

Swimming and water safety in the Victorian Curriculum F–10

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Session outline

- **Where does swimming and water safety ‘fit’ in the Victorian Curriculum?**
- **Mapping your swimming and water safety program**
- **Assessment: what and who?**
- **How is the Victorian Water Safety Certificate (VWSC) aligned to the Victorian Curriculum?**
 - What are the requirements?

Swimming and water safety in the Victorian Curriculum

The Health and Physical Education curriculum plays a significant role in building the knowledge, skills and understandings that apply to a range of health, wellbeing, safety and movement contexts, including:

- **Swimming and water safety**
- **Respectful relationships**
- **Building resilience**
- **Health and lifestyle**
- **Emerging issues in drug and alcohol education**
- **Bullying**
- **Child safety**
- **Road safety.**

Swimming and water safety

Focus areas:

- **Fundamental movement skills (FMS)**
- **Safety (S)**
- **Lifelong physical activities (LPA)**
- **Challenge and adventure activities (CA)**

Swimming and water safety

- **The Health and Physical Education Curriculum contains knowledge and skills related the development of swimming skills and water safety knowledge described in the Victorian Water Safety Certificate.**

Swimming and water safety

- **Sample activities for Foundation to Level 10 developed to assist schools to incorporate swimming and water safety into their teaching and learning program.**

Swimming and water safety

- **identify the content descriptors, focus areas and achievement standards where swimming and water safety could be included within a health and physical education teaching and learning program.**
- **provide teachers with ideas for teaching and learning and assessment strategies, they are not intended to be prescriptive.**
- **colour coded to identify activities that can be conducted in a classroom and to identify those that are water-based.**

Teaching and learning activities

Level 3-4			Personal, Social and Community Health Strand							Movement and Physical Activity Strand									
Sub-Strand			Being healthy, safe and active			Communicating and interacting for health and wellbeing		Contributing to healthy and active communities		Moving the body			Understanding movement		Learning through movement				
Content Description			Examine how success, challenge and failure strengthen personal identities	Explore strategies to manage physical, social and emotional change	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Identify and grade strategies to promote health, safety and wellbeing	Describe factors that can positively influence relationships and personal wellbeing	Investigate how emotional responses vary in family situations and in friendship groups	Discuss and interpret health information and messages in the media	Describe strategies to make the classroom and playground healthy, safe and active spaces	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing	Practice and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings	Perform movement sequences which link fundamental movement skills	Practice and apply movement strategies and strategies	Examine the benefits of physical activity and physical fitness to health and wellbeing	Combine the elements of effort, space, time, objects and people when performing movement sequences	Adopt inclusive practices when participating in physical activities	Apply innovative and creative thinking in solving movement challenges	Apply basic rules and scoring systems, and demonstrate fair play when participating
Sample swimming and water safety teaching and learning activities	Focus Area Code/s	Contribution towards Achievement Standard #																	
Create a list of key safety messages for the aquatic environments such as a surf beach, river or lake.	S	4																	
Describe safety strategies that can be used in different aquatic environments, for example swim between the flags at the beach.	S	4																	
Develop a comic, poster or flyer to convey the key water safety messages to the class.	S	4																	
Describe how swimming and other aquatic activities promotes health.	HEPA	6																	
Perform a range of movement skills such as: <ul style="list-style-type: none"> propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres performing a land-based rescue swimming while controlling the movement of a ball 	FMS, LLPA	9																	
Design and perform a movement sequence in the water that links elements such as sculling, the eggbeater kick, front crawl, entry and exit from the water etc.	FMS, LLPA	9, 10																	
Practice attacking and defensive strategies in a game of Elapso Ball.	GS	9																	
Create their own aquatic game that can be played in teams.	FMS, GS	9																	
Practice controlling objects in the water such as a beach ball in a beach ball relay.	FMS, AP, GS	9, 10																	
Work cooperatively in groups to perform a synchronised swimming sequence.	RE, AP, FMS	7, 10																	
Propose and test strategies to perform a land-based rescue.	S	9																	
Apply rules and scoring systems to a game of Elapso Ball.	GS	7																	

