

BUSH NIPPERS: An evaluation of the effectiveness of the current Nippers program and the potential for application in a regional (inland and pool) setting – Year 1





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Contents

EXECUTIVE SUMMARY	1
BACKGROUND	11
AIMS AND OBJECTIVES	12
METHOD	13
Objective 1 – To review the current Nippers program and the potential to adapt the program into a regional setting.....	13
Objective 2 – To determine the effectiveness of the current Nippers program in Victoria.....	14
Study setting and sample.....	14
Program review.....	14
REVIEW FINDINGS.....	15
1. Review of the current Nippers program.....	15
Participation in sport and aquatic education programs.....	15
Current aquatic education programs for Victorian children.....	16
Barriers to participation in sport and aquatic education.....	16
Alignment to the Victorian HPE Curriculum	20
Preliminary indications of interest in a Bush Nippers product.....	24
2. The effectiveness of the current Nipper program in Victoria	25
Demographics	25
a. The development of lifesaving, water safety and survival skills and knowledge.....	26
Nipper Education Program skills checklist.....	26
Age Manager perspectives	27

Nipper perspectives	27
Parent perspectives	28
b. The impact of involvement on Nippers, their families and the community	29
Age Manager perspectives	29
Nipper perspectives	29
Parent perspectives	30
c. Facilitators and barriers to participation	31
Age Manager perspectives	31
Nipper perspectives	32
Parent perspectives	33
Intended pathways in lifesaving	33
WHAT THIS MEANS.....	35
Nippers: a valuable aquatic education and sport program for Victoria	35
Future implications for the existing Nipper Education Program.....	35
Adapting the Nipper Education Program for a regional (inland and pool) setting	36
Next steps	37
REFERENCES	38
APPENDIX.....	39
A. Current aquatic education programs offered for children aged 5-13 years in Victoria.....	39
B. Nippers skills checklist summary.....	41

EXECUTIVE SUMMARY

BACKGROUND

The Nipper Education Program, or Nippers, is a water safety skills and education program that introduces children aged 5 to 14 years to lifesaving. Nippers programs are delivered at all 57 lifesaving clubs and surf lifesaving clubs (LSCs/ LSCs) across Victoria throughout summer. The program is about children participating in safe, fun and organised activities in a beach environment; preparing them to be future lifesavers.

The Nippers program content was recently revised in the *Nipper Education Program: Junior Coordinator Guide* for the 2018/19 season. Recent state government funding has been provided to increase the capacity and coverage of Nippers programs across Victoria, including a proposal that the program be adapted for provision in regional communities, including inland areas, known as 'Bush Nippers'.

This research forms part of the Public Water Safety Initiative. The Public Water Safety Initiative is funded by the Victorian Government. Life Saving Victoria (LSV) is working closely with The Department of Education and Training (DET) on the implementation of this initiative.

AIMS AND OBJECTIVES

The overall aim of the project is to determine the feasibility of developing a Nippers program in regional Victoria, particularly in inland waterways and regional pools, and with the intention of increasing the coverage of Nippers programs across the state.

Specific objectives over the two-year project are to:

1. Review the current Nippers program and the potential to adapt the program into a regional setting;
2. Determine the effectiveness of the current Nippers program in Victoria; and
3. Determine the effectiveness of the new Bush Nippers program in inland regions.

This report summarises the findings from Year 1 (2018/19), which addresses objectives 1 and 2.

METHOD

A summary of Year 1 evaluation methods for objectives 1 and 2 is provided in Table 1 (page 3).

FINDINGS

1. Review of the current Nippers program in Victoria

A review of sport and aquatic education participation and alignment of the current Nippers program to the curriculum was conducted. Whilst there is relatively high participation in aquatic education and aquatic sports in Victoria, participation in lifesaving sports is low; and while participation in Nippers is increasing, lifesaving pathways are not as widely available state-wide.

Table 2 provides an overview of Victorian children’s sport, aquatic education and lifesaving program participation.

Exploration of participation barriers found clear similarities across sport and aquatic education, including cost of programs and transport, cultural, time and geographical considerations, other commitments and long term disengagement. Aquatic initiatives experience additional obstacles, including perceptions that swimming and lifesaving education participation is short-lived (for children); lack of access to suitable locations; risk perceptions; and a lack of understanding of the broader importance of learning swimming and water safety skills.

With swimming and water safety education compulsory in the Victorian Health and Physical Education (HPE) Curriculum, a modified Nippers program designed for schools, regardless of their proximity to the coastline, is a potentially valuable initiative for meeting curriculum requirements, in addition to providing students with vital lifesaving skills and knowledge that may one day save a life. The Nippers program aligns with physical

curriculum elements (Moving the body/ Understanding movement) as well as encouraging proactive health promotion approaches (Being healthy, active and safe). This is demonstrated throughout the Nippers learning outcomes for each year level. However, there is a lack of social health determinants specified in the Nippers learning outcomes. While these aspects may be an incidental benefit of the Nippers program, they are not explicitly described in the learning outcomes, and so there is a lack of clarity for anyone unfamiliar with Nippers.



Table 1 Summary of Year 1 Bush Nippers evaluation methods for objectives 1 and 2

Objectives	Evaluation methods
Objective 1 – Review of the current Nippers program and the potential to adapt the program into a regional setting.	<u>Literature review:</u> Focussed on prior work into the provision of sport, aquatic education and lifesaving programs for school-aged children.
	<u>Stakeholder consultation:</u> Included face-to-face interviews conducted with key LSCs and aquatic industry stakeholders, to determine indicative interest of schools/ regional communities in a Nippers product; and identify potential barriers.
	Barriers to participation were reviewed, along with the potential differentiation or value-add of a Nippers program in regional areas (including alignment to the Victorian Curriculum).
Objective 2 – The effectiveness of the current Nippers program in Victoria.	<u>Program review:</u> The program was reviewed in Year 1 via: <ul style="list-style-type: none"> • Records kept by the Age Manager or equivalent person conducting the Nippers program; • One-on-one interviews with Age Managers of Under 9 and Under 12 groups and/or Junior Coordinators; • Post-program group questionnaire of nippers to measure key learning, satisfaction, barriers to participation and intended pathways in lifesaving; and • Focus groups or one-on-one interviews with key stakeholders such as parents and Junior Coordinators. <u>Study setting and sample:</u> <ul style="list-style-type: none"> • Five LSCs participated in the evaluation: two bay clubs, two surf clubs and one inland club. • Two age groups were the focus of the study: Under 9 (Year 2/3 of school), and Under 12 (Year 5/6). • Target number of children: 100 children per age group (50 from bay clubs, 50 from surf clubs, and all from the inland club).

Table 2 Sport, aquatic education and lifesaving program participation by Victorian children

Sport	Aquatic education	Lifesaving
<p>Swimming is the most popular extra-curricular activity for Victorian children (male and female, based on minimum participation rates of at least once per year) (Sport Australia, 2018).</p> <p>Regional Victoria has a higher participation rate for club-based sport than Metropolitan areas (21% compared to 14%) (Sport & Recreation Spatial, 2018).</p>	<p>The number of Victorian government primary schools administering swimming lessons increased from 91% in 2017 to 97% in 2018, following an increase in state government funding (Department of Education and Training [DET], 2019).</p> <p>181 Victorian licensees delivered Royal Life Saving Australia's Swim and Survive swimming and water safety program in 2017/18 (LSV, 2018b).</p>	<p>11,127 children participated in Victorian Nippers programs in 2017/18 (LSV, 2018b).</p> <p>In 2017/18, 18,336 school students took part in LSV's Open Water Learning Experience (OWLE) program, including delivery in partnership with YMCA Victoria camps (LSV, 2018b).</p>

2. The effectiveness of the current Nippers program in Victoria

a. The development of lifesaving, water safety and survival skills and knowledge of nippers

Table 3 describes Age Manager, nipper and parent perspectives on the development of lifesaving, water safety and survival skills and knowledge of nippers.

Table 3 Age Manager, nipper and parent perspectives on lifesaving, water safety, survival skills and knowledge

	General	Inland club perspectives
Age Managers	<ul style="list-style-type: none"> For Under 9, 72% of content was covered across the four LSCs that completed the skills checklist. For Under 12, 69% of content was covered across all five LSCs. Nippers participants learnt a range of lifesaving and water safety skills, however this varied greatly by club. 	<ul style="list-style-type: none"> The inland club placed greater emphasis on developing lifesaving, water safety and survival skills and knowledge, over competition-based activities. They developed their own inland water safety content as this is not currently included in the Nippers resource. Several skill areas are less applicable to inland locations and could be modified, including 'Our beach environment' and 'Surf conditions and hazards'.
Nippers	<p>Key learnings were:</p> <ul style="list-style-type: none"> How to use a Nipper board (21%); General water safety knowledge (19%); and How to be safe at the beach/ river (15%). <p>Nippers described one thing they would tell a friend or family member to do to be safe around the water at their club:</p> <ul style="list-style-type: none"> Surf and bay clubs: "swim between the red and yellow flags" (55% surf; 42% bay). 	<p>Nippers described one thing they would tell a friend or family member to do to be safe around the water at their club:</p> <ul style="list-style-type: none"> Inland club, "check for dangers" (29%). <p>Only the inland club rated dry practical skills as important learning outcomes. Inland nippers appeared to be more concerned with the safety elements than coastal nippers.</p>
Parents	Parents valued the Nippers program highly, stating that it developed their children's water safety awareness and was good practice in open water environments under qualified supervision.	
	<ul style="list-style-type: none"> Surf club parents commented on the competitive events (either for or against competitiveness), giving new things a try and gaining competence in the surf. Bay club parents referred more to learning about water safety and using the beach equipment, teamwork and the social aspects. 	<ul style="list-style-type: none"> Inland club parents reported their children learned about water and river safety and First Aid techniques.

b. The impact of involvement on nippers, their families and the community

Involvement with Nippers on any level (whether participating, supporting or facilitating) had positive impacts overall. Table 4 describes the impacts of Nippers program involvement on nipper participants, their families and the wider community by Age Managers, nippers and parents.

