ABOUT ROYAL LIFE SAVING

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:

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Swimming Australia
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Surf Life Saving Australia
YMCA

*For a full list of contributors see page 43

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Australian Government

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royallifesaving.com.au
The Framework supports a structured and consistent understanding of swimming and water safety education across Australia.”
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
“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
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.

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.

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.

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.

<table>
<thead>
<tr>
<th>Government</th>
<th>Policy makers are able to champion the Framework as the industry standard to learning vital swimming, water safety and lifesaving skills and knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Sector</td>
<td>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.</td>
</tr>
<tr>
<td>Swim Schools</td>
<td>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.</td>
</tr>
<tr>
<td>Swimming and Water Safety Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Parents</td>
<td>The Framework will inform parents of the skills, knowledge, understanding, attitudes and behaviours that their children should be learning and achieving at key stages.</td>
</tr>
<tr>
<td>Individuals</td>
<td>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.</td>
</tr>
</tbody>
</table>
# Development Milestones

## Acquisition
- Identify hazards in aquatic environments
- Identify behavioural and environmental risks
- Identify people who can help in an aquatic emergency

## Application
- Use risk management to facilitate safe participation
- Identify safe areas for entering and exiting the water
- Identify how to get help

## Fundamental
- Identify groups who are vulnerable
- Identify safe areas for entering and exiting the water
- Identify how to get help

## Strands

### Hazards and Personal Safety
- Identify safe areas for entering and exiting the water
- Identify how to get help

### Entry and Exit
- Identify safe areas for entering and exiting the water
- Identify how to get help

### Flotation
- Float on front and back in shallow water
- Float on front and back in deep water

### Swimming
- Swim continuously for 50 metres
- Swim continuously for 1 minute

### Under Water
- Perform the huddle technique
- Perform the HELP technique

### Lifesaving
- Be rescued by a non-swimming rescue technique
- Be rescued by a non-swimming rescue technique with a buoyant aid

### Rescue
- Rescue a conscious person using a wade and an accompanied non-rigid aids
- Rescue a conscious person using a wade and an accompanied non-rigid aids in deep water

### Survival Sequence
- Rescue a conscious person using a wade and an accompanied non-rigid aids in deep water
- Rescue a conscious person using a wade and an accompanied non-rigid aids in deep water
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.
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.
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
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERWATER</strong></td>
<td>This is about:</td>
</tr>
<tr>
<td></td>
<td>- Developing confidence and breath control</td>
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<tr>
<td></td>
<td>- Progressing to greater water depth and complexity</td>
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<tr>
<td></td>
<td>- Moving while submerged to escape from danger</td>
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<tr>
<td></td>
<td>- Searching for a submerged object or an unconscious person</td>
</tr>
<tr>
<td><strong>LIFESAVING</strong></td>
<td>This is about:</td>
</tr>
<tr>
<td></td>
<td>- Identifying people and actions to get help</td>
</tr>
<tr>
<td></td>
<td>- Recognising and responding to an emergency</td>
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<tr>
<td></td>
<td>- Knowing what actions to perform depending on the casualty’s signs and symptoms</td>
</tr>
<tr>
<td></td>
<td>- Learning how to provide CPR and first aid</td>
</tr>
<tr>
<td><strong>RESCUE</strong></td>
<td>This is about:</td>
</tr>
<tr>
<td></td>
<td>- Learning how to be rescued e.g. remain calm, listen to rescuer’s instructions</td>
</tr>
<tr>
<td></td>
<td>- Protecting self and others from danger</td>
</tr>
<tr>
<td></td>
<td>- Assessing and understanding the risks of rescuing a person in difficulty</td>
</tr>
<tr>
<td></td>
<td>- Selecting the most suitable method of rescue</td>
</tr>
<tr>
<td></td>
<td>- Learning the range of rescue techniques</td>
</tr>
<tr>
<td></td>
<td>- Effectively and efficiently performing a rescue</td>
</tr>
<tr>
<td><strong>SURVIVAL SEQUENCE</strong></td>
<td>This is about:</td>
</tr>
<tr>
<td></td>
<td>- Simulating an aquatic emergency scenario</td>
</tr>
<tr>
<td></td>
<td>- Making decisions on survival strategies to use in a range of situations</td>
</tr>
<tr>
<td></td>
<td>- Acknowledging personal strengths and limitations in aquatic skills and competencies</td>
</tr>
</tbody>
</table>
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

**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

**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 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
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.

