

Sample Swimming and Water Safety Foundation–10 Progression Model

The Victorian Curriculum F–10 Health and Physical Education contains knowledge and skills related to the development of swimming skills and water safety knowledge to reduce a child’s drowning risk and enhance community safety.

At each level of the curriculum, students are expected to demonstrate knowledge, skills and understandings related to swimming and water safety.

The following is an example of the progression of skills and knowledge based on the National Swimming and Water Safety Framework aligned to the Victorian Curriculum and the Victorian Water Safety Certificate.

PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND

| LEVEL | FOUNDATION | LEVELS 1 AND 2 | LEVELS 3 AND 4 | LEVELS 5 AND 6 | LEVELS 7 AND 8 | LEVELS 9 AND 10 |
|---|---|--|---|---|---|---|
| National Swimming and Water Safety Framework | <p>By the end of Foundation Level it is anticipated that students can:</p> <ul style="list-style-type: none"> Describe rules and actions to stay safe around water Identify and follow safety symbols used around pools/beaches/rivers/lakes Identify an emergency and actions to help | <p>By the end of Level 2 it is anticipated that students can:</p> <ul style="list-style-type: none"> Identify a range of aquatic environments (home, inland waterways, aquatic facilities, beaches, ocean, farm) Recognise an emergency and call for help (call 000) | <p>By the end of Level 4 it is anticipated that students can:</p> <ul style="list-style-type: none"> Identify hazards in a range of aquatic environments (home, inland waterways, aquatic facilities, beaches, irrigation channels, drains) Recognise and support an emergency (call 000) Describe the roles and responsibilities of Lifeguards and Lifesavers | <p>By the end of Level 6 it is anticipated that students can:</p> <ul style="list-style-type: none"> Understand and respect safety rules and protective behaviours to stay safe around water (life jackets, swim with adult supervision, swim between the flags) Respond to an emergency and perform a primary assessment (DRSAB, recovery position) <p>According to the Victorian Water Safety Certificate, by the end of Level 6 it is anticipated that students can:</p> <ul style="list-style-type: none"> Select and practise responses to promote safety in aquatic environments | <p>By the end of Level 8 it is anticipated that students can:</p> <ul style="list-style-type: none"> Understand and assess the characteristics and risks of a range of aquatic environments (inland waterways, beaches, ocean, waterholes) Respond to an emergency, perform CPR and provide emergency care (DRSABC) | <p>By the end of Level 10 it is anticipated that students can:</p> <ul style="list-style-type: none"> Understand behaviours that affect personal safety in aquatic environments and activities (peer pressure, poor decision making, personal limitations, use of alcohol and drugs, risk-taking, personal health) Respond to an emergency and provide first aid (DRSABC) |

PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND [CONTINUED]

| LEVEL | FOUNDATION | LEVELS 1 AND 2 | LEVELS 3 AND 4 | LEVELS 5 AND 6 | LEVELS 7 AND 8 | LEVELS 9 AND 10 |
|--|--|--|--|--|---|--|
| Victorian Curriculum Content descriptions | <ul style="list-style-type: none"> Identify actions that promote health, safety and wellbeing (VCHPEP062) Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (VCHPEP063) | <ul style="list-style-type: none"> Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074) | <ul style="list-style-type: none"> Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090) | <ul style="list-style-type: none"> Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108) | <ul style="list-style-type: none"> Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126) | <ul style="list-style-type: none"> Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144) |