Levels 1 and 2 Achievement Standard	Levels 3 and 4 Achievement Standard (separated by line. Number in brackets, e.g. (5), is used as an identifier in various parts of the template.	Levels 5 and 6 Achievement Standard	Focus Areas
<p>By the end of Level 2</p> <ul style="list-style-type: none"> 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. 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>By the end of Level 4</p> <ul style="list-style-type: none"> Students recognise strategies for managing change. (1) They examine influences that strengthen identities. (2) They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. (3) Students interpret health messages and discuss the influences on healthy and safe choices. (4) They understand the benefits of being fit and physically active. (5) They describe the connections they have to their community and how these can promote health and wellbeing. (6) Students apply strategies for working cooperatively and apply rules fairly. (7) They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. (8) They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9) They create and perform movement sequences using fundamental movement skills and the elements of movement. (10) 	<p>By the end of Level 6</p> <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Alcohol and other drugs (AD) Food and nutrition (FN) Health benefits of physical activity (HBPA) Mental health and wellbeing (MH) Relationships and sexuality (RS) Safety (S) <ul style="list-style-type: none"> Active play and minor games (AP) Challenge and adventure activities (CA) Fundamental movement skills (FMS) Games and sports (GS) Lifelong physical activities (LLPA) Rhythmic and expressive activities (RE)

Sample Assessments*		
Activity	Assessment	Achievement Standard/s
<p>Perform a range of movement skills such as:</p> <ul style="list-style-type: none"> propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres performing a land-based rescue swimming while controlling the movement of a ball 	<p>Teacher Observation</p> <p>Develop a rubric or checklist which can be used to record observation of student skills in the water. For example, in relation to swimming freestyle for 10 to 20 meters, can the student:</p> <ul style="list-style-type: none"> fully submerge their face perform a freestyle arm action perform a continuous kick action rotate the head to the side to inhale achieve a distance of at least 10 meters. 	<p>By the end of Level 4</p> <ul style="list-style-type: none"> They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9)

*Note the sample assessments listed don't cover all of the sample activities identified.

Swimming and water safety

- [Swimming and water safety-Foundation Level \(docx - 75.02kb\)](#)
- [Swimming and water safety-Level 2 \(docx - 74.97kb\)](#)
- [Swimming and water safety-Level 4 \(docx - 75.07kb\)](#)
- [Swimming and water safety-Level 6 \(docx - 76.02kb\)](#)
- [Swimming and water safety-Level 8 \(docx - 76.44kb\)](#)
- [Swimming and water safety-Level 10 \(docx - 75.58kb\)](#)

Health and Physical Education

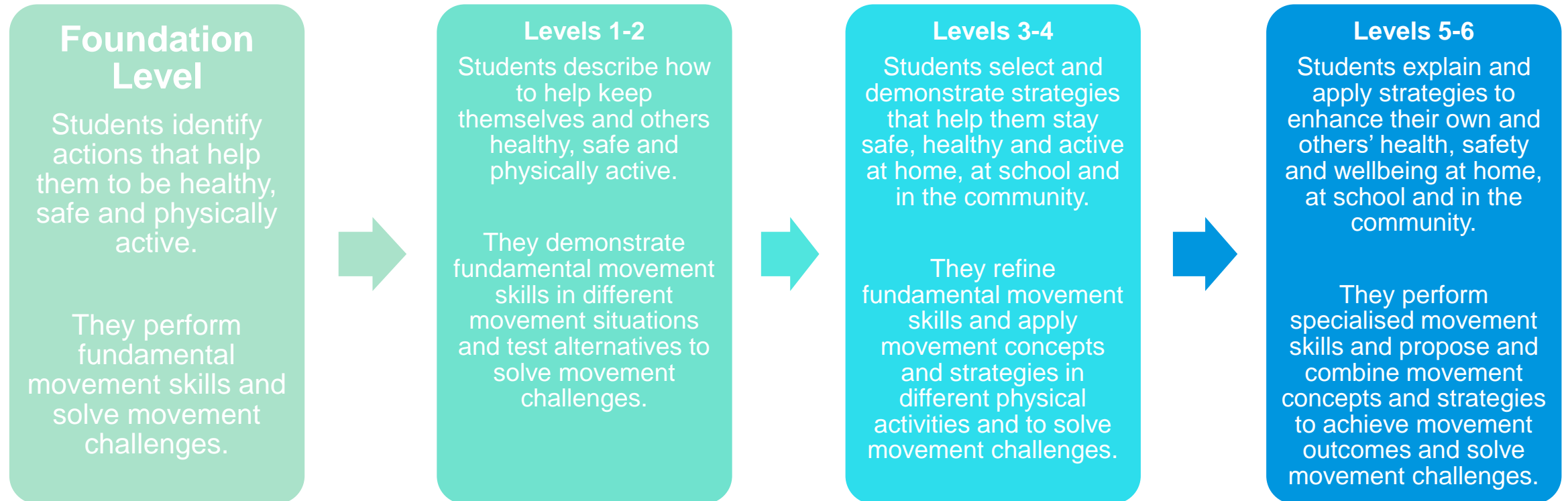
What do we assess?