### NATIONAL BENCHMARKS FOR SWIMMING AND WATER SAFETY

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
- Enter and exit shallow water unassisted
- Float and recover to a standing or secure position
- Move continuously for 5 metres
- Submerge the body and move through an obstacle
- Identify people and actions to help in an aquatic emergency
- Perform a survival sequence to simulate an accidental entry
**Every Australian at the age of 12 years should be able to:**

- Understand and respect safety rules for a range of aquatic environments
- Enter and exit the water for a range of environments
- Float, scull or tread water for 2 minutes and signal for help
- Swim continuously for 50 metres
- Understand behaviours that affect personal safety in aquatic environments and activities

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

**Respond to an emergency and perform a primary assessment**

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

**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
- Assist others to exit deep water using bystanders
- Float, scull or tread water for 5 minutes and signal for help
- Swim continuously for 400 metres

**Search in a deep water environment and recover a person**

**Respond to an emergency and provide first aid**

**Rescue an unconscious person in deep water**

**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

<table>
<thead>
<tr>
<th>Strands</th>
<th>Fundamental</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hazards and Personal Safety</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>H1</strong> Identify aquatic environments at or near the home</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>H2</strong> Identify hazards in aquatic environments at or near the home</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>H3</strong> Identify rules for safe behaviour at aquatic environments at or near the home</td>
</tr>
<tr>
<td><strong>Entry and Exit</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>E1</strong> Identify safe areas for entering and exiting shallow water</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>E2</strong> Enter and exit shallow water with assistance</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>E3</strong> Enter and exit shallow water unassisted</td>
</tr>
<tr>
<td><strong>Flotation</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>F1</strong> Float on front and back with assistance</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>F2</strong> Float and recover to a secure position with a buoyant aid</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>F3</strong> Float and recover to a standing or secure position</td>
</tr>
<tr>
<td><strong>Swimming</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>S1</strong> Move in the water with assistance</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>S2</strong> Move in the water without assistance</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>S3</strong> Move continuously for 5 metres</td>
</tr>
<tr>
<td><strong>Under Water</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>U1</strong> Submerge the body and exhale in the water</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>U2</strong> Submerge and recover an object from waist deep water</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>U3</strong> Submerge the body and move through an obstacle</td>
</tr>
<tr>
<td><strong>Lifesaving</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>L1</strong> Identify people who can help in an emergency</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>L2</strong> Identify how to get help</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td><strong>L3</strong> Identify people and actions to help in an aquatic emergency</td>
</tr>
<tr>
<td><strong>Rescue</strong></td>
<td></td>
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<tr>
<td><img src="image" alt="Icon" /></td>
<td>N/A</td>
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<tr>
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<tr>
<td><img src="image" alt="Icon" /></td>
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<tr>
<td><strong>Survival Sequence</strong></td>
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<td><img src="image" alt="Icon" /></td>
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<tr>
<td><img src="image" alt="Icon" /></td>
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<td><img src="image" alt="Icon" /></td>
<td>N/A</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>Q3 Perform a survival sequence to simulate an accidental entry</td>
</tr>
</tbody>
</table>
## HAZARDS AND PERSONAL SAFETY

### DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>MILESTONE</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Identify aquatic environments at or near the home</td>
</tr>
<tr>
<td>H2</td>
<td>Identify hazards in aquatic environments at or near the home</td>
</tr>
<tr>
<td>H3</td>
<td>Identify rules for safe behaviour at aquatic environments at or near the home</td>
</tr>
</tbody>
</table>

### EXPLANATIONS

#### H1
- This includes describing where water can be found at:
  - Home
  - Holiday accommodation
  - The farm
- Note: may include other waterways in the vicinity

#### H2
- This includes describing the hazards of the following:
  - Home and paddling pools
  - Bath and spas
  - Fishponds
  - Buckets and eskies
  - Dams and water tanks

