

Surf Life Saving and Sporting Schools Feasibility Study

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Executive Summary

Background, aims and objectives

The Sporting Schools Programme (SSP) is an Australian Government initiative that aims to bring schools and sports together to get children playing more sport, before, during and after school. The ultimate goal of the SSP is to tackle increasing levels of obesity, particularly among children by developing healthy habits to last a lifetime. Surf Life Saving Australia (SLSA) is Australia's peak coastal water safety, drowning prevention and rescue authority. Surf Life Saving programmes for children are directly aligned to the goals of the SSP by focussing on promoting an active, healthy, inclusive and community oriented lifestyle, through engagement of children and parents. Participation in sports in an aquatic environment through SLS programmes has the added benefit of providing the knowledge and skills that may one day save a life.

Surf Life Saving Australia (SLSA) as a National Sporting Organisation (NSO) was successful in obtaining a grant from the Australian Sports Commission (ASC) to conduct a feasibility study into whether a surf lifesaving (SLS) SSP would be relevant, viable and implementable. Note that SLSA and NSO are used interchangeably throughout the report. The Aquatic Risk and Research Department at Life Saving Victoria (LSV) was commissioned to undertake the study by SLSA. The following report outlines the results of the feasibility study to assist SLSA and ASC in the decision making process.

The objectives of the study were to:

- Identify the aim of a SSP product and any strategic benefits for SLS
- Develop a nationally consistent surf lifesaving SSP product suitable for ages 5-12
- Design a framework of delivery around the country, including potential commercialisation opportunities
- Develop parameters for endorsement of coaches/deliverers, and
- Conduct a pilot programme in Victoria in mid Term 4 2015 with an aim to review it and subsequently determine whether SLSA as a national body should pursue a formal ongoing engagement in the programme.

The study is based on research on current programmes in SLS, past national programmes and competitors in the marketplace. Evaluation of pilot SLS SSP in Victoria and New South Wales (NSW) is reported and finally recommendations made including whether SLSA should pursue a formal ongoing engagement in the SSP.

Surf Life Saving value-add/ differentiation

The clear point of difference and value-add in providing a SLS SSP for schools and students is in providing a sporting programme that also has the ability to provide 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 SLS in the longer term by demonstrating the range of pathways available from surf sports through to lifesaving services.

From a content and subject matter perspective for schools, the differentiation in providing a sports product and a lifesaving product may not be as apparent. An SLS SSP programme must therefore clearly demonstrate the point of difference from competitors when promoting the programme.

Environmental Analysis

The environmental analysis demonstrated that a SLS SSP would need to: focus on the fun and social nature of SLS 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 SLS membership by understanding the needs of children and the areas that may attract them to SLS.

The varying factors that interact to influence student and school participation highlight the importance of having a programme that can adapt to the different needs and internal capabilities of schools. This includes a programme that can be delivered by the SSOs (State Sporting Organisations), SLSCs (Life Saving Clubs) or teachers themselves along with a programme that can be adapted in the duration and frequency of sessions within a programme.

Particular factors to note relating to the above were accessibility of schools to SLSCs as well as to beach venues in general. Firstly, not all SLSCs deliver programmes and even if all clubs did deliver programmes this would only provide access to schools that are within close proximity to a local SLSC. Secondly the access to beach venues is an issue for many schools. The majority of schools will however, have access to either an open waterway (coastal or inland) or a swimming pool. Therefore there are numerous options for flexible SLS programme delivery at different aquatic venues from beaches to inland waterways and wave pools.

In regards to programme development, in-depth discussion with the SSOs indicated that some are not interested in new programmes while others are looking to take programmes off the shelf, and others are happy to share resources. Most

important in regards to resources was having templates that would be able to be adapted to each SSO requirements e.g. to allow required branding.

Programme development and framework

Development of a SLS SSP product for a pilot programme was determined following the environmental analysis and in consultation with the working groups which included representatives from the ASC, SLS, LSV and the SSOs. A proposed SLS SSP delivery framework as well as programme components are provided along with a financial model.

Pilot programme

A number of programmes involving surf lifesaving were run in Term 4 2015 and Term 1 2016 as a pilot for SLS SSP. Each SLS SSP pilot programme was assessed for the level of activity provided in the programme. This provided an assessment of how long children were actively engaged in a SLS SSP session. Activity intensity levels were broken down into vigorous, moderate, low and sedentary. Comparative analysis with three other sports (gymnastics, tennis and swimming) being provided through other NSOs revealed similar levels of combined moderate and vigorous activity, low activity and sedentary activity.