Achievement standards

- define what students should know and be able to do at different stages along a **continuum** of learning.
- provide a clear set of common expectations which schools use to plan student learning, assess student progress and report to parents.

Continuum of learning

Increasing complexity



So, what do we assess?

FOUNDATION LEVEL assessing movement & physical activity

Moving the body

PERFORM FUNDAMENTAL MOVEMENT SKILLS
Run, Jump, Catch, Kick

PARTICIPATE IN GAMES
Tag games, Rob the nest

understanding Movement

DESCRIBE HOW THEIR BODY RESPONDS TO MOVEMENT
PHYSICAL: Feeling hot/red face, Heart racing, Breathing quickly
EMOTIONAL: Energised, Happy, Refreshed, Excited, Tired
SPATIAL: Fast/slow, Up/down, Left/right, Hard/soft

learning through Movement

MOVE & PLAY SAFELY
Follow rules & instructions, Use equipment appropriately

SOLVE MOVEMENT CHALLENGES
Move through water, Skip or hop around obstacles,
Create letters & shapes in groups, Clumps game, Tunnel ball

LEVELS 1 & 2 assessing movement & physical activity

Moving the body

PERFORM FUNDAMENTAL MOVEMENT SKILLS
Leap, Dodge, Ball bounce, Overhand throw, Forehand strike, Two-hand side-arm strike, Punt

PERFORM MOVEMENT SEQUENCES
Dance routine, Gymnastics routine, Movement through water, Obstacle course

CREATE & PARTICIPATE IN GAMES
Invent a game based on a word such as 'kangaroo' or 'snake' or a piece of music such as classical, country, rock'n'roll or hip hop

understanding Movement

DISCUSS THE BODY'S REACTION TO PHYSICAL ACTIVITY
I feel hot, My heart is racing, I am breathing faster, I am sweating, I need a drink!

INCORPORATE ELEMENTS OF EFFORT, SPACE, TIME, OBJECTS & PEOPLE
Body shapes: wide, narrow, tall, short, big & small,
Devise a prop dance/gymnastics routine (a series of movements that incorporates objects such as hoops, beam, skipping ropes)

learning through Movement

INTERACT WITH OTHERS POSITIVELY
Take turns, Share equipment, Follow rules, Is honest in games

SOLVE MOVEMENT CHALLENGES
Work with a partner to keep a balloon off the ground, Reflect & retry different strategies to solve a movement challenge (such as attacking & defending)

LEVELS 3 & 4 assessing movement & physical activity

Moving the body

PRACTISE & REFINE FUNDAMENTAL MOVEMENT SKILLS
Punt, Overhand throw, Forehand strike, Two-hand side-arm strike

PERFORM MOVEMENT SEQUENCES
Lay up in basketball, Athletics such as triple jump, high jump, long jump

PRACTISE & APPLY MOVEMENT CONCEPTS & STRATEGIES
Strategies to evade being 'tagged', Strategies to score runs in striking & fielding games

understanding Movement

EXAMINE THE BENEFITS OF PHYSICAL ACTIVITY
Better sleep, Better concentration in class, Better fitness

COMBINE ELEMENTS OF MOVEMENT
Demonstrate symmetry (mirror activities), Change speed, direction, movement pathways & levels while moving

learning through Movement

ADOPT INCLUSIVE PRACTICES
Work as a team to maintain possession in a game

APPLY INNOVATIVE & CREATIVE THINKING TO SOLVE MOVEMENT CHALLENGES
Transfer strategies from one invasion game to another (e.g. hockey to soccer), Use a strategy from Hot Shot tennis to win a point in a game of Newcombe

WORK COOPERATIVELY & APPLY RULES FAIRLY
Determine a set of team rules, Self-manage to apply rules appropriately

LEVELS 5 & 6 assessing movement & physical activity

Moving the body

PRACTISE SPECIALISED MOVEMENT SKILLS
Swim 50m, Hurdle, Shot put, Discus

DESIGN & PERFORM MOVEMENT SEQUENCES
Use equipment in a rhythmic gymnastic routine, Develop & perform a creative dance