#### H3
- This includes describing rules for:
  - Adult supervision
  - Safe play around water (e.g. no pushing, no running)
  - Home pool safety (e.g. shut the gate, no climbing, remove toys)
  - Water safety signs in the area

## ENTRY AND EXIT

### DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>MILESTONE</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Identify safe areas for entering and exiting shallow water</td>
</tr>
<tr>
<td>E2</td>
<td>Enter and exit shallow water with assistance</td>
</tr>
<tr>
<td>E3</td>
<td>Enter and exit shallow water unassisted</td>
</tr>
</tbody>
</table>

### EXPLANATIONS

#### E1
- This includes identifying the following:
  - Steps
  - Ladder
  - A gradual slope (e.g. beach entry)

#### E2
- This includes demonstrating an entry and exit with assistance using:
  - Steps
  - Ladder
  - A gradual slope (e.g. beach entry)

#### E3
- This includes demonstrating unassisted:
  - A slide in entry
  - Climbing out of shallow water
### Flotation

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Float on front and back with assistance</td>
</tr>
</tbody>
</table>
|            | This includes demonstrating:  
|            | • Floating on the back with support under the shoulders or head  
|            | • Floating on front with face submerged and with support under the armpits |
| F2         | Float and recover to a secure position with a buoyant aid |
|            | This includes demonstrating:  
|            | • Rotating the body into a floating position with a buoyant aid  
|            | • Floating while wearing a lifejacket  
|            | • Recovering from a floating position to a standing or secure position with a buoyant aid |
| F3         | Float and recover to a standing or secure position |
|            | This includes demonstrating:  
|            | • Rotating the body into a floating position with face submerged  
|            | • Rotating in a front float position  
|            | • Rotating on the back for 30 seconds using a buoyant aid  
|            | • Recovering from rotating into a standing or secure position |

### Swimming

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Move in the water with assistance</td>
</tr>
</tbody>
</table>
|            | This includes demonstrating with assistance:  
|            | • Kicking  
|            | • Arm movement  
|            | • Combining leg and arm movements |
| S2         | Move in the water without assistance |
|            | This includes demonstrating:  
|            | • Kicking with a buoyant aid  
|            | • Arm movement with a buoyant aid  
|            | • Combining leg and arm movements in both a front and back position |
| S3         | Move continuously for 5 metres |
|            | This includes demonstrating:  
|            | • Moving a distance of 5 metres without assistance or buoyant aids |

### Underwater

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>U1</td>
<td>Submerge the body and exhale in the water</td>
</tr>
</tbody>
</table>
|            | This includes submerging:  
|            | • The body fully underwater, open eyes and blow bubbles through mouth and nose  
|            | • Underwater and surfacing repetitively |
| U2         | Submerge and recover an object from waist deep water |
|            | This includes submerging:  
|            | • The body to recover an object from a pool step, ledge or platform  
|            | • The body in waist deep water to recover an object |
| U3         | Submerge the body and move through an obstacle |
|            | This includes submerging:  
<p>|            | • The body fully underwater and moving horizontally through a hoop or under a flotation mat |</p>
<table>
<thead>
<tr>
<th>LIFESAVING</th>
<th>DEVELOPMENT MILESTONES</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
</table>
| L1         | Identify people who can help in an emergency | This includes recognising:  
- Parents, carers, adults as the first point of call  
- Emergency services – Police/Fire/Ambulance  
- Lifeguards/Lifesavers |
| L2         | Identify how to get help | This includes recognising:  
- When someone is in trouble  
- Not to enter the water to help  
- Ways to get help (e.g. shout, go and get an adult, find a lifeguard) |
| L3         | Identify people and actions to help in an aquatic emergency | This includes being able to:  
- Identify what is an emergency  
- Identify types of emergencies (e.g. drowning incident, injury, collapse, allergic reactions, choking, fire, crime)  
- Recall the emergency number Triple Zero (000)  
- Recall their home address |