Table 4 Perspectives on the impact of involvement on nippers, their families and the community

Impact on nippers	Impact on families	Impact on community
<ul style="list-style-type: none"> • The overarching positive impacts on children were making friends; learning water safety skills; and having fun. • Nippers developed confidence and improved social skills. • Inland nippers are seeking carnival and development camp opportunities. • Parents of children in Under 12 referred to competitive parents affecting their child’s enjoyment by pressuring them to win. 	<ul style="list-style-type: none"> • Lasting connections are formed and maintained each season. • Retention of families year-on-year helps strengthen club profiles and connection to community. • Whole families reap the social benefits of Nippers. 	<ul style="list-style-type: none"> • Enhanced community spirit and strong volunteer support are vital for Nippers program sustainability. • Nippers teaches the important role volunteers play in the community. • The number of nippers is growing faster than the uptake of volunteer support. • More effort required to engage and include new members and those with less experience.



c. Facilitators and barriers to participation

Table 5 summarises the key facilitators and barriers to participation in the Nippers program, by all clubs and specific considerations for the inland setting. It also provides suggested solutions based on evidence from the Age Managers, parents, the literature and internal expertise.

Table 5 Key facilitators and barriers to Nippers participation, by all clubs and inland-specific

Club type	Facilitators	Barriers	Suggested solutions
All clubs	<ul style="list-style-type: none"> • Creating a fun, social, active atmosphere. • Engaged parents and club members help to run the program and motivate nippers. • Convenient location. • Flexibility with content and delivery. • Over half of all nippers would like to be a lifesaver and patrol the beaches/ river when they are older. • The most common parent facilitators to participation in Nippers across all clubs were: <ol style="list-style-type: none"> 1. Family involvement (81%); 2. Program location (79%); and 3. Health and fitness (62%). 	<ul style="list-style-type: none"> • Continued volunteering commitment by the same families puts pressure on these families. • Lack of clear information on pathways for those wanting to become more involved (e.g. parents becoming coaches). • Administration and communication issues. • Overly competitive atmosphere at some clubs can deter participation. • Accommodation impacts (cost and limited availability). • Lack of cultural diversity at many clubs. • Barriers for nippers included: lack of interest, other sports or interruption to holiday time. • Whilst uncommon, the main factors that made attendance difficult for parents were: <ol style="list-style-type: none"> 1. Other commitments (21%); and 2. Lack of interest (9%). 	<ul style="list-style-type: none"> • Promote benefits of participation, particularly to people from diverse cultural backgrounds and people with different physical abilities. • Provide pathways from aquatic facilities to LSCs to attract new members and ensure nippers meet the minimum skill requirements. • Support parent transition to volunteering. • Provide pathways for lifesaving development following Nippers. • Ensure a good balance of competition and fun, and adapt to suit each group. • Educate families about the full scope of Nippers and lifesaving to encourage ongoing participation.
Inland	<ul style="list-style-type: none"> • Partnerships with coastal clubs, to provide support, share ideas, lend equipment, provide accommodation, etc. • Freedom to vary program according to weather. • Fostering community connection and cohesion. • River safety is reassuring for parents. • Coaches work with the same nippers each year – deeper sense of belonging. • 100% of inland nippers wanted to continue next year, mainly due to the learning and social aspects. • 93% of nippers would like to be a lifesaver and patrol the beaches or river when they are older. 	<ul style="list-style-type: none"> • Lack of volunteers as the number of nippers is outgrowing the current volunteer base. • Lack of opportunities for adolescents (and associated difficulty with member retention in these years). • Differences in competencies and/or small numbers of children in the same age group. • Nipper Education Program content has a coastal focus, sometimes not relevant to the river environment. • Lack of funds for nippers to attend development camps. 	<ul style="list-style-type: none"> • Add inland water safety and scenarios to the Nippers resource. • Organise additional activities to minimise wait times; especially with large groups. • Include variety and fun in each session rather than repetition (aside from necessary revision of key concepts).

WHAT THIS MEANS

The present review (Year 1) indicated that the provision of a Nippers program in regional Victoria, particularly in inland waterways and regional aquatic facilities, is a feasible option for increasing the coverage of Nippers programs across the state. The program effectively fosters the development of lifesaving, water safety and survival skills and knowledge among participants.

Keys for the ongoing success of the Nippers program include:

- A strong volunteer support base;
- Active use of the *Nipper Education Program: Junior Coordinator Guide* to deliver comprehensive lifesaving, water safety and survival skills and knowledge;
- Including variety and fun in each session; being flexible to meet the interests of a variety of nippers, and minimising waiting times;
- A focus on inclusion;
- Visibility in schools and the local community; and
- Providing clear pathways for lifesaving development and opportunities.



Adapting the Nippers program for a regional (inland and pool) setting

In its current iteration, the Nipper Education Program is designed specifically for coastal environments. Despite this, the nippers and their parents involved in the inland program were the most satisfied of all clubs included in this evaluation.

Table 6 describes the recommendations derived from this evaluation, to facilitate delivery of a Nippers program to a broader range of inland waterways and regional pools.



Table 6 Key recommendations for the delivery of a regional (inland and pool) Nippers product

<p>Program content</p>	<ol style="list-style-type: none"> 1. Ensure existing programs and resources are utilised where suitable to ensure efficiency in program design. 2. Include content on lifesaving, living and recreating safely around inland waterways and swimming pools. 3. Depending on numbers, children might be grouped by their level of experience and confidence, rather than by their age. 4. Include physical activity content related to the sport discipline of pool lifesaving instead of (or in addition to) surf lifesaving (e.g. throw rescues, tows and CPR). 5. Include Royal Life Saving – Australia (RLSA) community awards, such as the Rescue and Bronze strands in place of traditional surf lifesaving awards and pre-requisites. 6. Collaborate with Starfish Nippers to ensure resources are inclusive and suitable for children with disabilities. 7. Include elements of community service and volunteering in a regional pool setting (e.g. creating campaigns, working with vulnerable groups, preparedness). 	<p>Engagement</p>	<ol style="list-style-type: none"> 1. Engage schools by demonstrating the links between the Nipper Education Program content and the Victorian HPE Curriculum. Nippers can be promoted as an extension activity to achieving the competencies of the Victorian Water Safety Certificate. 2. Engage aquatic facilities by demonstrating the opportunities to supplement existing swimming and water safety programs (i.e. swimming lessons) with a community-focussed lifesaving program. Additionally, this can maintain children's engagement with aquatic facilities and demonstrate pathways to employment. 3. Promote lifesaving as the inclusive, welcoming place it is designed to be, particularly to people from diverse cultural backgrounds and people with different physical and mental abilities.
<p>Partnerships</p>	<ol style="list-style-type: none"> 1. Establish partnerships between existing coastal clubs and new regional program locations (e.g. aquatic facilities and schools), to provide support. 	<p>Promotion</p>	<ol style="list-style-type: none"> 1. Promote the Nippers program via the methods known to be most effective in the region.

	<ol style="list-style-type: none"> 2. Establish links with local caravan and camping parks to promote Nippers to holiday makers with children. 3. Develop partnerships with local amenities, e.g. aquatic facilities, during cooler months. 		<ol style="list-style-type: none"> 2. Utilise existing partnerships with aquatic facilities and aquatic management groups to provide collective support for regions. 3. Utilise existing local community swimming, water safety and lifesaving ambassadors (individuals) to create local links and champion change. 4. Use local or high-profile sports stars to highlight the life skills and pathways Nippers can provide.
<p>Resourcing</p>	<ol style="list-style-type: none"> 1. Review Age Manager requirements and scope opportunity for utilising existing instructor awards. 2. Scope options for 'train the trainer' models with local regional champions. 3. Engage LSV to provide additional training (including engaging and upskilling parent volunteers), supervision and access to equipment as required. 4. Actively seek grant funding for factors including equipment, travel to development camps and the provision of training. 	<p>Retention</p>	<ol style="list-style-type: none"> 1. Provide clear pathways for lifesaving development and opportunities for youth once they turn 15 or develop an extension program for teenagers. 2. Build an interconnected surf sport pathway from Nippers to the elite to increase membership and retention. 3. Ensure systems and processes for the registration, tracking and monitoring of Bush Nippers participants and instructors are in place.





BACKGROUND

The Nipper Education Program, or Nippers, is a water safety skills and education program that introduces children aged 5 to 14 years to lifesaving. Nippers programs are delivered to members at lifesaving clubs (LSCs) across Victoria throughout the warmer months annually. The program is about children participating in safe, fun and organised activities in a beach environment, preparing them to be future lifesavers (Life Saving Victoria [LSV], 2018a).

All of Victoria's 57 LSCs offer Nippers, including 56 which are located on the Victorian coastline and one club which is Australia's only inland lifesaving club (Mildura). Volunteer members commit their time to educating children about lifesaving. Age Managers within each club are trained and responsible for the



delivery of the program. The *Nipper Education Program: Junior Coordinator Guide* (LSV, 2018a) provides Age Managers with detailed lesson plans for each age group, from Under 6 to Under 14. However, the style of delivery, format and timing of sessions, and interests and experience levels of nippers in the program vary between each club.

Junior development in lifesaving began in the 1960's and these activities have developed over time. Revisions to the program have been made based on feedback, consultation and contribution from clubs and Surf Life Saving Australia (SLSA) branches. Changes in lifesaving culture, community expectations and member expectations have also influenced the development of Nippers.

The most recent revision to the program in Victoria occurred in 2017/18 and the updated Nippers resource was released for the 2018/19 season. More recently, state government funding has been provided to increase the capacity and coverage of Nippers programs across Victoria, including a proposal that the program be adapted for provision in regional communities, including inland areas, hence the name 'Bush Nippers'.

Updates to the Nipper Education Program as well as the proposed new Bush Nippers program, provide an opportunity to ensure evidence-based, effective content and delivery methods. This research forms part of the Public Water Safety Initiative. The Public Water Safety Initiative is funded by the Victorian Government and LSV is working closely with the Department of Education and Training (DET) on the implementation of this initiative.

AIMS AND OBJECTIVES

The overall aim of the project is to determine the feasibility of developing a Nippers program in regional Victoria, particularly in inland waterways and regional pools, and with the intention of increasing the coverage of the Nipper Education Program across the state.