PRACTISE & APPLY MOVEMENT CONCEPTS & STRATEGIES
Demonstrate offensive & defensive strategies in games

understanding Movement

PARTICIPATE IN ACTIVITIES TO ENHANCE FITNESS
Fitness circuits, Stretching, Cross-country run

EXAMINE THE BENEFITS OF PHYSICAL ACTIVITY
Improved social health, Improved mental health

MANIPULATE ELEMENTS OF MOVEMENT
Control speed & accuracy when softball pitching, Demonstrate accuracy in target games

learning through Movement

PARTICIPATE IN TEAMS IN DIFFERENT ROLES
Netball: has a go in all positions on the court & as scorer, umpire & timekeeper

GENERATE SOLUTIONS TO MOVEMENT CHALLENGES
Baton change in relay races, Play 'All aboard' (students stand on a gym mat & try to move the whole team across the gym without anyone stepping off the mat)

DEMONSTRATE FAIR PLAY THAT ALIGNS WITH THE RULES OF THE GAME
Play to the whistle, Demonstrate sporting behaviour & encouragement

What do we assess?

- **Swimming and water safety in Level 3-4**



What do we assess?

Content description

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#))
- Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#))
- Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM097](#))
- Perform movement sequences which link fundamental movement skills ([VCHPEM098](#))

Achievement standard

- Students 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.

Swimming and water safety

Practical skills

- enter and exit deep water safely
- float/skull/tread water
- swim 20 meters continuously
- Submerge fully to pick up an object from the pool floor
- throw rescue technique

Knowledge

- Hazards in aquatic environments
- Protective behaviours to stay safe around water

Demonstrating achievement

- What can the student



do



say



make



write?

How do we assess

- **Do:** perform the skill – call for help in the water
- **Say:** explain how you keep yourself safe at the beach
- **Make:** a poster that explains the water safety signs
- **Write:** a story about a day at the beach with your family and how you made sure you stayed safe.

Assessment

	At Foundation Level students can:	Progressing towards Level 2 students can:	At Level 2 students can:	Progressing towards Level 4 students can:	At Level 4 students can:
Movement skills	<ul style="list-style-type: none"> move in water with assistance 	<ul style="list-style-type: none"> kick with a buoyant aid and perform arm movements with a buoyant aid to move through water 	<ul style="list-style-type: none"> move through the water (5 metres) using the arms and/or legs in a front and back position 	<ul style="list-style-type: none"> coordinate arms and legs to propel the body through water (15 metres) unassisted 	<ul style="list-style-type: none"> swim with a recognised stroke continuously for 20 metres
Movement sequences	<ul style="list-style-type: none"> float on their front and back with assistance 	<ul style="list-style-type: none"> float on their front and back unassisted 	<ul style="list-style-type: none"> float and recover to a secure position with a buoyant aid 	<ul style="list-style-type: none"> demonstrate a recovery strategy in water (float, skull, tread water) 	<ul style="list-style-type: none"> perform a survival sequence to simulate an accidental entry
Staying safe and healthy	<ul style="list-style-type: none"> identify people who can help them stay safe near water 	<ul style="list-style-type: none"> recognise dangers in and around aquatic environments 	<ul style="list-style-type: none"> describe actions to stay safe around water 	<ul style="list-style-type: none"> demonstrate strategies that can be used when help is needed in and around water 	<ul style="list-style-type: none"> examine protective behaviours to stay safe near water

Assessment in Physical Education

- **For assessment to be authentic it requires the active participation of students in the assessment process as it is integrated into the teaching-learning process.**
- **What are we assessing?**
 - declarative knowledge (rules, techniques, history)
 - skill selection
 - movement skills
 - skill execution
 - (participation, enjoyment, interest, perceived competence)
 - prior knowledge and experiences
- **Students should be assessed against the curriculum**

Evidence – who is responsible?

- **External provider**
- **Classroom teacher**
- **Physical Education teacher**

What about the VWSC?

- The Victorian Water Safety Certificate is a Victorian Government initiative, which describes specific competencies that should be achieved by the end of primary school.
- These competencies identify the knowledge and skills to enable students to safely enjoy water-based activities in calm and shallow aquatic environments.
- The competencies focus on water safety knowledge, rescue skills, survival sequences and the ability to swim a continuous distance of 50 meters.

What about the VWSC?

- **‘Anticipated’ that by end of primary school students achieve**
- **Does not mark the ‘end’ of swimming and water safety in the curriculum**
- **Needs to be seen as formative to a degree**

Victorian Water Safety Certificate

- The Certificate is free of charge for schools and aquatic facilities to order.



Contact details

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