<table>
<thead>
<tr>
<th>SURVIVAL SEQUENCE</th>
<th>DEVELOPMENT MILESTONES</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
</table>
| N/A               | Q3 Perform a survival sequence to simulate an accidental entry | This includes being able to:  
a) Simulate an accidental entry  
b) Surface and orientate to a floating position  
c) Move to a position of safety  
d) Exit the water safely |
| N/A               | N/A                    |              |
| N/A               | N/A                    |              |
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
<table>
<thead>
<tr>
<th>STRANDS</th>
<th>ACQUISITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAZARDS AND PERSONAL SAFETY</td>
<td><strong>H4</strong> Identify a range of aquatic environments</td>
</tr>
<tr>
<td>ENTRY AND EXIT</td>
<td><strong>H5</strong> Identify hazards in a range of aquatic environments</td>
</tr>
<tr>
<td>FLOTATION</td>
<td><strong>H6</strong> Understand and respect safety rules for a range of aquatic environments</td>
</tr>
<tr>
<td>SWIMMING</td>
<td><strong>E4</strong> Enter and exit deep water using feet first entries</td>
</tr>
<tr>
<td>UNDER WATER</td>
<td><strong>E5</strong> Enter and exit deep water using head first entries</td>
</tr>
<tr>
<td>LIFESAVING</td>
<td><strong>E6</strong> Enter and exit the water for a range of environments</td>
</tr>
<tr>
<td>RESCUE</td>
<td><strong>F4</strong> Float, scull or tread water for 1 minute</td>
</tr>
<tr>
<td>SURVIVAL SEQUENCE</td>
<td><strong>F5</strong> Float, scull or tread water for 1 minute</td>
</tr>
<tr>
<td></td>
<td><strong>F6</strong> Float, scull or tread water for 2 minutes and signal for help</td>
</tr>
<tr>
<td></td>
<td><strong>S4</strong> Swim continuously for 15 metres</td>
</tr>
<tr>
<td></td>
<td><strong>S5</strong> Swim continuously for 25 metres</td>
</tr>
<tr>
<td></td>
<td><strong>S6</strong> Swim continuously for 50 metres</td>
</tr>
<tr>
<td></td>
<td><strong>U4</strong> Surface dive and recover an object from shoulder deep water</td>
</tr>
<tr>
<td></td>
<td><strong>U5</strong> Surface dive, swim underwater and recover an object from shoulder deep water</td>
</tr>
<tr>
<td></td>
<td><strong>U6</strong> Surface dive, swim underwater and search to recover an object from deep water</td>
</tr>
<tr>
<td></td>
<td><strong>L4</strong> Recognise an emergency and call for help</td>
</tr>
<tr>
<td></td>
<td><strong>L5</strong> Recognise and support an emergency</td>
</tr>
<tr>
<td></td>
<td><strong>L6</strong> Respond to an emergency and perform a primary assessment</td>
</tr>
<tr>
<td></td>
<td><strong>R4</strong> Be rescued by a non-swimming rescue technique</td>
</tr>
<tr>
<td></td>
<td><strong>R5</strong> Rescue a person using a non-swimming rescue technique</td>
</tr>
<tr>
<td></td>
<td><strong>R6</strong> Rescue a person using a non-swimming rescue technique with non-rigid aids</td>
</tr>
<tr>
<td></td>
<td><strong>Q4</strong> Perform a survival sequence with a buoyant aid</td>
</tr>
<tr>
<td></td>
<td><strong>Q5</strong> Perform a survival sequence without a buoyant aid</td>
</tr>
<tr>
<td></td>
<td><strong>Q6</strong> Perform a survival sequence wearing light clothing</td>
</tr>
</tbody>
</table>
## HAZARDS AND PERSONAL SAFETY