Overall every SLS SSP was run successfully and met the needs of the school and participants. The differing duration and timing of programmes met the needs of each school once they were aligned to an appropriate provider. The programmes were aligned to SLS and SSP by:

- Getting students active and engaged.
- Focusing on learning through fun, enjoyment and participation regardless of skill level and ability.

All students enjoyed the programmes and half were interested in ongoing participation in SLS.

Factors to consider included:

- Better linkages between SSOs and clubs to ensure schools are linked to the most appropriate programme for their needs.
- Support for clubs to ensure sustainable programmes.

Financial analysis

The financial analysis focused on developing a model that could be used to support the sustainability of the programme. The factors considered in the financial analysis include: Number of sessions to deliver the programme; Duration of sessions; Number of students; Use of paid staff as a worst-case cost approach; Fixed costs; Variable costs; Contribution to NSO; and Price per student. Assumptions for some of these factors were made based on current comparable delivery practices in Victoria. Some costs were based on a worst case scenario and would vary from state to state. The model is made available in Excel file format with the report. Use of the Excel file will allow SSOs and SLSCs to input their own costs to determine the price per student for their SLS SSP.

The findings from the financial analysis include:

- The break-even price per student ranges from \$45.00 to \$123.00.
- Offering a programme consisting of a 1 by 4 hour session for 100 students, while maintaining the required instructor to student ratio, results in the lowest break-even price per student of \$45.00
- Offering a programme consisting of 4 by 1 hour sessions for 20 students, while maintaining the required instructor to student ratio, results in the highest break-even price per student of \$123.00
- Reducing the number of sessions and increasing the duration of each session (to meet the recommended total duration of 4 hours) can reduce the break-even price per student.

Recommendations

The following recommendations are made based on the study findings including environmental analysis, financial analysis and pilot programme evaluation. The overarching recommendation is that SLSA should pursue a formal ongoing engagement in the SSP. Subsequent to this recommendation and in order to maximise the uptake nationally from a SLS SSP it is recommended that:

1. The SLS SSP will consist of two stages each with a minimum four hours of instruction and including the skill and knowledge outcomes provided in the main body of the report. The two stages will be featured on the SSP website as the SLS SSP. A school would essentially register for the SLS SSP from the website then be directed to a SSO or other Provider.
2. Any programme delivered under SLS SSP must ensure the skill and knowledge outcomes (provided in the main body of the report) as validated by the SLS Sporting Schools state working group are delivered. For example, this translates to a SSO

- having the ability to deliver a current programme, updated if required, to ensure coverage of each skill and knowledge outcome in the SLS SSP.
3. The SLS SSP should allow for flexibility in the duration of sessions and the number of sessions delivered. In regards to a single session versus multiple sessions, both delivery formats have their place and associated advantages and disadvantages in terms of reach and engagement. Allowing for both delivery formats will increase the potential reach and engagement in a SLS SSP.
 4. SLS SSP programme providers with the appropriate qualifications in the first instance need to be pre-approved/ nominated by the relevant SSO and subsequently endorsed by the NSO.
 5. If each of the above four requirements are met there should be a recognisable endorsement such as the Sporting Schools logo that can be used in programme promotion and collateral. It is important to have a single recognisable name for the SLS SSP for schools and the ASC to identify with.
 6. Risk Management processes and procedures and the adherence to these must be clearly outlined by SLSA in any resources/guidelines produced for providers. In addition, an understanding of the swimming competency of participants must be gained for aquatic programmes from a safety perspective. Therefore the level of swimming competency must be assessed either prior to or on the first day of a programme. If no assessment is made then the lowest level of swimming competency must be assumed. Activities must be adjusted to the appropriate level of swimming competency of the students.
 7. The NSO provide support to SSOs and SLSCs to ensure the minimum qualifications for the SLS SSP coaches are met, including Bronze Medallion and Foundation Coach.
 8. The NSO reviews insurance coverage for SSOs and SLSCs to ensure the appropriate coverage for SSOs and SLSCs delivering a SLS SSP. The review should clarify insurance coverage and the responsibility differentiation between schools and SLSCs, and schools and SSOs. Subsequent processes and procedures required should be clearly outlined by the NSO in any resources/guidelines produced for providers.
 9. High visibility vests are used for all programme participants. High visibility vests have recently been introduced by SLS as a safety requirement for Nippers as well as SLS sports events. Due to the high costs involved in the purchase and maintenance of rash vests a more detailed review of this recommendation is required. This would ideally fit with a national sponsorship.
 10. Following the financial analysis:
 - a. The NSO gains support from ASC to enable programmes to be delivered with flexibility on the number of sessions and duration to minimise price per student.
 - b. The NSO uses the financial model provided in this report as a starting point to develop actual assumptions, delivery scenarios and a recommended price per student based on the number of sessions, the duration and the number of students.
 - c. Each SSO uses the financial model with any localised assumptions where required to develop an actual price per student. This also includes a financial contribution to the NSO for maintenance and administration.
 11. Administrative support is provided at a national, state and territory level and therefore dedicated SLS SSP staff member is provided at each level.
 12. An extensive SLS SSP implementation plan be developed and must encompass:
 - a. Internal and external communications.
 - b. Timelines for implementation.
 - c. Development of linkages between SSOs and SLSCs to ensure schools are linked to the most appropriate programme for their needs.
 - d. Support and training for SLSCs to ensure sustainable programmes.
 - e. Ongoing monitoring and evaluation of the programme.
 13. A national online resource repository be developed and include a SLS SSP resource kit, with online resources/templates and promotional resources as well as allowing the sharing of existing resources between SSOs.
 - a. Key recommendations from SSOs and from the market segmentation research regarding resources are the need for templates that can be adjusted locally and for student and parent specific resources to direct them to their local SLSC, how to join and what would be involved.
 - b. The Modified SSO Provider programme tested in the pilot to meet the skill and knowledge outcomes can be used as the basis for a national resource.
 14. Training is provided to upskill SLSCs in all aspects of programme delivery.
 15. The results of the current study be utilised to ensure that children that become members through SLS SSP are retained in the long term and have a clear pathway through SLS.