Specific objectives over the two-year project are to:

1. Review the current Nippers program and the potential to adapt the program into a regional setting.
2. Determine the effectiveness of the current Nippers program in Victoria, in particular:
 - a. The development of lifesaving, water safety and survival skills and knowledge of nippers (as per specified learning outcomes);
 - b. The impact of involvement on nippers, their families and the community; and
 - c. Any facilitators and barriers to participation.
3. Determine the effectiveness of the new Bush Nippers program in inland regions, in particular:
 - a. The development of lifesaving, water safety and survival skills and knowledge of nippers (as per specified learning outcomes);
 - b. The impact of involvement on nippers, their families and the community;
 - c. Any facilitators and barriers to participation; and
 - d. The cost-effectiveness of the Bush Nippers model and its feasibility for state-wide implementation.



This report summarises the findings from Year 1 (2018/19), which addresses objectives 1 and 2.

METHOD

Objective 1 – To review the current Nippers program and the potential to adapt the program into a regional setting.

The review of the current Nippers program included a literature review and stakeholder consultation. The literature review focussed on prior work into the provision of sport and aquatic education programs for school-aged children, with a particular focus on surf lifesaving. Facilitators and barriers to participation were reviewed, along with the potential differentiation or value-add of a Nippers program in regional areas (including alignment to the Victorian Curriculum).

Areas covered included:

- Analysis of existing research on sport and aquatic education program participation;
- Analysis of existing lifesaving-specific research;
- Analysis of current sport or aquatic education programs being offered for children aged 5-13 years in regional areas of Victoria; and
- Alignment to the Victorian Health and Physical Education (HPE) Curriculum.

The stakeholder consultation component included face-to-face interviews conducted with key LSC and aquatic industry stakeholders to determine:

- Interest of schools/ regional communities in a Nippers product;
- Any potential barriers to participation.

In Year 2, further consultation will be undertaken with additional key community (schools, aquatic facilities, councils, sporting clubs etc.), LSC and water safety stakeholders to further this evidence base and determine:

- Interest of regional schools in a Nippers product;
- Who would run a Nippers program in regional areas; and
- Adaptability of the developed resource for children with special needs.

An interview question set was developed to elicit responses regarding the above points from the perspective of those that currently (existing LSCs) or potentially (schools or other community groups in regional areas) provide the program. The interviews were also used to determine any potential improvements to service provision.

Objective 2 – To determine the effectiveness of the current Nippers program in Victoria.

The effectiveness of Nippers in coastal and inland regions was evaluated, specifically:

- The development of lifesaving, water safety and survival skills and knowledge of nippers;
- The impact of involvement on nippers, their families and the community; and
- Any facilitators and barriers to participation.

Study setting and sample

Evaluation of the current Nippers program took place across five LSCs, including: two bay clubs, two surf clubs and one inland club. Two age groups were the focus of the study. These were selected to align with key ages in the Victorian Curriculum:

- Under 9 (Year 2/3 of school); and
- Under 12 (Year 5/6).

Target number of children:

- 100 children per age group (50 children from bay clubs and 50 from surf clubs were required for statistical comparisons, all inland nippers were required, noting that due to low numbers, statistical comparisons would not be possible).

Level of attendance throughout the program were assessed via records kept by the Age Manager or equivalent person conducting the Nippers program.

Program review

The program was reviewed in Year 1 via:

- Records kept by Age Managers or equivalent persons conducting the Nippers program.
- One-on-one interviews with Age Managers of Under 9 and Under 12 groups and/or Junior Coordinators.
- Post-program group questionnaire to measure children's key knowledge/ learning, enjoyment, satisfaction, barriers to participation and intended pathways in lifesaving.
- Focus groups or one-on-one interviews with key stakeholders such as parents and Junior Coordinators.



REVIEW FINDINGS

1. Review of the current Nippers program

Participation in sport and aquatic education programs

An extensive review of sport and aquatic education participation and alignment of the current Nippers program to the curriculum was conducted. Table 1 describes the level of participation in sport, aquatic education and lifesaving programs among Victorian children.

Table 1 Sport, aquatic education and lifesaving program participation by Victorian children

<p>Sport</p>	<ul style="list-style-type: none"> Over 680,000 Victorian children aged 5-14 years are estimated to have participated in organised sport at least once in 2017/18 (Sport Australia, 2018). Sport participation rates are highest among children aged 5-14 years in Victoria, compared to other age groups. VicHealth-funded research estimated that 62% of 5-9 year olds and 70% of 10-14 year olds participated in organised sport in 2016. Participation rates drop significantly after age 15 (Sport & Recreation Spatial, 2018). Regional Victoria has a higher participation rate for club-based sport than Metropolitan areas (21% compared to 14%, respectively) (Sport & Recreation Spatial, 2018). Swimming is the most popular sporting activity for 6-13 year old children in Australia, with an estimated 48% participation rate, or almost 1.2 million, based on 2014 data (Roy Morgan, 2017). This is followed by soccer (46%) and cycling (37%). Swimming is the top extra-curricular activity for Victorian children (male and female), based on minimum participation rates of at least once per year (Sport Australia, 2018).
<p>Aquatic education</p>	<ul style="list-style-type: none"> An LSV study conducted on the swimming ability of Victorian children reported that teachers estimated over 25,000 students left primary school with insufficient knowledge to handle threatening circumstances in and around water (Birch & Matthews, 2014). Between July 2014 and December 2016, an estimated 47,500 children aged 2-15 years attended private swimming lessons in Victoria (Pidgeon et al, 2018). The proportion of Victorian government primary schools administering swimming lessons increased from 91% in 2017 to 97% in 2018, following an increase in state government funding (Department of Education and Training [DET], 2019). 181 licensees delivered Royal Life Saving Australia's Swim and Survive swimming and water safety education program to Victorian children in 2017/18 (LSV, 2018b). The 2019 VICSWIM program saw 13,864 children participate in the holiday intensive swimming program (Aquatics and Recreation Victoria [ARV], 2019).
<p>Lifesaving</p>	<ul style="list-style-type: none"> In 2017/18, 18,336 school students took part in LSV's Open Water Learning Experience (OWLE) program, including delivery in partnership with YMCA Victoria camps (LSV, 2018b). 11,127 children participated in Victorian Nippers programs across the 57 LSCs in 2017/18 (LSV, 2018b). SLSA's Sporting Schools (initiated by Sport Australia) program, <i>READY. SET. RESCUE.</i>, is designed to help Australian school kids stay active, healthy and learn how to stay safe at the beach. LSV's OWLE program is the Victorian endorsed SLSA Sporting Schools program.

Current aquatic education programs for Victorian children

Current aquatic education programs for children aged 5-13 years being delivered in regional Victoria were determined via meetings with key stakeholders. The review identified 13 programs from seven providers, in addition to the many swim schools that deliver swimming education to children via school-organised lessons or private lessons. A detailed list of the current offerings is provided in Appendix A. This includes the delivery environment (host organisation, region, location) and format (practical- or theory-based), time considerations (duration, time of year), participation levels and whether they link to the Victorian Curriculum.

The review identified a gap in the provision of ongoing and engaging water safety education to Victorian children, including a lack of year-round community lifesaving programs on offer for regional children. There are currently no programs that provide pathways from swimming lessons to other aquatic activities including lifesaving, which extend children's knowledge to open waterways.

Insights into the elements contained in successful, ongoing programs interstate and internationally may assist in directing future program development and implementation.

Barriers to participation in sport and aquatic education

Sport Australia (previously known as the Australian Sports Commission) listed the common barriers to participation in sports by Australian secondary school students (Year 7-9) in the report, *Addressing the decline in sport participation in secondary schools: Findings from the Youth Participation Research Project* (Australian Sports Commission [ASC], 2017). Table 2 compares the barriers outlined by the report, with common barriers to participation in aquatic education. There is clear overlap in terms of barriers present for participation in sports and aquatic education. Aquatic education poses additional barriers, which include access to aquatic locations, risk perceptions and a lack of understanding of the broader importance of learning swimming and water safety skills for personal survival.



Table 2 Comparison of barriers to participation in sport and aquatic education

Sport participation barriers within the school setting	Aquatic education participation barriers within the school setting
Loss of interest – Year 9 students are at particular risk.	Loss of interest: <ul style="list-style-type: none"> • Loss of interest by students and/or lack of parental buy-in; • Schools' lack of interest or capacity to deliver (e.g. cost, lack of qualified staff, crowded curriculum); and • Lack of opportunities or promotion of existing opportunities for older students.
Competing extra-curricular commitments.	Competing extra-curricular commitments: <ul style="list-style-type: none"> • Other school commitments; and • Decrease in the number of children accessing learn-to-swim lessons, particularly during school years, due to the perception that schools always cover aquatic education and children therefore do not need to undertake extra-curricular swimming or water safety activities (RLSSA, 2012; RLSSA 2018).
Long term disengagement from sport: <ul style="list-style-type: none"> • Those who have never connected with sport, never develop sport habits as part of their everyday lifestyle. 	Long term disengagement from aquatic education can occur, particularly if that school lacks someone to drive a program, does not offer any swimming and water safety initiatives or only offers short-duration activities.
Education and awareness of the benefits of sport: <ul style="list-style-type: none"> • When HPE theory is not taught (or inadequately so), the benefits of sport are not always made aware to students. 	Education and awareness of the benefits and importance of swimming and water safety skills and knowledge: <ul style="list-style-type: none"> • Schools may lack awareness, capacity or interest in offering aquatic opportunities, e.g. swimming lessons, lifesaving programs, Nippers, survival swimming, open water learning experiences; and • Lack of consistent messaging on the wider health benefits of aquatic recreation, e.g. mental health, social impacts, physiological benefits (RLSSA, 2018).
Injury: <ul style="list-style-type: none"> • Students with previous injuries tend to be increasingly cautious. 	Perception of heightened risk associated with aquatic activities: <ul style="list-style-type: none"> • Risk avoidance, rather than risk management; • Perception of aquatics being too risky; and • Possibility of physical or emotional injury (fatal drowning at worst) (Matthews et al, 2016; RLSSA, 2012).
Confidence: <ul style="list-style-type: none"> • Mixed abilities at schools, those with lesser skills tend to lose confidence and therefore engagement. 	Confidence: <ul style="list-style-type: none"> • Optional/ opt-in offerings often mean the students who would benefit most from aquatic education miss out (e.g. CALD and low socioeconomic status; and • By adolescence, students may have developed body awareness issues and/or a fear of the water (Amateur Swimming Association [ASA], 2013; RLSSA, 2018).
Cultural barriers: <ul style="list-style-type: none"> • Mixed gender sports can be uncomfortable and intimidating; • More of an issue for females than males; • Sport programs during religious observation times, e.g. Ramadan; and 	Cultural barriers: <ul style="list-style-type: none"> • Children from CALD and Indigenous backgrounds are underrepresented in learn to swim programs and often do not achieve the benchmark levels until an older age (RLSSA, 2012); • Mixed gender sports can be uncomfortable and intimidating;