<table>
<thead>
<tr>
<th>DEVELOPMENT MILESTONES</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H4</strong></td>
<td>Identify a range of aquatic environments</td>
</tr>
<tr>
<td>This includes describing where water can be found at:</td>
<td></td>
</tr>
<tr>
<td>- Home</td>
<td></td>
</tr>
<tr>
<td>- Inland waterways (e.g. rivers, lakes, dams, creeks)</td>
<td></td>
</tr>
<tr>
<td>- Aquatic facilities</td>
<td></td>
</tr>
<tr>
<td>- Oceans and harbours</td>
<td></td>
</tr>
<tr>
<td>- Beaches and lagoons</td>
<td></td>
</tr>
<tr>
<td>- The farm</td>
<td></td>
</tr>
<tr>
<td><strong>H5</strong></td>
<td>Identify hazards in a range of aquatic environments</td>
</tr>
<tr>
<td>This includes describing the hazards of:</td>
<td></td>
</tr>
<tr>
<td>- Home and paddling pools, baths and spas</td>
<td></td>
</tr>
<tr>
<td>- Rivers, lakes, dams and creeks</td>
<td></td>
</tr>
<tr>
<td>- Aquatic facilities and waterparks</td>
<td></td>
</tr>
<tr>
<td>- Beaches and lagoons</td>
<td></td>
</tr>
<tr>
<td>- Irrigation channels and pumps, tanks, wells and waterholes</td>
<td></td>
</tr>
<tr>
<td>- Drains and pipes</td>
<td></td>
</tr>
<tr>
<td><strong>H6</strong></td>
<td>Understand and respect safety rules for a range of aquatic environments</td>
</tr>
<tr>
<td>This includes (but not limited to):</td>
<td></td>
</tr>
<tr>
<td>- Closing the pool gate and removing toys</td>
<td></td>
</tr>
<tr>
<td>- Wearing a lifejacket</td>
<td></td>
</tr>
<tr>
<td>- Listening to Lifesavers/Lifeguards</td>
<td></td>
</tr>
<tr>
<td>- Swimming between the flags</td>
<td></td>
</tr>
<tr>
<td>- Swimming with adult supervision or never swim alone</td>
<td></td>
</tr>
<tr>
<td>- Not playing in drains or pipes</td>
<td></td>
</tr>
<tr>
<td>- Obeying water safety signs in the area</td>
<td></td>
</tr>
</tbody>
</table>

## ENTRY AND EXIT

<table>
<thead>
<tr>
<th>DEVELOPMENT MILESTONES</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E4</strong></td>
<td>Enter and exit deep water using feet first entries</td>
</tr>
<tr>
<td>This includes demonstrating with and without a lifejacket a:</td>
<td></td>
</tr>
<tr>
<td>- Slide in entry</td>
<td></td>
</tr>
<tr>
<td>- Step in entry</td>
<td></td>
</tr>
<tr>
<td>- Stride in entry</td>
<td></td>
</tr>
<tr>
<td>- Compact jump</td>
<td></td>
</tr>
<tr>
<td>- Climb out exit</td>
<td></td>
</tr>
<tr>
<td><strong>E5</strong></td>
<td>Enter and exit deep water using head first entries</td>
</tr>
<tr>
<td>This includes demonstrating a:</td>
<td></td>
</tr>
<tr>
<td>- Fall in entry</td>
<td></td>
</tr>
<tr>
<td>- Dive in entry</td>
<td></td>
</tr>
<tr>
<td>- Climb out exit preferably using a higher ledge</td>
<td></td>
</tr>
<tr>
<td><strong>E6</strong></td>
<td>Enter and exit the water for a range of environments</td>
</tr>
<tr>
<td>This includes demonstrating whilst wearing light clothing a:</td>
<td></td>
</tr>
<tr>
<td>- Step in entry</td>
<td></td>
</tr>
<tr>
<td>- Stride in entry</td>
<td></td>
</tr>
<tr>
<td>- Compact jump</td>
<td></td>
</tr>
<tr>
<td>- Fall in entry</td>
<td></td>
</tr>
<tr>
<td>- Deep water exit</td>
<td></td>
</tr>
</tbody>
</table>
### Flotation Development Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F4</strong></td>
<td>Float, scull or tread water for 1 minute wearing a lifejacket. This includes demonstrating wearing a lifejacket: • Floating on back • Survival sculling • Treading water using any leg action.</td>
</tr>
<tr>
<td><strong>F5</strong></td>
<td>Float, scull or tread water for 1 minute. This includes demonstrating: • Interchanging between floating, sculling and treading water for 1 minute • Sculling in a head first and a feet first direction.</td>
</tr>
<tr>
<td><strong>F6</strong></td>
<td>Float, scull or tread water for 2 minutes and signal for help. This includes demonstrating whilst wearing light clothing: • Removing clothing then; • Interchanging between floating, sculling and treading water for 2 minutes • Signalling for help.</td>
</tr>
</tbody>
</table>