MOVEMENT AND PHYSICAL ACTIVITY STRAND

| LEVEL | FOUNDATION | LEVELS 1 AND 2 | LEVELS 3 AND 4 | LEVELS 5 AND 6 | LEVELS 7 AND 8 | LEVELS 9 AND 10 |
|---|---|---|---|--|---|---|
| National Swimming and Water Safety Framework | <p>By the end of Foundation Level it is anticipated that students can:</p> <ul style="list-style-type: none"> • Enter and exit shallow water unassisted (slide in entry, climbing out of shallow water) • Demonstrate water safety skills (float on front and back, and recover to standing or secure position) • Move continuously for 5 metres without assistance or buoyant aids • Submerge the body and move through an obstacle (through hoop or under a flotation mat) • Perform a survival sequence to simulate an accidental entry | <p>By the end of Level 2 it is anticipated that students can:</p> <ul style="list-style-type: none"> • Enter and exit deep water using feet first entries • Demonstrate water safety skills (float, scull and tread for 1 minute wearing a lifejacket) • Coordinate arms and legs to swim continuously for 15 metres (using a swimming or survival stroke) • Surface dive and recover an object from shoulder deep water • Be rescued by a non-swimming rescue technique (talk, reach, throw) • Perform a survival sequence with a buoyant aid (float, signal for help, grasp buoyant aid used in rescue, kick to safety) | <p>By the end of Level 4 it is anticipated that students can:</p> <ul style="list-style-type: none"> • Enter and exit deep water using head first entries • Demonstrate water safety skills (float, scull and tread for 1 minute without a lifejacket) • Swim continuously for 25 metres (using a combination of swimming and survival strokes) • Surface dive, swim underwater and recover an object from shoulder deep water • Rescue a person using a non-swimming rescue technique (talk, reach, throw) • Perform a survival sequence without a buoyant aid (float/skull/tread, signal for help, slow survival strokes, exit water) | <p>According to the Victorian Water Safety Certificate, by the end of Level 6 it is anticipated that students can:</p> <ul style="list-style-type: none"> • Swim competently for a continuous distance of 50 metres. Swim to include 25 metres of freestyle and 25 metres of one other stroke, demonstrating sound breathing and stroke technique. • Dressed in t-shirt and shorts, students need to: <ul style="list-style-type: none"> - Enter the water safely - Float, scull and tread water for 5 minutes - Remove t-shirt and shorts - Swim for 5 minutes using a combination of survival strokes - Exit the water safely • Demonstrate an effective reach rescue and one of the following: <ul style="list-style-type: none"> - Throw a rope to a person at least 5 metres from the side of the pool and pull them to safety - Throw a buoyant object to a person at least 5 metres from the side of the pool and instruct them to safety | <p>By the end of Level 8 it is anticipated that students can:</p> <ul style="list-style-type: none"> • Assist others to exit shallow water using bystanders (drag, carry, seat) • Perform the HELP technique for 2 minutes • Perform the huddle technique for 2 minutes • Swim continuously for 200 metres (using at least 2 swimming strokes and 2 survival strokes) • Search in a shallow water environment and a deep water environment (individual and team search) • Rescue a conscious person (non-contact tow in deep water) • Perform a survival sequence wearing a lifejacket • Perform a survival sequence in a group | <p>By the end of Level 10 it is anticipated that students can:</p> <ul style="list-style-type: none"> • Assist others to exit deep water using bystanders (an assisted lift) • Float, skull or tread water for 5 minutes and signal for help • Swim continuously for 400 metres (using at least 2 swimming strokes and 3 survival strokes) • Search in a deep water environment and recover a person (search pattern, surface dive) • Rescue an unconscious person in deep water (may include tube rescue) • Perform a survival sequence wearing heavy clothing |

MOVEMENT AND PHYSICAL ACTIVITY STRAND [CONTINUED]

| LEVEL | FOUNDATION | LEVELS 1 AND 2 | LEVELS 3 AND 4 | LEVELS 5 AND 6 | LEVELS 7 AND 8 | LEVELS 9 AND 10 |
|--|---|--|--|--|--|---|
| Victorian Curriculum Content descriptions | <ul style="list-style-type: none"> Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064) | <ul style="list-style-type: none"> Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080) | <ul style="list-style-type: none"> Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097) | <ul style="list-style-type: none"> Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) | <ul style="list-style-type: none"> Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134) Practise, apply and transfer movement concepts and strategies (VCHPEM135) | <ul style="list-style-type: none"> Perform and refine specialised movement skills in challenging movement situations (VCHPEM152) |

VICTORIAN CURRICULUM ACHIEVEMENT STANDARDS

| LEVEL | FOUNDATION | LEVELS 1 AND 2 | LEVELS 3 AND 4 | LEVELS 5 AND 6 | LEVELS 7 AND 8 | LEVELS 9 AND 10 |
|-----------------------------|---|--|--|---|---|---|
| Achievement Standard | <p>By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.</p> | <p>By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p> | <p>By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> | <p>By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</p> <p>Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.</p> | <p>By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p> | <p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p> |