<ul style="list-style-type: none"> Wearing religious coverings, e.g. Hijab. 	<ul style="list-style-type: none"> More of an issue for females than males; Sport programs during religious observation times, e.g. Ramadan; and Wearing religious coverings, e.g. Hijab.
<p>Gender:</p> <ul style="list-style-type: none"> Respective genders preferring 'traditional' gender-specific sports at some schools, alienating those who wish to try something outside of the school culture norm; Females participating in male dominant sports increasing; and Using 'sporty' role models to encourage participation and culture change. 	<p>Gender:</p> <ul style="list-style-type: none"> Some cultural and religious groups require females and males to be separated in aquatic environments; and Restrictions around dress in the water, particularly for females. Progress is being made to develop appropriate swimwear for females.
<p>Weather:</p> <ul style="list-style-type: none"> Weather and unpredictable conditions, particularly for outdoor activities; and Drop in participation in cooler months (Term 2 and Term 3). 	<p>Weather:</p> <ul style="list-style-type: none"> Weather and unpredictable conditions, particularly in open water e.g. weather, waves and sea level (Higgerson et al, 2015; Matthews et al, 2016); and Drop in participation in cooler months (Term 2 and Term 3).
<p>Familiarity with the sport:</p> <ul style="list-style-type: none"> Students prefer to stick with a sport they've been playing for years rather than transition to new sports. 	<p>Familiarity with the sport:</p> <ul style="list-style-type: none"> Whilst swimming is one of the most popular sports among Australian children, lifesaving sport is far less familiar or not available (Roy Morgan, 2017; RLSSA, 2012; RLSSA, 2018).
<p>Barriers faced by the school they attend:</p> <ul style="list-style-type: none"> Lack of facilities, sport opportunities; Budget restrictions; Teacher/ coach inexperience; and Lack of investment in innovative and sustainable initiatives. 	<p>Barriers faced by the school:</p> <ul style="list-style-type: none"> Cost of lessons/ pool entry and lack of ongoing funding; Access to qualified swim teachers and pool space; Cost of transport; Crowded curriculum or difficulty aligning existing programs to the curriculum; Inflexibility of duration and frequency of sessions within a program; and Children living in remote areas often have reduced access to safe, well-supervised facilities and qualified swim teachers (Birch & Matthews, 2014; Matthews et al, 2016; RLSSA, 2012).
Sport participation barriers external to the school setting	Aquatic education participation barriers external to the school setting
<p>Parent/ Guardian support:</p> <ul style="list-style-type: none"> Transport; Cost; Time commitments; Other siblings; Conflicting sports; Not valuing sport/ prioritising other pursuits, e.g. academics; and Too much pressure placed on their child to perform. 	<p>Parent/ Guardian support:</p> <ul style="list-style-type: none"> Distance to waterways/ aquatic facilities; Transport; Time commitment; Cost of lessons/ pool entry/ membership; Other commitments; Lack of interest, buy-in or prioritisation – more than 50% of children leave programs at age 5 years;

	<ul style="list-style-type: none"> • Perception that competition and perfect stroke technique are more important than survival skills, rescue skills and water safety knowledge; and • Lack of year-round facilities and pool space (Birch and Matthews, 2014; Matthews et al, 2016; RLSSA, 2012; RLSSA 2018).
<p>Increasing time demands for extra-curricular activities:</p> <ul style="list-style-type: none"> • Increasing amount of involvement in other activities, e.g. socialising, paid work, farm work, household duties. 	<p>Perception that aquatic education does not have to be ongoing:</p> <ul style="list-style-type: none"> • Usual length of time in formal swimming lessons is 19–22 months (RLSSA, 2018).
<p>Changing sports:</p> <ul style="list-style-type: none"> • Already committed so changing can be a difficult transitioning. 	<p>Changing sports:</p> <ul style="list-style-type: none"> • Additional stigma that swimming lessons are only for young children (RLSSA, 2018).
<p>Limited access:</p> <ul style="list-style-type: none"> • Regional and remote areas; • Long travel times, minimal facilities, financial difficulties; and • Only mainstream activities available. 	<p>Limited access:</p> <ul style="list-style-type: none"> • Regional and remote areas; • Distance to waterways/ aquatic facilities; • Shortage of relevant programs, partly due to fewer qualified teachers than in metropolitan and suburban areas; and • Lack of year-round facilities and pool space (Birch and Matthews, 2014; Matthews et al, 2016).
<p>Skill competence for competition:</p> <ul style="list-style-type: none"> • Difficult to join an established team because of underdeveloped skills in specific sports. 	<p>Skill competence for competition:</p> <ul style="list-style-type: none"> • Many aquatic sports become too competitive or don't allow for a range of skill levels and abilities; • Lack of options for non-competitive, social, game-based aquatic education and sport; • Lack of program flexibility, e.g. content, time, location; and • Lack of promotion of lifesaving and aquatic industry employment pathways (RLSSA, 2018).
<p>Conflict between in-school and out-of-school competition:</p> <ul style="list-style-type: none"> • Fear of injury can cause skilled players to solely commit to just one avenue of sport (school or community). 	<p>Students only participating in annual, usually brief, school aquatic education programs – no continuation outside of school swimming setting (Personal Communication, LSV Swim and Survive Think Tank participant, 2019).</p>
	<p>Cultural:</p> <ul style="list-style-type: none"> • Cultural and religious – such as language barriers, a lack of water safety as a priority in the home country; and • Lifesaving sport is a heavily Caucasian demographic – less inviting for multicultural Australians, especially newly arrived.

Alignment to the Victorian HPE Curriculum

With swimming and water safety education compulsory in the Victorian HPE Curriculum, a modified Nippers program designed for schools, regardless of their proximity to the coastline, is a potentially valuable initiative for meeting curriculum requirements, in addition to providing students with vital lifesaving skills and knowledge that may one day save a life. There is also the potential to attract a broader range of children to lifesaving in the longer term, by demonstrating the range of pathways available from lifesaving sports (beach and pool lifesaving disciplines) through to lifeguarding at their local pool, beach, or inland waterway. Table 3 outlines the alignment of the Nipper Education Program learning outcomes for Under 9 and Under 12 (LSV, 2018a) to the Victorian HPE Curriculum (Victorian Curriculum and Assessment Authority [VCAA], 2015). The Nippers program aligns with physical elements (Moving the body/ Understanding movement) as well as encouraging proactive health promotion approaches (Being healthy, active and safe). This is demonstrated throughout the Nippers learning outcomes for each year level.



However, there is a lack of social health determinants specified in the Nippers learning outcomes. The VCAA Curriculum has a strong focus on the social aspects of physical education (such as developing networks and working together), as well as creating a supportive and understanding environment to discover emotions and feelings within sporting activities. While these aspects may be an incidental benefit of the Nippers program, they are not explicitly described in the learning outcomes and so there is a lack of clarity for anyone unfamiliar with Nippers. There is also potential for the Nippers program to encompass further learning aspects related to sexual education (e.g. effects of puberty on performance; respectful relationships, boundaries and consent) and drug and alcohol education (e.g. effects of medication and alcohol on coordination and risk perception).

While these aspects may be an incidental benefit of the Nippers program, they are not explicitly described in the learning outcomes and so there is a lack of clarity for anyone unfamiliar with Nippers. There is also potential for the Nippers program to encompass further learning aspects related to sexual education (e.g. effects of puberty on performance; respectful relationships, boundaries and consent) and drug and alcohol education (e.g. effects of medication and alcohol on coordination and risk perception).

Table 3 Alignment of the Nipper Education Program learning outcomes for Under 9 and Under 12 to the Victorian HPE Curriculum

Victorian HPE Curriculum content	Nipper Education Program learning outcomes
Level 3	Under 9 – Surf Aware Two
Personal, Social and Community Health	Education
<p><u>Being healthy, safe and active</u></p> <ul style="list-style-type: none"> • 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 practise strategies to promote health, safety and wellbeing 	<p><u>Introduction to life saving</u></p> <ul style="list-style-type: none"> • Know the way around the club and the beach • Identify the lifesaving club as a welcoming place • Identify the five beach safety tips using the F.L.A.G.S acronym • Understand and demonstrate the SunSmart practices <p><u>Personal safety network</u></p> <ul style="list-style-type: none"> • Identify people in their own Personal Safety Network who they can ask for help <p><u>First Aid</u></p> <ul style="list-style-type: none"> • Identify dangerous animals at the beach and basic First Aid treatments