### Swimming Development Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S4</strong></td>
<td>Swim continuously for 15 metres. This includes demonstrating: • Moving for 15 metres using a swimming or survival stroke. Note: the technique should resemble a stroke.</td>
</tr>
<tr>
<td><strong>S5</strong></td>
<td>Swim continuously for 25 metres. This includes demonstrating: • Moving for 25 metres using a combination of swimming and survival strokes. Note: the technique should resemble a stroke.</td>
</tr>
<tr>
<td><strong>S6</strong></td>
<td>Swim continuously for 50 metres. This includes demonstrating: • Moving for 50 metres using a combination of swimming and survival strokes. Note: recognised stroke techniques should be used.</td>
</tr>
</tbody>
</table>
### UNDERWATER DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>U4</td>
<td>Surface dive and recover an object from shoulder deep water</td>
</tr>
<tr>
<td>U5</td>
<td>Surface dive, swim underwater and recover an object from shoulder deep water</td>
</tr>
<tr>
<td>U6</td>
<td>Surface dive, swim underwater and search to recover an object from deep water</td>
</tr>
</tbody>
</table>

### UNDERWATER EXPLANATIONS

**This includes:**
- A feet-first surface dive
- A head-first surface dive
- Recovering an object

### LIFESAVING DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4</td>
<td>Recognise an emergency and call for help</td>
</tr>
<tr>
<td>L5</td>
<td>Recognise and support an emergency</td>
</tr>
<tr>
<td>L6</td>
<td>Respond to an emergency and perform a primary assessment</td>
</tr>
</tbody>
</table>

### LIFESAVING EXPLANATIONS

**This includes being able to:**
- Recognise when someone is in trouble
- Describe what to do in an emergency
- Describe the roles and responsibilities of Police/Fire/Ambulance
- Demonstrate how to call Triple Zero (000)
- Recall their home address

**This includes being able to:**
- Describe the roles and responsibilities of Lifeguards/Lifesavers
- 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)
- Check for any dangers
- Check if someone is responsive
- Send for help
- Open and clear the airway
- Check for breathing
- Place a person in the recovery position
### RESCUE

#### DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>R4</th>
<th>Be rescued by a non-swimming rescue technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>R5</td>
<td>Rescue a person using a non-swimming rescue technique</td>
</tr>
<tr>
<td>R6</td>
<td>Rescue a person using a non-swimming rescue technique with non-rigid aids</td>
</tr>
</tbody>
</table>

#### EXPLANATIONS

**This includes being rescued by a:**
- Talk rescue
- Reach rescue
- Throw rescue

Note: The teacher performs the rescue and the student is the casualty.

**This includes demonstrating a:**
- Talk rescue
- Reach rescue using a rigid aid
- Throw rescue using a buoyant aid

**This includes demonstrating a:**
- Reach rescue using a non-rigid aid
- Throw rescue using a weighted rope
- Throw rescue using an unweighted rope

### SURVIVAL SEQUENCE

#### DEVELOPMENT MILESTONES

<table>
<thead>
<tr>
<th>Q4</th>
<th>Perform a survival sequence with a buoyant aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>Perform a survival sequence without a buoyant aid</td>
</tr>
<tr>
<td>Q6</td>
<td>Perform a survival sequence wearing light clothing</td>
</tr>
</tbody>
</table>

#### EXPLANATIONS

**This includes being able to:**
- Float for 30 seconds
- Signal for help
- Grasp a buoyant aid which has been thrown to them
- Scull, float or tread water with buoyant aid
- Kick to safely holding aid and exit
- Identify personal aquatic strengths and limitations

**This includes being able to:**
- Scull, float or tread water for 1 minute; signalling for help intermittently
- Swim survival strokes slowly for 1 minute
- Exit the water
- Identify personal aquatic strengths and limitations

**This includes being able to:**
- Scull, float or tread water for 2 minutes; signalling for help intermittently
- Swim survival strokes slowly for 3 minutes
- Exit the water
- Reflect on actions and acknowledge aquatic strengths and limitations

Note: Light clothing may include shorts and t-shirt, pyjamas, or long sleeved shirt/top and long pants.
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