Introduction

Background

Sporting Schools is an Australian Government initiative designed to increase the number of children participating in sport in Australia. The Sporting Schools Programme (SSP) brings schools and sports together to get children playing more sport, before, during and after school. The ultimate goal of the SSP is to tackle increasing levels of obesity, particularly among children by developing healthy habits to last a lifetime. The SSP is based on the Playing for Life philosophy which encourages children to have fun by focusing on 'skills not drills'. The Playing for Life activities link to the National F-10 HPE Curriculum.

Surf Life Saving Australia (SLSA) is Australia's peak coastal water safety, drowning prevention and rescue authority. With 169,633 members and 313 affiliated Surf Life Saving Clubs (SLSCs), SLSA represents the largest volunteer movement of its kind in the world. Sport and recreation in surf lifesaving helps save lives, build better communities and create great Australians.¹ Surf Life Saving (SLS) programmes for children are directly aligned to the goals of the SSP. The SLS programmes focus on promoting an active, healthy, inclusive and community oriented lifestyle, through engagement of children and parents.

Participation in sports in an aquatic environment through SLS programmes has the added benefit of providing the knowledge and skills that may one day save a life. The skills provided through SLS programmes also provide the foundation for a multitude of other aquatic activities from swimming to triathlons or boating.

Existing SLS programmes run throughout Australia demonstrate the demand and also the potential to engage more children and their parents in SLS programmes to get more Australian's active. Current SLS programmes have somewhat individualised targets and reach. However, facilitating the promotion of current SLS programmes into an overarching, coordinated SSP has the potential to expand the current reach of SLS programmes as well as increasing the overall number of children and parents engaged in sports in Australia.

Surf Life Saving as a National Sporting Organisation (NSO) was successful in obtaining a grant from the Australian Sports Commission (ASC) to conduct a feasibility study into whether a surf lifesaving SSP would be relevant, viable and implementable. Note that SLSA and NSO are used interchangeably throughout the report. The Aquatic Risk and Research Department at Life Saving Victoria (LSV) was commissioned to undertake the study by SLSA. The following report outlines the results of the feasibility study to assist SLSA and ASC in the decision making process.

Aims and objectives

The overall aim of the study was to determine the feasibility of SLS providing a surf lifesaving SSP.

The objectives of the study were to:

- Identify the aim of a SSP product and any strategic benefits for SLS
- Develop a nationally consistent surf lifesaving SSP product suitable for ages 5-12
- Design a framework of delivery around the country, including potential commercialisation opportunities
- Develop parameters for endorsement of coaches/deliverers, and
- Conduct a pilot programme in Victoria in mid Term 4 2015 with an aim to review it and subsequently determine whether SLS as a national body should pursue a formal ongoing engagement in the SSP.

Scope

The study is based on research on current programmes in SLS, past national programmes and competitors in the marketplace. A proposed SLS SSP delivery framework as well as programme components are provided along with a financial model. Evaluation of pilot programmes in Victoria and New South Wales (NSW) is reported and finally recommendations made including whether SLS should pursue a formal ongoing engagement in the SSP.