	<p><u>Play it safe in the water</u></p> <ul style="list-style-type: none"> • Recognise and understand the red and yellow flags • Understand and describe when and how to dial '000' in an emergency • Demonstrate knowledge of signals • Identify the types of waves • Recognise the dangers swimmers can be exposed to with a changing tide • Understand how rips are formed, what they look like, and how to avoid them
<p><u>Communicating and interacting for health and wellbeing</u></p> <ul style="list-style-type: none"> • 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 	<p>Nil</p>
<p><u>Contributing to healthy and active communities</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Introduction to life saving</u></p> <ul style="list-style-type: none"> • Develop an understanding of lifesaving in Australia <p><u>Our beach environment</u></p> <ul style="list-style-type: none"> • Recognise the diverse human and marine communities that make up a beach ecosystem. Recognise the environmental impact they can have on the beach • Identify dangers at the beach • Identify different safety signs on the beach and their meaning
<p>Movement and Physical Activity</p>	<p>Education/ Surf Skills</p>
<p><u>Moving the body</u></p> <ul style="list-style-type: none"> • Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings • Perform movement sequences which link fundamental movement skills • Practise and apply movement concepts and strategies 	<p><u>Beach sprints and relay</u></p> <ul style="list-style-type: none"> • Attempt or perform standing start technique for beach sprints <p><u>Beach run</u></p> <ul style="list-style-type: none"> • Attempt or perform basic running technique on sand <p><u>Beach flags</u></p> <ul style="list-style-type: none"> • Attempt or perform diving for a flag • Attempt or perform jump turn technique • Attempt or perform beach flag start <p><u>Run-swim-run</u></p> <ul style="list-style-type: none"> • Enjoy participating in a run-swim-run <p><u>Wade</u></p> <ul style="list-style-type: none"> • Attempt or perform diving under waves <p><u>Surf race</u></p> <ul style="list-style-type: none"> • Complete an Ironman/ Ironwoman • <u>Aquacameron</u> • Enjoy participating in an Aquacameron <p><u>Board race</u></p> <ul style="list-style-type: none"> • Attempt or perform rolling under a wave • Attempt or perform buoy turn

<u>Understanding movement</u> <ul style="list-style-type: none"> 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 	<u>Eat, drink, exercise</u> Recognise the importance of hydration, nutrition and exercise as part of participating in Nippers
<u>Learning through movement</u> <ul style="list-style-type: none"> 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 	As per 'Moving the body'
Level 6	Under 12 – Surf Smart One
Personal, Social and Community Health	Education
<u>Being healthy, safe and active</u> <ul style="list-style-type: none"> Explore how identities are influenced by people and places Investigate resources to manage changes and transitions associated with puberty Investigate community resources and strategies to seek help about health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing 	<u>Introduction to lifesaving</u> <ul style="list-style-type: none"> Develop an understanding of lifesaving in Australia Identify the lifesaving club as a welcoming place Identify and demonstrate the SunSmart guidelines Identify what skin cancer is and what causes it <u>First Aid</u> <ul style="list-style-type: none"> Perform cardiopulmonary resuscitation (CPR) techniques Identify the role of the body's circulatory system, skeletal system, respiratory system and nervous system Understand how the body's major organs systems relate to First Aid scenarios Identify the principals of DRSABCD Recognise and manage basic patient management techniques <u>Our beach environment</u> <ul style="list-style-type: none"> Identify the four different types of rips Identify how to use rip currents to assist in surf swimming and rescues <u>Personal safety network</u> <ul style="list-style-type: none"> Understand the rights and responsibilities as a member of SLSA and LSV
<u>Communicating and interacting for health and wellbeing</u> <ul style="list-style-type: none"> Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour, relationships and health and wellbeing Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours 	<u>Becoming a lifesaver</u> <ul style="list-style-type: none"> Recognise the different types of communication used in a beach environment Identify why communication is an important skill for a lifesaver
<u>Contributing to healthy and active communities</u> <ul style="list-style-type: none"> Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment Investigate how celebrating similarities and differences can strengthen communities 	<u>Our beach environment</u> <ul style="list-style-type: none"> Understand how weather can affect both the beach environment and the beach user Identify natural and man-made causes of erosion and their impact on the beach environment

Movement and Physical Activity	Surf Skills
<p><u>Moving the body</u></p> <ul style="list-style-type: none"> • Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings • Design and perform a variety of movement sequences • Propose and apply movement concepts and strategies 	<p><u>Beach sprints</u></p> <ul style="list-style-type: none"> • Develop a beach sprint arm and leg drive technique <p><u>Beach run</u></p> <ul style="list-style-type: none"> • Complete a 1km beach run and demonstrate pacing <p><u>Beach flags</u></p> <ul style="list-style-type: none"> • Identify different beach flag race strategies <p><u>Run-swim-run</u></p> <ul style="list-style-type: none"> • Complete a run-swim-run <p><u>Wade</u></p> <ul style="list-style-type: none"> • Attempt or perform diving under waves <p><u>Surf race</u></p> <ul style="list-style-type: none"> • Complete an Ironman/ Ironwoman <p><u>Aquacameron</u></p> <ul style="list-style-type: none"> • Perform Aquacameron relay race transitions <p><u>Tube rescue</u></p> <ul style="list-style-type: none"> • Recognise a rescue tube and what it is used for <p><u>Board race</u></p> <ul style="list-style-type: none"> • Attempt or perform rolling under a wave • Attempt or perform buoy turn <p><u>Board relay</u></p> <ul style="list-style-type: none"> • Attempt or perform changeover techniques in a board relay <p><u>Board rescue</u></p> <ul style="list-style-type: none"> • Recognise how a board can be used to secure and support a conscious patient • Demonstrate the skills required to secure and support a conscious patient
<p><u>Understanding movement</u></p> <ul style="list-style-type: none"> • Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing • Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences 	<p>As per 'Moving the body'</p>
<p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities • Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges • Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities 	<p>As per 'Moving the body'</p>

Preliminary indications of interest in a Bush Nippers product

A feasibility study of surf lifesaving programs in Australian schools identified that to be successful, a school-based lifesaving program needs to: “focus on the fun and social nature of surf lifesaving, rather than competition; be inclusive, promote equal treatment and focus on fun and participation, regardless of skill level and ability; provide flexibility of attendance and time commitment; and promote opportunities for lifesaving membership by understanding the needs of children and the areas that may attract them to surf lifesaving” (Matthews et al., 2016: 5). This indicates significant scope for Nippers-style education programs to be integrated into the school curriculum or be made available externally for children living in regional areas to access via a local aquatic facility, swimming club or community group.

In addition to the Age Manager interviews that were conducted with the five participating clubs (detailed below in section 2), five attendees of LSV’s Nipper Education Resource and Nipper App. sessions in March and April 2019 were invited to provide input on the value of introducing a Bush Nippers product for regional settings. A number of parents attending their child’s program supported the concept, as highlighted through unstructured one-on-one discussions on the beach (n=14). The response was overwhelmingly positive, particularly because of the water safety skills and knowledge the program can deliver to participants and the overall value people place on Nippers for their children. Further discussion on the opportunity to adapt the Nippers program to a regional setting in inland waterways and aquatic facilities is discussed in section 2.

Key points

- Parents of nippers strongly supported the development of a Nippers product for regional areas.
- Whilst much of the current content is relevant for children in regional areas, some could be modified to suit inland waterways.
- Establish partnerships between existing coastal clubs and new regional clubs, to provide support, translate the resources, share ideas, lend equipment etc.
- New programs must appeal to parents, children and schools. “If no kids have gone through Nippers before, they won't talk to their mates about it”.

AGE MANAGER AND PARENT PERSPECTIVES

- “Giving the opportunity to inland kids to learn these skills is so important, especially if they come down to the beach for a holiday.” – parent
- “[Kids] should know what to look out for, when they go camping to inland waterways.” – Age Manager

2. The effectiveness of the current Nipper program in Victoria

This section describes the analysis into the effectiveness of the current Victorian Nipper Education Program. The overall response rate to the surveys was 62% of children enrolled and 44% of their parents.

Demographics

The breakdown of children in the Nippers program is presented in Table 4.

- The two surf clubs had a much larger combined number of members enrolled in the Under 9 and Under 12 age groups (n=192) than the bay two bay clubs (n=73) and the inland club (n=14). Across both age groups, 53% were female.
- Across surf and bay clubs, 150 Under 9's and 170 Under 12's were surveyed. Nippers of both age groups in the inland club were surveyed together because they participated as one group in the Nippers program.
- The parent survey represented 122 children (69 in Under 9 and 52 in Under 12), of whom 54% were female and 32% had been involved in Nippers for 3-4 years, followed by 28% involved for 1-2 years.

Table 4 Breakdown of children in Nippers program, from nipper participant questionnaire and parent questionnaire

Club type	Children enrolled		Children surveyed			Total	Parent survey								
	Estimate from enrolment numbers		Age group				All	Age group		Gender		Years in Nippers program			
	U9	U12	U9	U12	Both			U9	U12	F	M	First year	1-2 years	3-4 years	5+ years
Surf	93	99	58	61	-	92	53	39	50	42	14	22	29	27	
Bay	34	39	17	24	-	21	14	7	10	11	5	5	9	2	
Inland	9	5	-	-	14	9	2	6	7	2	1	7	1	0	
Total	136	143	75	85	14	122	69	52	67	55	20	34	39	29	

a. The development of lifesaving, water safety and survival skills and knowledge

Nipper Education Program skills checklist

Age Managers from four of the five clubs completed a checklist of which learning outcomes from the updated *Nipper Education Program: Junior Coordinator Guide* (LSV, 2018a) were covered during the season, and explained why some content was not covered. All Age Managers found the updated resources useful and easy to follow. In the 2019/20 season, it is hoped that after a year in circulation, additional activities will be utilised by Age Managers to increase the variety of the sessions.

Under 9

- For Under 9, 72% of content from the Junior Coordinator Guide was covered across the four clubs. Beach flags, first aid, beach sprints and relays and beach safety tips the only four items (out of 16) covered by all clubs.
- The Aquacameron and board race were the least used because Age Managers felt the children were too young. See Appendix B: Nippers skills checklist summary for full details.

Under 12

- Overall, 69% of content from the Junior Coordinator Guide was covered by all clubs in Under 12 (Appendix A). All clubs covered the following seven of the 20 learning outcomes: introduction to lifesaving; our beach environment; sun safety; beach sprints; beach flags; run-swim-run; and Ironman/ Ironwoman.
- Learning outcomes that were only covered by half the clubs were: personal safety network; surf conditions and hazards; First Aid; beach run; surf race; Aquacameron; board race and board rescue.
- No clubs provided content on the human body.
- Knowledge-based topics were reportedly not covered if they had been addressed in the younger age groups or because the Age Managers were unaware that specific topics were part of the program.

