



Illustrative examples showing how a strong community-level model could combine fundable actions across the four WE SWIM pillars to fit specific cohorts, barriers and local partnerships.

1. Refugee lessons in a regional centre

Cohort

Refugee-background children, young people and parents, including newly arrived families in early settlement.

Communities

Refugee and migrant families in a regional centre with limited prior access to swimming and water safety education.

Partners

A refugee or settlement support organisation; a local council or aquatic provider; schools; community volunteers; multicultural support services.

Illustrative fundable actions

- **WE CONNECT:** Referral pathways from settlement and community support services into local swim programs
- **WE WELCOME:** Pool familiarisation visits and family orientation sessions
- **WE PROMOTE:** Simple multilingual messaging on hazards, supervision and how lessons work
- **WE LEARN:** Subsidised lesson blocks with interpreters, transport help or swimwear assistance

2. Boosting refugee employment pathways in pools

Cohort

Refugee and recently arrived migrant young people and adults interested in aquatic employment, leadership or teaching/lifeguard pathways.

Communities

Emerging refugee and migrant communities linked to settlement, employment and community participation pathways.

Partners

A settlement or multicultural support organisation; a local pool; Royal Life Saving Society - Australia or accredited training partners; council; employment/youth services.

Illustrative fundable actions

- **WE CONNECT:** Recruitment and referral through settlement, youth and employment services into a pool-based pathway
- **WE WELCOME:** Workplace orientation and culturally responsive onboarding for first-time participants
- **WE PROMOTE:** Promotion framing aquatic employment as a safe, achievable pathway
- **WE LEARN:** Bridging, entry-level aquatic training tasters and supported progression into qualifications or placements

3. Swim / beach safety with a coastal council

Cohort

Children, teenagers and parents from multicultural and recently arrived communities familiar with pools but not coastal environments.

Communities

Families in an outer suburban growth area, linked to pool learning and supervised beach safety with a regional coastal council partner.

Partners

A community-based multicultural or settlement organisation; an outer suburban aquatic provider; a regional coastal council or surf safety partner; schools.

Illustrative fundable actions

- **WE CONNECT:**
A linked pathway from pool learning into supervised beach familiarisation
- **WE WELCOME:**
Family-centred scheduling and first-time orientation moving from pool to coastal settings
- **WE PROMOTE:**
Multilingual messaging on rip currents, flags and safe family decision-making at the beach
- **WE LEARN:**
Combined swim lessons and introductory beach safety, sequenced to build confidence

4. Workforce development for multicultural groups in a remote regional centre

Cohort

Multicultural young people and adults with potential interest in aquatic volunteering, leadership, teaching, lifeguarding or safety roles.

Communities

Diverse community groups with some water familiarity but limited visibility of formal aquatic leadership or employment pathways.

Partners

A local council or aquatic facility; multicultural community organisations; employers or training providers; schools/ youth services; Royal Life Saving pathway support.

Illustrative fundable actions

- **WE CONNECT:**
Community recruitment and talent identification through multicultural groups, schools and youth networks
- **WE WELCOME:**
Mentoring, community check-ins and culturally responsive support to sustain engagement
- **WE PROMOTE:**
Local messaging highlighting aquatic leadership and employment as realistic opportunities
- **WE LEARN:**
Bridging programs and pre-accredited pathway activities preparing participants for further training

5. Multifaith swimming lessons in a diverse LGA

Cohort

Women, children and family groups from multifaith and multicultural communities facing modesty, scheduling or confidence barriers.

Communities

Multifaith communities seeking safe, welcoming and culturally responsive access to swimming through trusted community relationships.

Partners

A diverse local government area partner; a local aquatic provider; faith leaders or interfaith networks; multicultural community organisations; family/neighbourhood services.

Illustrative fundable actions

- **WE CONNECT:**
Community engagement through interfaith and multicultural networks to build trust
- **WE WELCOME:**
Women-only or family-sensitive scheduling and modesty-aware, culturally responsive venue practices
- **WE PROMOTE:**
Trusted-voice messaging through faith and community leaders on safety, family and belonging benefits
- **WE LEARN:**
Subsidised lesson blocks tailored to first-time or low-confidence participants

6. Engaging refugees in a not-for-profit swim school

Cohort

Refugee-background children, young people and parents new to structured swimming lessons, needing a lower-barrier entry point.

Communities

Refugee and recently arrived migrant families needing a well-supported introduction through a community-oriented not-for-profit model.

Partners

A well-managed not-for-profit swim school; refugee and settlement support organisations; multicultural community partners; schools; family support services.

Illustrative fundable actions

- **WE CONNECT:**
Direct referral pathways from settlement, school and family support services into the swim school
- **WE WELCOME:**
Low-barrier intake, family orientation and culturally responsive customer service
- **WE PROMOTE:**
Simple multilingual communication on what participation looks like and why it matters
- **WE LEARN:**
Subsidised beginner lesson blocks and supported progression into regular classes

7. Creating belonging at a surf club

Cohort

Multicultural young people and family groups, including participants connected to faith-based communities and youth networks.

Communities

Migrant and faith-based communities with limited familiarity with surf clubs, beach culture and club-based participation.

Partners

A surf lifesaving club; faith leaders and faith-based organisations; multicultural youth groups; schools; local community organisations.

Illustrative fundable actions

- **WE CONNECT:**
Targeted outreach through faith-based groups and multicultural youth networks into club visits
- **WE WELCOME:**
Belonging-focused orientation and family-inclusive activities that help new participants feel respected
- **WE PROMOTE:**
Trusted-voice communications on surf safety, club culture and social benefits of joining in
- **WE LEARN:**
Introductory beach safety and surf awareness sessions, linked to volunteering or future club pathways

8. Campus-based water safety for international and multicultural students

Cohort

International and multicultural students, including new arrivals unfamiliar with Australian pools, beaches and inland waterways.

Communities

A diverse university community with strong international student participation and wide variation in swimming confidence.

Partners

A university student engagement or wellbeing team; the campus aquatic or sport facility; multicultural student groups; international student support services; external water/surf safety partners.

Illustrative fundable actions

- **WE CONNECT:**
Orientation-linked referral pathways from student support and clubs into water safety events
- **WE WELCOME:**
First-time familiarisation sessions explaining pool, beach and recreation norms in a low-pressure setting
- **WE PROMOTE:**
Culturally responsive messaging during orientation and peak recreation periods on hazards and help-seeking
- **WE LEARN:**
Subsidised beginner sessions plus optional beach safety days or hazard-awareness workshops

NOTES FOR USE

These examples are deliberately brief and mix different fundable actions across the WE SWIM pillars in ways that match community-level delivery. In practice, a strong Community Program would define a clear local cohort, identify the main participation barrier or pathway, and then combine practical activity with cultural safety, trusted communication and community-informed delivery.

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