¹ Surf Life Saving Australia, 2015, *A Review of Sport & Recreation in Surf Life Saving. Project Update - Summary November 2015. Sydney*

Methodology

Working groups

A National SLS Sporting Schools working group with relevant expertise from a national context was selected in consultation with SLS to oversee the study. The working group included representation from the ASC (Michael Procajlo and Kathryn Schulz), SLSA (Sophie Tindle, Shane Knight, Sarah Anderson and Felicity Colbourne), and LSV (Bernadette Matthews and Mevan Jayawardena). In addition the working group provided advice and input into the development of programme components, recommended activity levels and recommended proportion of time spent on each component.

In addition, a SLS Sporting Schools state working group was appointed following recommendations from each SLS State or Territory Chief Executive Officer. The working group consisted of a representative in the area of sport, membership development, or education from each SLS state or territory centre (herein referred to as State Sporting Organisations, SSOs). In addition the working group brought previous experience as: qualified physical education teachers; or in sports coaching; exercise physiology; running and managing programmes in sport and recreation including registered training organisations; and finally as volunteer surf lifesaving members. Members of the working group included: Calum Blyth/ Kate Higginbotham (NSW), Troy Draman/ Helen Hallet (Queensland), Josh Drummond (Western Australia), Sam Edwards (Northern Territory), Leanne Johannesen (Tasmania), Lee Patterson (South Australia), and Kate Simpson (Victoria).

The SLS Sporting Schools state working group provided a direct point of contact with each SSO to ensure that all relevant staff or volunteers involved in providing information on sport or other relevant programme offerings to primary school students were consulted. The working group also served as a conduit between higher level management in the SSOs where required to provide a position on, for example, their capacity and need for a new national programme. Furthermore, the working group reviewed and provided input to develop the final programme components.

Environmental analysis

A scoping study was conducted to review prior work on the provision of sporting programmes for school children with a particular focus on surf lifesaving. The facilitators and barriers to participation were reviewed along with the potential differentiation or value-add of a SLS SSP. A number of areas were covered:

- Analysis of existing market research on sports participation
- Analysis of existing SLS market research
- Analysis of SLS national schools products
- Analysis of current schools programmes being offered in all states and a subsequent collation of deliverables, objectives, resources and audiences
- Interest of state/territory offices in adopting a national product
- Review of school programmes delivered by other NSOs

In order to cover the areas discussed above detailed interviews were held with representatives from the SLS state/territory offices. Fifteen representatives were interviewed from Aquatic Sports, Membership Sustainability, Member Development, Community Awareness, Community Programs, School Education, Education Services, Education Development & Surf Sports, Member Services as well as Health Promotion and Research. Anecdotal evidence about Surf Life Saving Club (SLSC) programmes was elucidated by SSOs during the detailed interviews. In addition, detailed information from 20 SLSCs in Queensland, 4 SLSCs in NSW as well as 4 branches in NSW was collected by SSOs either prior to or subsequent to the detailed interviews.

Relevant literature was obtained through a search of the Clearinghouse for Sport database, relevant ASC websites and from SLSA.

Programme development and framework

Development of a SLS SSP product for a pilot programme was determined following the environmental analysis and in consultation with the abovementioned working groups.

Pilot programme

A number of programmes involving surf lifesaving were run in Term 4 2015 and Term 1 2016 as a pilot for SLS SSP.

The aims of the evaluation were to determine:

- The feasibility of delivering a SLS SSP that encompasses the ideals of SLS and SSP, that:
 - connects children with SLS sporting opportunities,
 - increases children's participation in SLS,
 - gets children having fun and being active in a safe environment, and
 - gets children learning skills, not drills.
- Whether a SLS SSP meets the needs of schools and participants.
- The viability of ongoing involvement for SLS with SSP.

A convenience sample of schools in two states in Australia was selected based upon registration of interest in SSP. The location of the programmes for the pilot was determined by:

- The number of schools registering for SLS SSP in each state (to maximise the potential sample size for the evaluation).
- The variation in the type of delivery models that would be utilised in the states.

Participants and delivery models

Endorsed SLS SSP were run in Term 4 2015 and Term 1 2016. The programmes were delivered by SSO Providers, Coach Providers and one hybrid teacher-club programme (Teacher Provider/ Coach Provider). Participants were provided with 4 to 12 hours of instruction, broken down into a single session or multiple sessions.

Programme content

Each programme was developed by either the SSO or Coach/SLSC. Those developed by the Coach/SLSC utilised resources from Nippers Programmes² or resources developed by the SSOs.