INLAND CLUB PERSPECTIVES

Several skills in the current Nipper Education Program are less applicable to inland areas and could be modified, including:

- Our beach environment
- Surf conditions and hazards

Age Manager perspectives

The knowledge and skills taught during the Nipper Education Program varied greatly by club, environment and age group, as outlined in Table 5.

Table 5 Age Manager perspectives on key learning in the Nipper Education Program

Club type	Lifesaving skills	Water safety and survival skills and knowledge	Delivery focus
Surf	Lifesaving skills were heavily covered. Surf Rescue Certificate (SRC) representatives were engaged to deliver Ironman/ Ironwoman; Aquacameron; self-management and awareness; and rip education.	Beach awareness is covered at all ages, with swimming between the red and yellow flags and rip currents covered in younger age groups. By Under 11 the focus is on activities and competition.	One club was more competition-focussed, with a lower focus on water safety knowledge in Under 9 and Under 12.
Bay	Lifesaving skills, competition skills – previous season had lots of focus on CPR and First Aid.	Water/ beach awareness, including hazard perception, e.g. rocks, how to be safe and have fun, sun protection, looking out for each other, wave knowledge.	These clubs tended to place more focus on developing water safety knowledge and reasoning behind learning certain skills.
Inland	Introduced the qualifying swim in 2018/19 season and this exposure was a positive teaching and learning experience.	Safety is the top priority for the river environment. All water safety learnings are reinforced each session. Lower focus placed on rip currents and beach awareness, rather, river safety and awareness are key areas.	The inland club placed greater emphasis on developing water safety knowledge, over competition-based activities. They developed their own inland water safety content as this is not currently included in the Nippers resource.

Nipper perspectives

- Every nipper surveyed indicated they had learned something new about lifesaving, water safety and/or survival skills. Overall, the main thing they learned during the program was how to use a Nipper board (21%); general water safety knowledge (19%) and how to be safe at the beach (or river for inland nippers; 15%). Only the inland club rated dry practical skills as key learning outcomes. The top three responses for each club type are outlined in Table 6.
- Nippers were asked to describe one thing they would tell a friend or family member to do to be safe around the water at their club. Surf and bay clubs said, “swim between the red and yellow flags” (55% surf; 42% bay); whereas the most common answer for inland nippers was, “check for dangers” (29%).

Table 6 Key learnings around lifesaving, water safety and survival skills and knowledge by nippers

<p>Surf</p>	<ul style="list-style-type: none"> • 20% - Being safe at the beach • 17% - How to use a Nipper board • 11% - Swimming, diving, wading 	<p>Inland</p>	<ul style="list-style-type: none"> • 57% - How to use a Nipper board • 14% - Being safe at the river • 14% - Dry practical skills (e.g. sprints, signals)
<p>Bay</p>	<ul style="list-style-type: none"> • 22% - Being safe at the beach • 20% - How to use a Nipper board • 15% - Other water safety knowledge (e.g. hazard identification, emergency response) 	<p>Parent perspectives</p>	<p>The main factors parents felt their children had learned from the program related to:</p> <ul style="list-style-type: none"> • Water and surf safety knowledge; • Confidence and awareness of the risks in the beach environment; • The social aspect of the program; and • Children could “have a go” and try new skills and activities.

Parent perspectives

- Parents highly valued the Nippers program, stating that it developed their children’s water and surf safety awareness and confidence, provided social benefits, and was a good way to try new skills in the ocean environment under qualified supervision (Table 6).
- According to parents, surf clubs were more likely to focus on the competitive events, giving new things a try and gaining competence in the surf; bay clubs referred more to learning about water safety and using the beach equipment, teamwork and the social aspects; and the inland club reported learning about water and river safety and First Aid techniques.



b. The impact of involvement on Nippers, their families and the community

The Nippers program was demonstrated to have a positive impact on participants.

Age Manager perspectives

Table 7 summarises Age Manager perspectives on the impact of the Nippers program on children, their families and the broader community.

Table 7 Age Manager perspectives on the impact of involvement on nippers, their families and the community

Club type	Impact on nippers	Impact on families	Impact on community
All clubs	<ul style="list-style-type: none"> Social benefits for all nippers, including improved confidence in the water and around their club. Friendships, especially ‘summer friends’, who look forward to connecting on an annual basis. 	<ul style="list-style-type: none"> Lasting connections are formed and maintained each season. Parents also reap the social benefits. Club actively work towards building a culture of community cohesion and child confidence. 	<ul style="list-style-type: none"> Enhanced community spirit and strong volunteer support. Nippers teaches the important role volunteers play in the community and the impact of being a global citizen and helping others.
Inland	<ul style="list-style-type: none"> Nippers appeared to develop confidence and improve social skills. Nippers are seeking carnival and development camp opportunities. 	<ul style="list-style-type: none"> Nippers “generally love” the program; however, the number of Nippers is growing faster than the uptake of volunteer support. 	<ul style="list-style-type: none"> Continuation of Nippers is crucial for the future of the club. Keen to develop links with regional sporting clubs and continue fostering partnerships with coastal LSCs.

Nipper perspectives

Overall, children across all clubs and age groups enjoyed Nippers. The overarching positive impacts on children were:

- Making friends and meeting new people; learning water safety skills; and having fun.

Nippers were asked whether they liked, disliked or were neutral about specific content in the program, by giving a thumbs-up, thumbs-down or turning their thumb sideways (for a neutral response).

Nippers liked diving under the waves the most, followed by beach flags and using the Nipper boards (Figure 1). The activities the children least enjoyed were learning about first aid and swimming (longer distances in particular).

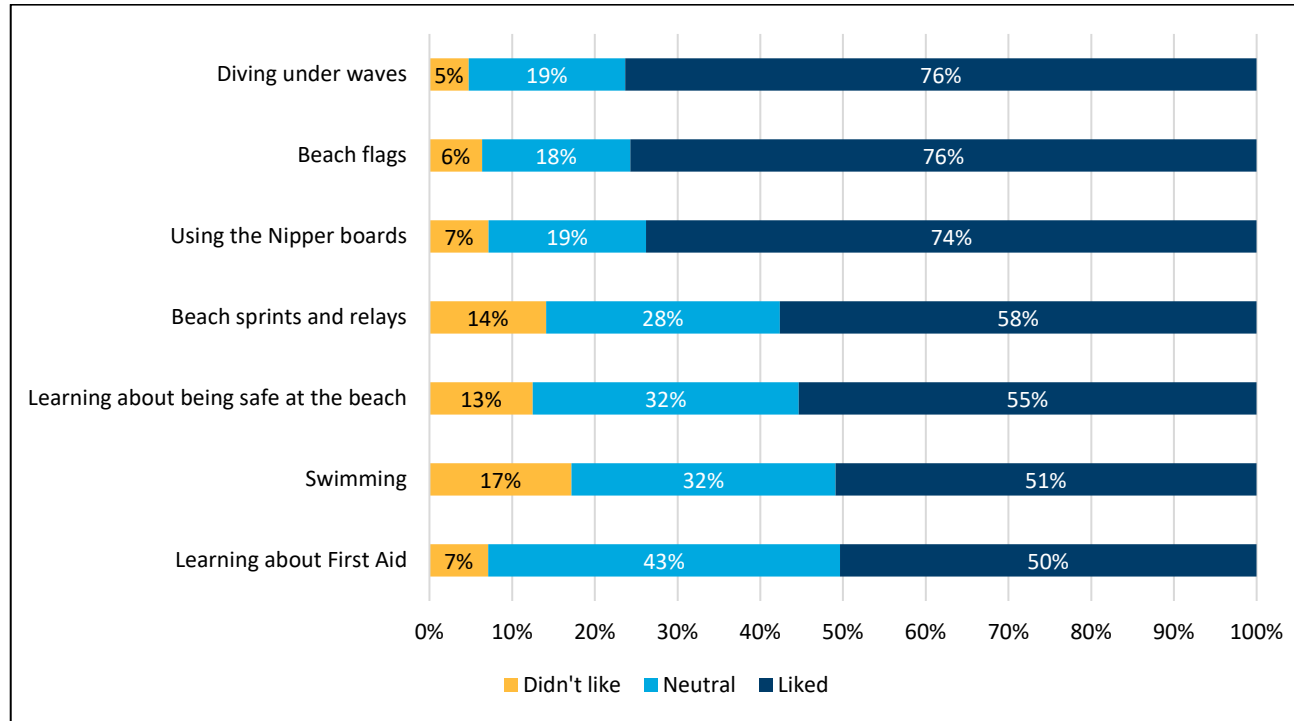


Figure 1 Common Nippers activities and level of enjoyment, all clubs

Parent perspectives

Parents noted that the volunteers did an exceptional job of coordinating the program each week. They stated the activities were very well run by volunteers, and that there could be more effort to engage and include the new members and those with less experience. Parents would like more social activities for adults as well. Finally, an emerging theme for parents of children in Under 12 referred to competitive parents and this affecting their child’s enjoyment by pressuring them to win.

c. Facilitators and barriers to participation

Having identified the barriers to participation in aquatic education, it was important to identify and address the facilitators and barriers to participation in the current Nippers program, in order to anticipate some of the barriers that may arise for a Bush Nippers product.

Age Manager perspectives

Table 8 summarises the key perspectives of Age Managers on the facilitators and barriers to participation in the Nippers program. It also provides suggested solutions based on evidence from the Age Managers, the literature and internal expertise.

