

# Sample Swimming and Water Safety Foundation–10 Progression Model

## USER GUIDE

The Swimming and Water Safety F–10 Progression document has been developed by the Victorian Curriculum and Assessment Authority (VCAA) and Life Saving Victoria (LSV) to outline the swimming and water safety competencies expected to be achieved by students by the end of each level in the curriculum.

This document is designed to be used by educational institutions, aquatic industry, teachers, parents and anyone involved in developing students' swimming and water safety capabilities, to ensure curriculum requirements are being met, identify the current level of a student and develop programs that will encourage student progression through the levels.

Each level in this document reflects the content outlined in the Victorian Curriculum: Health and Physical Education and the National Swimming and Water Safety Framework.

## National Swimming and Water Safety Framework:

LEVEL	FOUNDATION
<b>National Swimming and Water Safety Framework</b>	By the end of Foundation Level it is anticipated that students can: <ul style="list-style-type: none"><li>• Describe rules and actions to stay safe around water</li><li>• Identify and follow safety symbols used around pools/beaches/rivers/lakes</li><li>• Identify an emergency and</li></ul>

The National Swimming and Water Safety Framework follows a progressive pathway and identifies development milestones expected to be achieved by students as they progress through the Framework.

At each level, students experience eight key swimming and water safety learning areas.

These include: Hazards and Personal Safety; Entries and Exits; Flotation; Swimming; Underwater; Lifesaving; Rescue; Survival Sequence.

The F–10 Progression document identifies the specific activities a student is expected to perform by the end of a certain level, which ensures the student is provided with the essential skills to stay safer in, on and around water.

## Victorian Curriculum strands:

The two strands within the Victorian Curriculum: Health and Physical Education are **Personal, Social and Community Health** and **Movement and Physical Activity**. The document has organised each competency from the National Swimming and Water Safety Framework, as well as the content descriptions from the Victorian Curriculum, into these two curriculum strands.

## Victorian Curriculum Content Descriptions:

LEVEL	FOUNDATION
<b>Victorian Curriculum Content descriptions</b>	<ul style="list-style-type: none"> <li>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</li> </ul>

 **Content description code**

The content descriptions outline the knowledge, understanding and skills expected to be taught by teachers and completed by students. The VCAA provides Elaborations for each content description, which present examples of classroom activities which may be used to deliver these content descriptions to students.

## Victorian Curriculum Achievement Standards:

LEVEL	FOUNDATION	LEVELS 1 AND 2
<b>Achievement Standard</b>	By the end of Foundation Level, students recognise how they are growing and changing. <b>They identify and describe the different emotions people experience. They identify actions</b>	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.

These standards explain the expected abilities of a student (what a student can do) who is achieving at that level. The relevant aspects of the achievement standard that specifically relate to the swimming and water safety area of the curriculum are in **bold**. The achievement standards are used when reporting on student achievement.