<table>
<thead>
<tr>
<th>Strands</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAZARDS AND PERSONAL SAFETY</strong></td>
<td>H7: Explore a range of aquatic activities and understand how to participate safely</td>
</tr>
<tr>
<td><strong>ENTRY AND EXIT</strong></td>
<td>E7: Assist others to exit the water</td>
</tr>
<tr>
<td><strong>FLOTATION</strong></td>
<td>F7: Perform the HELP technique for 2 minutes</td>
</tr>
<tr>
<td><strong>SWIMMING</strong></td>
<td>S7: Swim continuously for 100 metres</td>
</tr>
<tr>
<td><strong>UNDER WATER</strong></td>
<td>U7: Search in a shallow water environment</td>
</tr>
<tr>
<td><strong>LIFESAVING</strong></td>
<td>L7: Respond to an emergency and perform CPR</td>
</tr>
<tr>
<td><strong>RESCUE</strong></td>
<td>R7: Rescue a conscious person using a wade and an accompanied rescue</td>
</tr>
<tr>
<td><strong>SURVIVAL SEQUENCE</strong></td>
<td>Q7: Perform a survival sequence wearing a lifejacket</td>
</tr>
</tbody>
</table>
### DEVELOPMENT MILESTONES AND EXPLANATIONS

#### HAZARDS AND PERSONAL SAFETY

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H7</strong></td>
<td>Explore a range of aquatic activities and understand how to participate safely</td>
</tr>
</tbody>
</table>

**This includes (but not limited to):**
- Swimming in open water
- Lifesaving
- Boating
- Water craft
- Fishing
- Looking after your mates
- Other recreational activities

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H8</strong></td>
<td>Understand and assess a range of aquatic risks</td>
</tr>
</tbody>
</table>

**This includes understanding and evaluating:**
- Risks associated with:
  - Natural and physical environments
  - Personal and behavioural actions
  - Aquatic activities
  - Performing rescues

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H9</strong></td>
<td>Understand behaviours that affect personal safety in aquatic environments and activities</td>
</tr>
</tbody>
</table>

**This includes understanding and evaluating:**
- Use of alcohol and drugs
- Peer influences and group pressure
- Personal health and wellbeing
- Safe and unsafe behaviours including risk-taking
- Poor decision making
- Personal abilities and limitations
- Impacts on:
  - The individual
  - Family and friends
  - Local community (e.g. school, workplace, sporting teams)
  - Health and social system

#### ENTRY AND EXIT

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E7</strong></td>
<td>Assist others to exit the water</td>
</tr>
</tbody>
</table>

**This includes:**
- A stirrup lift in shallow water
- A stirrup lift in deep water
- Assisted walk out

<table>
<thead>
<tr>
<th>Milestone</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>E8</strong></td>
<td>Assist others to exit shallow water using bystanders</td>
</tr>
</tbody>
</table>

**This includes exiting the water with a person using a:**
- Two person drag
- Two person carry
- Two handed seat

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E9</strong></td>
<td>Assist others to exit deep water using bystanders</td>
</tr>
</tbody>
</table>

**This includes:**
- An assisted lift
## Floating

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **F7** | Perform the HELP technique for 2 minutes | This includes demonstrating:  
• Fitting a lifejacket whilst in the water  
• The HELP technique for 2 minutes  
• The HELP technique wearing light clothing  
• Signalling for help |
| **F8** | Perform the Huddle technique for 2 minutes | This includes demonstrating:  
• Communicating with and reassuring group members  
• Supporting those without lifejackets  
• The huddle technique for 2 minutes  
• Signalling for help |
| **F9** | Float, scull or tread water for 5 minutes and signal for help | This includes demonstrating whilst wearing heavy clothing:  
• Removing clothing (heavy or all items) then;  
• Interchange between floating, sculling or treading water for 5 minutes.  
• Signalling for help |

## Swimming

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **S7** | Swim continuously for 100 metres | This includes demonstrating at least:  
• One swimming stroke and;  
• One survival stroke  
Note: recognised stroke techniques should be used |
| **S8** | Swim continuously for 200 metres | This includes demonstrating at least:  
• Two swimming strokes and;  
• Two survival strokes  
Note: efficient stroke techniques should be used |
| **S9** | Swim continuously for 400 metres | This includes demonstrating at least:  
• Two swimming strokes and;  
• Three survival strokes  
Note: efficient stroke techniques should be used |
### UNDERWATER