Activity assessment

Each SLS SSP pilot programme was assessed for the level of activity provided in the programme. This provided an assessment of how long children were actively engaged a SLS SSP session. As a comparative measure to other sports, a convenience sample of three other sports being provided through SSP were also assessed, that is, tennis, gymnastics and swimming.

Activity intensity levels were broken down into vigorous, moderate, low and sedentary (Appendix A). As defined by the Department of Health³, vigorous activity is that which makes children breathe harder and faster or "huff and puff" (e.g. running and fast swimming) and moderate activity requires some effort, but still allows a child to speak easily while undertaking the activity (fast walking, paddling). Low activity levels includes light walking, standing, putting on a lifejacket and being sedentary involves sitting or lying down.

Feedback

Qualitative feedback was obtained from participating students, their parents, school teachers, volunteers and the key programme coordinator (Coach Provider) to determine the impact of the programme on students, their families, schools and SLS. Teachers were surveyed either onsite at the end of a programme or sent a questionnaire to complete in hardcopy or online. The questionnaire focussed on the content, relevance and student enjoyment of the programme (refer Appendix A). Focus group sessions were held with students in between rotations or at the end of the programme. Students were asked about their experiences with the programme including: what they had learnt, activities they liked, didn't like or would like to have done more of, and any interest in joining a SLSC as an extra-curricular activity (questionnaire provided in Appendix A).

One-on-one interviews were conducted with the programme coordinator (school teacher) for each school. Interviews were conducted with teachers and principals involved in SSP from those involved in the registration process through to those attending the sessions. Interviews were also held with SLS volunteers as Coach Providers or coaches. Finally, brief interviews were conducted with parents that attended the programmes as either parent helpers or to view the programme.

² Surf Life Saving Australia Limited (2013). *SLSA Junior Development Resource Kit 2nd Edition*. 2013. Rosebery, Australia.

³ Department of Health (2014). *Australia's Physical Activity and Sedentary Behaviour Guidelines: Make your move – Sit less – Be active for life! - Children (5-12 years)*, Commonwealth of Australia.

Findings

Environmental analysis

There are a number of elements that need to be considered for sporting organisations such as SLS in targeting a sporting offering for primary school aged children. The following section outlines key factors influencing delivery and uptake of a programme. In the first instance however, an opportunity needs to exist for a programme that will add value to SLS as well as achieve the goals of the ASC and the Australian Government.



Opportunity

A study by GfK Blue Moon for the ASC identified six different consumer segments in Australian children aged five to 13 years.⁴ These highlight several opportunities for SLS in providing a sports offering for primary school children and in the medium to long term to expand the membership base.

Current club member segments were identified as Social Loyalists, Sport Driven and Apathetic Clubbers and non-club member segments were Thrifty Enthusiasts, Ponderers and Sport Resistant. In the latter group (the target for organisations such as SLS) those with the greatest potential to become SLS members were the Ponderers who demonstrated a high interest in sport for fun and social aspects rather than the competitive aspect. They also didn't know how to get involved. Therefore a SLS SSP with a focus on fun and the social nature of SLS in addition to providing further information about how to get involved provides an opportunity to increase membership in SLS.

In addition, the Thrifty Enthusiasts and the Sport Resistant segments also have potential for SLS membership. The Thrifty Enthusiasts were those children that enjoy sport, and participate in organised sports but are not currently part of a club. The inclusive nature of SLS, promoting equality regardless of skill level, along with the value for money in offering multiple sports within SLS would appeal to this segment. The study also noted the importance of providing flexibility in participation times for this segment. Finally, The Sports Resistant, who feel that clubs are too exclusive and competitive, and that you have to be 'good' at sport, also provide an opportunity for SLS to promote the lifesaving and community focus of SLS.

In summary a SLS SSP would need to: focus on the fun and social nature of SLS 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 SLS membership by understanding the needs of children and the areas that may attract them to SLS. This is consistent with recommendations from the SLSA national sport and recreation review which noted the need for flexible participation options and reinforcing the SLSA culture that celebrates diverse capacities, ambitions and skills.⁵

Factors influencing programme delivery and uptake

A number of factors were determined to influence the potential for a surf lifesaving sporting programme to be able to be delivered and successfully taken up by schools and students initially and over the longer-term. These include participation

⁴ Australian Sports Commission (2013). *Australian Sports Commission Market Segmentation for Sport Participation: Children*. Australian Sports Commission, Australia.

⁵ Surf Life Saving Australia (2016). *A Sport and Recreation Game Plan for Surf Life Saving Australia, February 2016*. Surf Life Saving Australia, Rosebery, Australia.

factors for children, participation factors for schools as well as aquatic-specific factors. In addition there is variation within these broad factors according to the physical and social environment in each state and territory.

