg action. Recommended: Correctly fit a lifejacket on land, jump into the water, float on the back and signal for help.
Submergence	Perform head-first and feet-first surface dives in chest-deep water to recover an object.
Swimming for survival	Swim continuously for 50 metres using above water and underwater arm recovery strokes.
Survival sequence	Perform a continuous survival sequence: enter the water; scull, float or tread water for 1 minute; swim 25 metres to gain hold of and float with a buoyant aid, signal for help; exit the water safely. Recommended: Wear clothing over swimwear.
Rescue and lifesaving	Perform non-swimming rescues: reaching with a rigid or non-rigid aid and throwing a buoyant aid 5 metres.
Water safety knowledge	Identify and practise strategies to help keep themselves and others safe and healthy in, on and around water locations, including self-preservation in non-swimming rescues and the signal for help. Demonstrate understanding of: hazards in water locations; safety signage; rules for safe behaviour around the water including safe entries and exits.

RESOURCES

Curriculum Activity
Risk Assessment
(CARA) guidelines
Swimming in pools or Swimming in locations other than pools
Years 3 and 4 competency checklist

INSTRUCTION AREA

shallow water (no deeper than the student's waist)
deep water (student's chest height or deeper)
emergency safety area

EQUIPMENT

whistle
rope (or similar) to cordon off areas
rigid and/or non-rigid rescue aids
weighted or sinkable objects
kickboards

CLASSROOM PRIOR LEARNING

Classroom prior learning develops understandings and skills and supports delivery of learning sequence at water location.

- How to stay safe in, on and around the water:
 - water locations in the local community that are built and/or naturally occurring, including any potential hazards to swimmers and/or watercraft
 - features at different water locations that determine the suitability for water activities
 - how weather events, marine life or other factors can make a location unsafe for activities
 - signage that exists or that is needed to encourage people to keep safe at water locations
 - situations when people need urgent help to get out of the water, assistance for someone in distress and the risks or hazards a rescuer should consider.
- Relevant water safety, swimming and survival skills as appropriate. This should include:
 - viewing images of someone in the water signalling for help, discussing self-help and potential assistance, while considering the potential hazards
 - items useful as rescue aids including rigid, non-rigid and buoyant examples.

Note: Emphasise students' safety in and around the water and how to take appropriate action to cope with potential problems without placing themselves and others in danger.

WATER LOCATION LEARNING

When delivering the learning sequence at the water location:

- review relevant classroom prior learning
- consider learning experiences that will allow students to progress from their current swimming capability to be able to participate in the Learning sequence
- provide supervision for groups according to the relevant CARA guidelines.

Note: Reluctant swimmers can still engage and participate. Provide learning experiences appropriate to swimming confidence.

Band of schooling →

Lesson number →

Resources →

Instruction area →

Equipment →

Link to HPE band of years

Link to risk assessment guidelines; competency checklist with class record sheet

Recommends appropriate water depths and emergency safety area

Equipment that supports activities at the water location

Classroom prior learning

- Develops understandings and skills and supports delivery of the learning sequence at the water location.
- How to stay safe in, on and around the water and relevant water safety, swimming, survival and/or rescue skills.
- Aligns with the competencies for a year or band of years.

Water location learning

- Review of relevant prior classroom learning.
- Supportive environments and the role of differentiation in the progression of students' capabilities.
- Supervision according to the relevant CARA guidelines.

Lessons are not in a prescriptive sequence. Students progress at different rates. Teachers make ongoing judgments and tailor activities to meet students' needs.

Learning focus and sequence

Lesson title

Activities

Support student capacity to demonstrate identified competencies.

Activities within a learning focus category are sequenced on a continuum.

Activities designate 'must include', 'should include' or 'may include'.

Selected activities contain technical details and/or drills to progress skill development. This usually occurs in lessons where the skill is first introduced.

Water safety and swimming education program

Years 3 and 4

Learning focus and sequence

Lesson 4

Lesson number

Learning focus category

Images

Artwork depicts selected skills and/or drills in lesson activities.

Artwork is instructional in design and reflects technical accuracy in the movement skill.

Responding to environmental factors

Update the Years 3 and 4 competency checklist to record student progress based on performance in the lesson.

WATER SAFETY KNOWLEDGE



Practise identifying hazards and signage at the water instruction area.
Discuss safe ways to enter, move in and exit the water instruction area.
Revise the signal for help and identify items suited as rescue aids particularly rigid, non-rigid and buoyant examples.

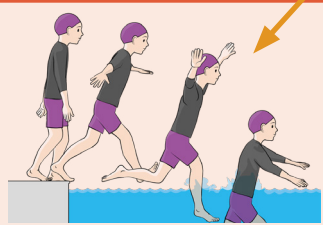


ENTRIES AND EXITS

Safely enter and exit shallow and deep water using feet-first methods suitable for the water location.

Activities should include:

- introducing the stride entry into deep water
 - hold arms wide and horizontal to the water
 - step forward in a giant stride
 - apply downward pressure with the hands and arms upon contacting water to keep the head above
- scull or float for 15 seconds then use a survival stroke or component of a stroke with an underwater arm recovery to return to the edge
- exit the water safely.



BUOYANCY AND SURVIVAL SEQUENCE

Conduct activities to develop the survival skills of sculling on the back and treading water to stay in one place with the face above water.

Activities should include:

- review of sculling on the back in feet-first and head-first directions

arm component of treading water

- stand in waist- to chest-deep water to practise horizontal sculling hand action
- change position of hands to start with hands in front of body at chest height, back of hands forming a V shape almost touching with thumbs down
- out-sweep hands and forearms as if to push water away
- turn hands thumbs up and in-sweep the hands and forearms back together
- repeat the out-sweep, in-sweep sequence and progress to deeper water, if appropriate.

leg component of treading water

- explore leg actions to decide which is less tiring and provides the best buoyancy including:
 - breaststroke leg actions
 - 'bike riding' or 'stomping' leg actions, emphasising pushing down then quickly pulling the knees up or 'stomping' feet down further away or to the sides
- combining the arm and leg actions to tread water and stay buoyant for 1 minute.



Lessons are not in a prescriptive sequence. Students progress at different rates. Teachers make ongoing judgments and tailor activities to meet students' needs.