<table>
<thead>
<tr>
<th>DEVELOPMENT MILESTONES</th>
<th>U7</th>
<th>U8</th>
<th>U9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search in a shallow water environment</strong></td>
<td><strong>Search in a deep water environment</strong></td>
<td><strong>Search in a deep water environment and recover a person</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This includes demonstrating:</strong></td>
</tr>
<tr>
<td>• An individual search</td>
</tr>
<tr>
<td>• A team search</td>
</tr>
</tbody>
</table>

### LIFESAVING

<table>
<thead>
<tr>
<th>DEVELOPMENT MILESTONES</th>
<th>L7</th>
<th>L8</th>
<th>L9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to an emergency and perform CPR</strong></td>
<td><strong>Respond to an emergency and provide emergency care</strong></td>
<td><strong>Respond to an emergency and provide first aid</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This includes being able to:</strong></td>
</tr>
<tr>
<td>• Identify and assess dangers</td>
</tr>
<tr>
<td>• Assess the situation and person</td>
</tr>
<tr>
<td>• Send for help</td>
</tr>
<tr>
<td>• Perform CPR</td>
</tr>
<tr>
<td>• Monitor the person and situation</td>
</tr>
<tr>
<td>• Hand over to emergency services</td>
</tr>
</tbody>
</table>

**This includes being able to:**
- Identify and assess dangers
- Assess the situation and person
- Send for help
- Perform CPR
- Identify the causes of shock
- Recognise the signs and symptoms of shock, hypothermia, marine envenomation
- Manage shock, hypothermia, marine envenomation
- Hand over to emergency services

**This includes being able to:**
- Identify and assess dangers
- Assess the situation and person
- Send for help
- Perform CPR
- Apply appropriate first aid
- Monitor the person and situation
- Hand over to emergency services
### RESCUE

**R7**  
Rescue a conscious person using a wade and an accompanied rescue  
**This includes demonstrating:**  
- Defensive techniques  
- A wade rescue with an aid  
- An accompanied rescue with a buoyant aid  

*Note: may include a watercraft rescue (e.g. surfboard, canoe)*

**R8**  
Rescue a conscious person using a non-contact tow in deep water  
**This includes demonstrating:**  
- Defensive techniques  
- A non-contact tow with a:  
  - Non-rigid aid  
  - Buoyant aid

**R9**  
Rescue an unconscious person in deep water  
**This includes demonstrating:**  
- Supporting and turning over an unconscious person who is face down (non-spinal)  
- A contact rescue; at least two of the following:  
  - Cross-chest tow  
  - Clothing tow  
  - Armpit or double armpit tow  
  - Wrist tow  
  - Head tow

*Note: may include tube rescue*

---

### SURVIVAL SEQUENCE

**Q7**  
Perform a survival sequence wearing a lifejacket  
**This includes being able to:**  
- Swim 50 metres  
- Scull, float or tread water for 3 minutes  
- Adopt the HELP technique; signalling for help intermittently  
- Exit the water  
- Reflect on actions and acknowledge aquatic strengths and limitations

**Q8**  
Perform a survival sequence in a group  
**This includes being able to:**  
- Scull, float or tread water for 4 minutes; signalling for help intermittently  
- Reassure and provide instruction to others  
- Form the huddle technique  
- Swim survival strokes slowly together for 4 minutes  
- Exit the water  
- Reflect on actions and acknowledge aquatic strengths and limitations

**Q9**  
Perform a survival sequence wearing heavy clothing  
**This includes being able to:**  
- Scull, float or tread water for 3 minutes; signalling for help intermittently  
- Remove heavy items of clothing  
- Swim survival strokes slowly for 4 minutes  
- Exit the water  
- Reflect on actions and acknowledge aquatic strengths and limitations

*Note: Heavy clothing includes long sleeved shirt/top, jumper or jacket, long pants, socks and shoes*
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.
A range of resources have been developed to support understanding, implementation and communication of the Framework.


REFERENCES

Australian Curriculum: Health and Physical Education (F-10), Australian Curriculum, Assessment and Reporting Authority, Sydney.


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