Participation factors for children

Numerous factors can act as facilitators or barriers to participation in sport for children. These range from social and economic factors through to sport specific factors. Commonly reported barriers include: lack of time, accessibility to transportation, and/or distance to physical activity opportunities, and cost.⁶ Facilitators include: flexible delivery and catering for different skill levels, providing a combination of vigorous and moderate physical activity as well as a combination of skill levels. Other influences include: age, gender, family, and socio-cultural factors. These often interacting factors have also been identified as influencing participation in swimming and water safety programmes.⁷

More specifically, swimming competence and confidence around water are key factors affecting participation for children. These are of great significance given that they also affect safety. Children with limited swimming competence or a fear of water that participate in an aquatics programme may put themselves or others in danger should they not be able to undertake certain activities or panic. In the aquatic setting this may in the least result in physical or emotional injury and at worst fatal drowning. It is therefore essential that aquatic programmes such as those delivered by SLS measure or take into account swimming competency. It is also important to cater for differing levels of confidence when programmes are being designed and delivered.

A recent study by Higgerson et al (2015) elucidated factors influencing children's participation specific to the SLS Nippers programme.⁸ A total of 341 registered Nippers aged 8-13 years in NSW were surveyed. Facilitators to participation included the social interaction, and playing with friends in the surf. However, barriers were a lack of confidence in deeper water and going through large waves, along with sea creatures and the weather.

School participation factors

Factors influencing participation of schools were identified both from previous research studies as well as through interviews with SSO representatives in the area of sport, membership development, and/or education. Key factors included location of schools (metropolitan or regional), accessibility to aquatic venues (e.g. beaches, inland waterways and swimming pools), ability to fit within a crowded curriculum and align with the curriculum, risk avoidance and costs (in particular transport). An overall need for flexibility of duration and frequency of sessions within a programme was essential for schools in order to account for some of the previously mentioned factors.

A greater level of participation is commonly reported for schools located in metropolitan areas due to the ease of accessibility to programmes. In order to reach schools in regional and remote areas SLS programmes delivered by the SSO incur increased costs for paid instructors to travel to the area and transport the equipment required (typically in a trailer). The number of schools accessing SLS programmes via SLSCs varies considerably depending on the state or territory. Not all clubs deliver programmes and even if all clubs did deliver programmes this would only provide access to schools that are within close proximity to a local SLSC.

Analysis of the travel distance from schools to SLSCs in Victoria (as an example) indicates that 40% of schools are within 20km of a SLSC or approximately 30 min drive (Figure 1). However, when adding a SSO programme such as the Open Water Learning Experience this significantly extends the reach of SLS to a further 20% of schools (Figure 2). Having a SLS SSP could extend this reach even further by reducing travel time and the subsequent cost and time out of the classroom for schools. Teachers have previously reported the crowded curriculum and travel cost as key barriers for school participation in aquatics.⁹

⁶ Evaluation Unit, Saskatchewan Ministry of Tourism, Parks, Culture and Sport (2008). *Factors that Shape Our Children's Participation in Physical Activity and Sport: Saskatchewan Parents' Perspective, 2008, Saskatchewan.*

⁷ Birch, R., Matthews, B., Petrass, L. and Blitvich, J. (2015) *The Before School Swimming and Water Safety Pilot Program: An innovative approach to provide Victorian primary school children with swimming and water safety education. Life Saving Victoria: Port Melbourne.*

⁸ Higgerson, A. (2015) *Perceived Risks of Surf Swimming - A Nipper's Perspective, the 12th Australasian Injury Prevention and Safety Promotion Conference, The University of Sydney, 25-27 November 2015.*

⁹ Birch, R., and Matthews, B. (2013). *Sink or swim: The state of Victorian primary school children's swimming ability. Life Saving Victoria: Melbourne.*

Figure 1 Distance of schools to Life Saving Clubs in Victoria.