Table 8 Age Manager perspectives on the barriers and facilitators to participation in Nippers

Club type	Facilitators	Barriers	Suggested solutions by Age Managers
All clubs	<ul style="list-style-type: none"> • Creating a fun, social, active atmosphere. “There’s a whole different positive feeling now, because it brings the town to life” – Surf club. • Engaged parents and club members help to run the program and motivate nippers. • Convenient location - proximity to home or holiday accommodation. • Flexibility with content and delivery. 	<ul style="list-style-type: none"> • Continued volunteering commitment by the same families. • Lack of clear information on pathways for those wanting to become more involved (e.g. parents becoming coaches). • Lack of strong administration and communication processes (for all involved – parents, nippers, coaches, Age Managers). • Competitive atmosphere at some clubs unsuitable for all. • Accommodation impacts (cost and limited availability). • Largely Caucasian demographic can be less inviting for multicultural Australians, especially newly arrived. • A lack of swimming ability may prevent people from joining (belief that lifesaving volunteers must be excellent swimmers). 	<ul style="list-style-type: none"> • Promote benefits of participation, particularly to people from diverse cultural backgrounds and people with different physical abilities. • Clearly outline what is involved and any fitness requirements. • Provide pathways from aquatic facilities to LSCs to attract new members and help nippers meet the skill requirements. • Support parent transition to volunteering through social involvement and training.
Inland	<ul style="list-style-type: none"> • Partnerships with coastal clubs, to provide support, share ideas, lend equipment, provide accommodation etc. • Ability to vary program structure according to weather. • Fostering community connection and cohesion. • River safety is reassuring for parents. • Coaches work with the same nippers each year – deeper sense of belonging. 	<ul style="list-style-type: none"> • Lack of volunteers as the number of nippers is outgrowing the current volunteer base. • Lack of opportunities for adolescents (and associated difficulty with member retention in these years). • Differences in competencies and/or small numbers of children in the same age group. • Nipper Education Program content has a coastal focus, sometimes not relevant to the river environment. • Lack of funds for nippers to attend development camps. 	<ul style="list-style-type: none"> • Provide pathways for lifesaving development following Nippers. • Balance the focus on competition and skill development through play. • Educate families about the full scope of Nippers and lifesaving to encourage ongoing participation. • Include inland water safety and scenarios into the Nipper resource.

Nipper perspectives

Overall, 76% of nippers wanted to participate in Nippers again next year; including 100% of nippers at the inland club. The main reasons for this were because they make friends and meet new people, while learning water safety skills and having fun. Among those who were unsure or did not want to do Nippers again, this was commonly because they were forced by parents to do the program, they were involved in other sports or the program took up too much of their holiday time. Common reasons for intended future participation are included in Table 9.

Table 9 Reasons for intended future participation in Nippers

Club type	Age	I want to do Nippers again because...	I don't know if I want to do Nippers again because...	I don't want to do Nippers again because...
Surf	Under 9	"It's fun" "I'm learning how to be safe in the water" "You are with your friends"	Nil	"There is too much flags" "There is too much sprinting" "I don't like wearing a wetsuit"
	Under 12	"You meet new people and see your friends" "I learn about water safety and being safe at the beach" "Exercising in the holidays and a reason to get up early"	"Way too competitive" "I have to" "It's not as fun as younger groups"	"My parents say I have to" "It takes up your holiday time" "I want to be safe, but I don't like Nippers" "The program is too long"
Bay	Under 9	"It's fun" "We learn and play games" "I want to be a lifesaver"	"I'm doing footy"	"Athletics is better" "The sea is scary" "It takes too much time"
	Under 12	"I make friends and learn new skills" "I learn how to rescue people" "I can use the bigger boards"	"I'm choosing between sports"	"I'm starting high school, so I have to focus on that"
Inland	Both	"It's fun, be with friends" "You learn life skills"	Nil	Nil

When asked what Nippers wanted to do more and less of, the most common responses were:

We want to do more...

- Swimming (short distances), diving and wading (20%)
- Nipper boards (19%)
- Beach flags (16%)

We want to do less...

- Running on sand for a long distance (14%)
- Swimming (long distances), diving and wading (13%)

Parent perspectives

Parents described facilitators and barriers to participation in Nippers, with the key feedback and suggested solutions are presented in Table 10.

Table 10 Parent perspectives on the barriers and facilitators to participation in Nippers

Club type	Facilitators	Barriers	Suggested solutions by parents
All clubs	<ul style="list-style-type: none"> The most common facilitators to participation in Nippers across all clubs were: <ol style="list-style-type: none"> Family involvement (81%); Program location (79%); and Health and fitness (62%). U9 also reported family involvement as the main factor (79%), whereas for U12 this was program location (87%). The inland club rated the health and fitness benefits as the biggest facilitators to participation (78%), followed by family involvement (56%). 	<ul style="list-style-type: none"> Whilst not common, the main factors that made attendance difficult were: <ol style="list-style-type: none"> Other commitments (21%); and Lack of interest (9%). Another factor emerging from general comments referred to the organisation of the program. Including: session and activity length, group sizes, balancing competition and fun. 	<ul style="list-style-type: none"> Facilitate connection and volunteering opportunities for family members: “For new families have some social activities to make them feel welcome”. Organise sessions to minimise wait times; especially with large groups. Include variety and fun in each session rather than repetition. Ensure a good balance of competition and fun, and adapt to suit each group.

Intended pathways in lifesaving

Over half of surveyed nippers would like to be a lifesaver and patrol the beaches or river when they are older; including 92% of inland nippers. The main reason for the participants not wanting to be a patrolling lifesaver related to working under pressure and worrying about something going wrong. Also, they did not want to deal with certain injuries or do CPR. However, those that wanted to do it often commented on their family having experience in it and wanting to help people. They also liked the idea of driving the IRBs and wanting to give back to their club. Similarly, parents most commonly saw their child being involved as a patrolling member (57%), followed by an athlete (28%); refer Figure 2.

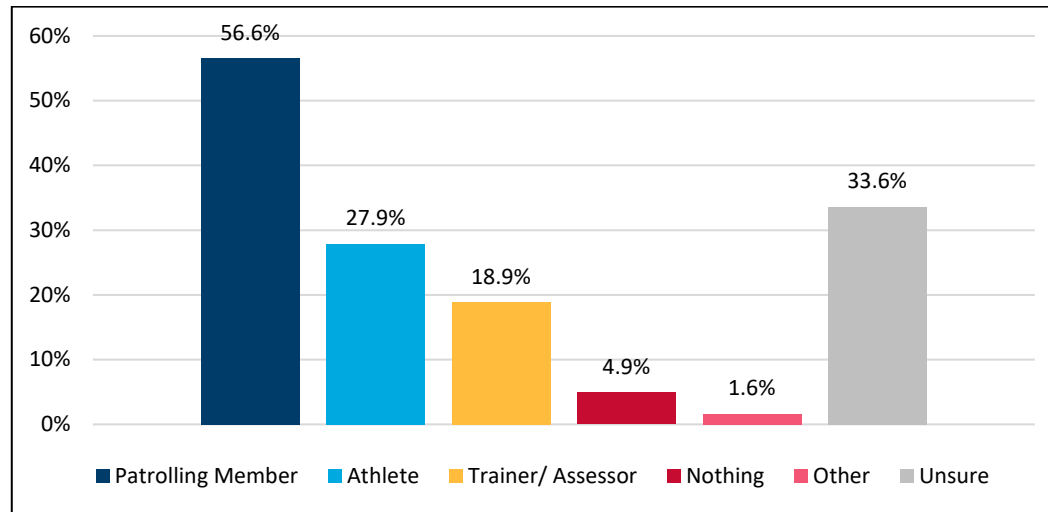


Figure 2 Parent estimates of child's future involvement with lifesaving



WHAT THIS MEANS

Nippers: a valuable aquatic education and sport program for Victoria

The present review (Year 1) identified indications that the provision of a Nippers program in regional Victoria, particularly in inland waterways and regional aquatic facilities, is a feasible option for increasing the coverage of Nipper programs across the state.

The current Nippers program effectively fosters the development of lifesaving, water safety and survival skills and knowledge among participants. Not only do nippers enjoy being physically active and practicing skills such as short swims, diving, wading and Nipper board skills, they are developing valuable, lifelong water safety skills and knowledge. Age Managers and parents value their children's participation highly and many anticipate their family's involvement in their club will continue. This highlights the opportunities that lifesaving provides across education and sport, as well as community service through volunteering, and the social benefits of being connected to a community organisation.

Future implications for the existing Nipper Education Program

Keys for the ongoing success of the Nippers program include:

- A strong volunteer support base. This can be strengthened by supporting and facilitating members' transition to volunteering through social involvement and training;
- Referring to the *Nipper Education Program: Junior Coordinator Guide* to deliver comprehensive water safety and survival skills and knowledge in addition to lifesaving sports;
- Including variety and fun in each session and minimising waiting times by engaging nippers in water safety discussions or practicing skills on the sand;
- Adaptability to meet the interests of all nippers (including competitive and non-competitive);
- Promoting the indirect benefits of involvement in LSCs, including social inclusion, wellness, resilience and confidence;
- Being inclusive clubs that actively welcome families from diverse backgrounds and experience;
- Visibility in schools and the local community; and
- Providing clear pathways for lifesaving development and opportunities beyond Nippers.



While this report contains detailed feedback for improving the current Nippers program, the focus of this report is on development of the Bush Nippers program therefore the following section outlines recommendations for Bush Nippers. Additional feedback on the current program will be available for review purposes outside this report.

It should be noted that although the review of the Nippers program was comprehensive and incorporated feedback from over 300 individuals (Age Managers/ Nippers coordinators, the nippers and their parents), the target of surveying 100 Nippers from the bay clubs was not met (n=41); however, this included every nipper in attendance at these sessions. In addition, two key sources were not accessible following the club visits:

- Under 9 Age Manager interview for one surf club; and
- Under 9 and Under 12 skills checklists for one surf club.