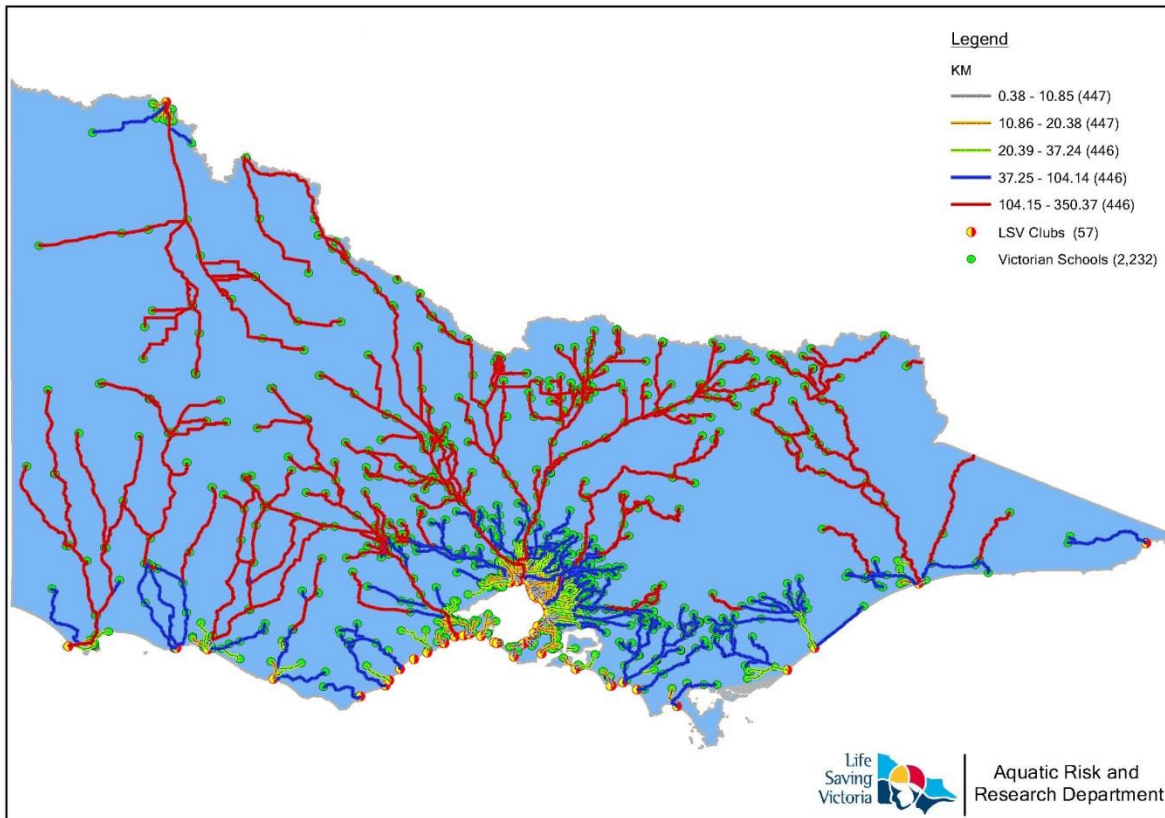
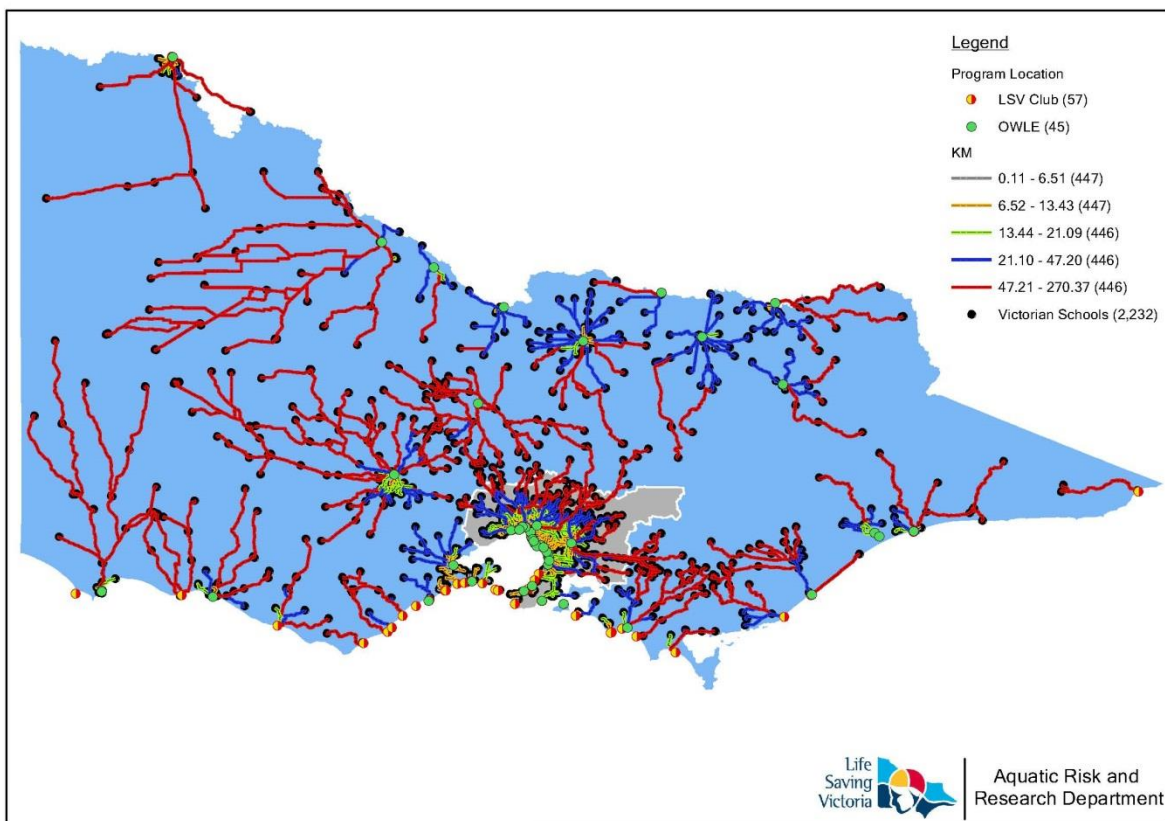