Adapting the Nipper Education Program for a regional (inland and pool) setting

In its current iteration, the Nipper Education Program is designed specifically for coastal environments. Despite this, the nippers and their parents involved in the inland program were the most satisfied of all clubs included in this evaluation. To deliver a Nippers program to a broader range of regional areas, the following recommendations have been derived (Table 11):

Table 11 Key recommendations for the delivery of a regional (inland and pool) Nippers product

<p>Program content</p>	<ol style="list-style-type: none"> 1. Ensure existing programs and resources are utilised where suitable to ensure efficiency in program design (e.g. OWLE programs and the <i>Nipper Education Program: Junior Coordinator Guide</i>). 2. Include content on lifesaving, living and recreating safely around inland waterways and swimming pools. For example, river currents, snags, submerged objects, specific rescue techniques, depth changes, environmental implications, pool safety and signage. 3. Depending on numbers, children might be grouped by their level of experience and confidence, rather than by their age. Groups could be named after local native river species (e.g. from yabbies for beginners, to Murray cod for the most experienced group). 4. Include physical activity content related to the sport discipline of pool lifesaving instead of (or in addition to) surf lifesaving (e.g. throw rescues, tows and CPR). 5. Include Royal Life Saving community awards, such as the Rescue and Bronze strands in place of traditional surf lifesaving awards and pre-requisites. 	<p>Engagement</p>	<ol style="list-style-type: none"> 1. Engage schools by demonstrating links between the Nipper program content and the Victorian HPE Curriculum. 2. Engage aquatic facilities by demonstrating the opportunities to supplement existing swimming and water safety programs (i.e. swimming lessons) with a community-focussed lifesaving program and to keep children engaged with the aquatic facility and demonstrate pathways to employment. 3. Promote lifesaving as the inclusive, welcoming place it is designed to be, particularly to people from diverse cultural backgrounds and people with different physical and mental abilities.
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	<ol style="list-style-type: none"> 6. Collaborate with Starfish Nippers to ensure resources are inclusive and suitable for children with disabilities. 7. Include elements of community service and volunteering in a regional pool setting (e.g. creating campaigns, working with vulnerable groups, preparedness). 		
<p>Partnerships</p>	<ol style="list-style-type: none"> 1. Establish partnerships or a buddy system between existing coastal clubs and new regional program locations, i.e. aquatic facilities and schools, to provide support, translate the resources, share ideas, lend equipment etc. 2. Establish links with local caravan and camping parks to promote Nippers to holiday makers with children. 3. Develop partnerships with local amenities, e.g. aquatic facilities during cooler months. 	<p>Promotion</p>	<ol style="list-style-type: none"> 1. Promote the Nippers program via the methods known to be most effective in the region. It may be word of mouth, social media or flyers distributed at schools and aquatic facilities. 2. Utilise existing partnerships with aquatic facilities and aquatic management groups to provide collective support for regions. 3. Utilise existing local community swimming, water safety and lifesaving ambassadors (individuals) to create local links and champion change. 4. Use local or high-profile sports stars (from surf lifesaving or patrolling, or related sports with common crossovers) to highlight the life skills and pathways Nippers can provide.
<p>Resourcing</p>	<ol style="list-style-type: none"> 1. Review Age Manager requirements and scope opportunity for utilising existing instructor awards, i.e. LSV Service Member. 2. Scope options for “train the trainer” models with local regional champions. 3. Engage LSV to provide additional training (including engaging and upskilling parent volunteers), supervision and access to equipment as required. 4. Actively seek grant funding for factors including equipment, travel to development camps and the provision of training. 	<p>Retention</p>	<ol style="list-style-type: none"> 1. Provide clear pathways for lifesaving development and opportunities for youth once they turn 15, or develop an extension program for teenagers. 2. Build an interconnected surf sport pathway from Nippers to the elite to increase membership and retention 3. Ensure systems and processes for the registration, tracking and monitoring of Bush Nipper participants and instructors is in place.

Next steps

The key focus of Year 2 will be to develop the Bush Nippers program content and determine the effectiveness of the program in regional areas. Prior to the pilot program, further consultation will be undertaken with additional key community, LSC and water safety stakeholders to further this evidence base and determine:

- Interest of regional schools and aquatic facilities in a Nippers product;
- Who would run a Nippers program in regional areas; and
- Adaptability of the developed resource for children with special needs.

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APPENDIX

A. Current aquatic education programs offered for children aged 5-13 years in Victoria

Host organisation	Program name	Region	Type	Location	Duration	Time of year	Participation or intended audience per annum	Linked to Victorian Curriculum
LSV**	Nippers	Regional (primarily coastal) and metropolitan (coastal)	Practical and theory	Open waterways – majority bay and surf beaches, and one inland location	1-2 hours per session; intensive or weekly over summer period	Varies between Oct-Mar. Some operate in Dec-Jan only	11,127 in 2017/18	Yes
LSV**	OWLE	All	Practical, with some theory	Open waterways – school's local environment; majority at beaches. Can be adapted for delivery at aquatic facilities or dry programming due to weather	Half day (2 hours) or full day (3.5 hours); one-off or 2 sessions	Year-round, primarily Terms 1 and 4	18,336 in 2017/18	Yes
LSV**	Sink or Swim	All	Theory, with some practical	In classroom, at a local aquatic facility, LSC, or other venue of choice, e.g. school camp	1 hour	Year-round, primarily Terms 1 and 4	Intended audience in 2018/19 currently at 21,546	Yes
RLSSA	Swim and Survive	All	Practical, with some theory	Aquatic facilities, school pools, mobile service to body corporate and private pools	Lessons are usually 30 minutes to 1 hour in duration	Year-round	Over 139,200 certificates awarded in Victoria in 2017/18	Yes, for school licensees
Surfing Victoria*	Indigenous Stand Up Paddle-boarding (SUP)	Regional (coastal) and regional (inland)	Practical, with some theory	Open waterways – majority inland	3 hours	Sep. 2018 – May 2019	Intended audience in 2018/19 approx. 600 (including ISP)	Unknown
Surfing Victoria*	Indigenous Surfing Program (ISP)	Regional (coastal)	Practical, with some theory	Open waterways – majority beaches	3 hours	Sep. 2018 – May 2019	Intended audience in 2018/19 approx. 600 (including SUP)	Unknown

Surfing Victoria*	Multicultural Surfing Program	Regional (coastal)	Practical, with some theory	Open waterways – majority beaches	2 hours	Sep. 2018 – May 2019	Intended audience in 2018/19 approx. 100	Unknown
RLSSA	Water Smart Award	All	Theory, optional practical	Dry program with no practical requirements – can be run anywhere	Minimum 3 hours	Year-round	Unknown	Yes – to Australian Curriculum
LSV**	Everyday Lifesaver App	All	Theory	Digital (all locations)	40-60 minutes to complete	Year-round	2,561 downloads across Apple, Android and webapp from 2015 – April 2019	Yes
Aquatics and Recreation Victoria (ARV)*	VICSWIM Summer Kidz	All	Both	Aquatic facilities, open waterways including coastal (13) and inland (2)	5 x 30 minute lessons over 5 consecutive days	Entire program runs for 3 weeks every January	13,864 enrolments in 2019	Unknown
YMCA Victoria*	Water Safety Hublet	All	Theory	Water safety events, community festivals	Unknown	Year-round	Unknown	Unknown
Various Swimming Clubs	Squad Swimming	All	Practical	Aquatic facilities	1-3 hours	Year-round	Unknown	No
Paddle Vic	Flatwater Paddling Experience Program	All	Practical, with some theory	Inland waterways	Half day/Full day	Year-round	Unknown	Unknown

* (Life Saving Victoria, 2018c). ** (Life Saving Victoria, personal communications, April 2019).

B. Nippers skills checklist summary

UNDER 9 SKILLS CHECKLIST				
Knowledge/ skills	Covered			Comments (club type)
	Yes	To a degree	No	
Introduction to lifesaving	75%		25%	We were not briefed on having to do this. The club would endorse starting the first day with 10 minutes dedicated to this (SURF CLUBS).
Personal safety network	50%	25%	25%	Could have spent more time and focus on it (SURF CLUBS).
Our beach environment	75%		25%	This is an important topic. Unclear, when would it be best to cover this? To keep the kids' attention, need to make it pretty interactive with Under 9's (SURF CLUBS).
Eat, drink, exercise (physical health & wellbeing and personal safety)	75%		25%	
Surf conditions and hazards	75%		25%	No waves (INLAND CLUB).
F.L.A.G.S.	75%	25%		
First Aid	100%			
Signs and signals	75%		25%	Only basic knowledge of when in safety (INLAND CLUB).
Beach sprints and relay	75%	25%		Done very well, demonstrated perfectly and the kids fully understood (SURF CLUBS).
Beach Flags	100%			
Run-Swim-Run	75%		25%	Too cold on the day (BAY CLUBS).
Wade	75%		25%	
Surf Race	75%		25%	
Aquacameron	50%		50%	Kids too young (BAY CLUBS).
Board race	50%		50%	Kids too young (SURF CLUBS).
U9 Competition skills evaluation	50%		50%	Competition members only (BAY CLUBS).

UNDER 12 SKILLS CHECKLIST					
Knowledge/ skills	Covered				Comments (club type)
	Yes	To a degree	No	No response	
Introduction to life lifesaving	100%				
Personal safety network	50%		50%		Not specifically covered in Nippers but is provided to members as part of membership information (SURF CLUBS).
Our beach environment	100%				
Sun Safety	100%				
Surf conditions and hazards	50%		50%		Covered extensively in earlier years; rips discussed as relevant with the nippers in a review of surf conditions for program delivery (SURF CLUBS). Not applicable but do explain river hazards (INLAND CLUB).
The human body			100%		Upcoming, not yet done, First Aid sessions this year focussed on CPR (BAY CLUBS).
First Aid	50%		50%		Upcoming (BAY CLUBS). Touched on it in Nippers in one of the sessions (INLAND CLUB).
Becoming a lifesaver	25%		75%		Covered in detail in previous years; this year focussed on CPR (SURF CLUBS).
Beach sprints	100%				
Beach run	50%		25%	25%	
Beach flags	100%				
Run-Swim-Run	100%				
Surf race	75%		25%		
Ironman / Ironwoman	100%				
Aquacameron	50%		50%		Group is too big (60+) to conduct Aquacameron during sessions; insufficient time and beach space. Other relay transitions (board & running) done instead (SURF CLUBS).
Tube rescue	75%			25%	
Board race	50%	25%	25%		Like the Aquacameron, the group is too big. The required time and water safety assistants needed to conduct this exercise make it "impossible" (SURF CLUBS).
Board relay	75%		25%		Not practised (BAY CLUBS).
Board rescue	50%		50%		Not included in 2018/19 but will for 2019/20 for older age groups (SURF CLUBS).
U12 Competition skills evaluation	75%		25%		Didn't realise qualifying swim needed to enter events at other clubs (INLAND CLUB).



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