Figure 2 Distance of Victorian schools to Life Saving Clubs and currently available Open Water Learning Experience programmes.



Accessibility to beach venues is an issue for many schools. As highlighted above travel distance is one factor affecting accessibility, another is the marine life (discussed below) which can limit access to beaches at different times of the year. The majority of schools will however, have access to either an open waterway (coastal or inland) or a swimming pool. Therefore there are numerous options for flexible SLS programme delivery at different aquatic venues from beaches to inland waterways and wave pools.

According to the majority of those interviewed from the SLS state centres, and confirmed in the Pilot Programme Evaluation, teachers want activities that are flexible and align to the National F-10 HPE Curriculum. In addition, participation of schools, particularly in longer term programmes requires a key person within the school to promote and drive the programme (refer Pilot Programme Evaluation). For schools without a key individual driver, different options for ease of delivery are required. Often this also leads to greater ongoing involvement of a school once they realise the value of such programmes.

It is reported that many schools want to outsource delivery of specialised programmes or those considered at higher risk of injury in order to transfer the risk. Recent tragic aquatic-related fatalities at school camps or school swimming carnivals have increased the reluctance of schools to take on the responsibility of delivering aquatic sports and water safety programmes.

All the varying factors described above highlight the importance of having a programme that can adapt to the different needs and internal capabilities of schools. This includes a programme that can be delivered by SSOs, SLSCs or teachers themselves along with a programme that can be adapted in the duration and frequency of sessions within a programme.

Aquatic specific factors

A number of factors specific to the aquatic environment influence the delivery of programmes. Firstly, the beach is a dynamic environment that is constantly changing subject to weather, waves and sea level conditions. Beaches provide an element of fun and excitement to attract children to SLS activities. However, elements of the beach environment can expose people to danger or harm and therefore risk management is a critical element in the planning and delivery of aquatic programmes.

Further consideration in risk management for aquatic programmes surrounds the different levels of swimming competency of participants in open water environments. An indication of swimming competency of participants should be provided to those responsible for programme delivery prior to the programme. Further, swimming competency must either be assessed immediately prior to programme delivery or also be understood and considered for aquatic programmes from a safety perspective.

Seasonal variation in the weather and marine life (in particular stingers) must also be taken into account. Therefore the timing and location of delivery of SLS programmes differs in each state and territory (see Table 1).

Existing programme analysis

Surf Life Saving

Current national programmes include: Surf Ed, a community education programme which aims to build surf awareness and safety; Nippers which aims to get children learning new skills, gaining confidence and having fun in a safe beach environment; and School Surf League which introduces secondary students to surf lifesaving skills and competition. These programmes provide a consistent product in an easy format for clubs and other providers along with a pathway to lifesaving. However, barriers to ongoing implementation of these programmes in all SSOs include:

- Lack of ongoing funding.
- Not adaptable to local audience.
- Not adaptable to local conditions.
- Schools not interested in competition events.
- Number of sessions and timing of sessions being unsuitable for schools and parents with competing commitments.
- Pathways and linkages to other aquatic sports not utilised.

Due to the barriers identified above, there are a number of different programmes currently being delivered to primary school children in each state. In addition there are also programmes being delivered to secondary school children in the states and territory that may be adapted for children in primary school. Table 1 provides a summary of existing SLS programmes delivered by SSOs, SLSCs and schools. The SSOs or their regional branches deliver the majority of SLS programmes (refer Appendix F for detail of each programme identified). In addition SLSCs particularly in NSW and Queensland deliver programmes; however, the specific content of the programmes may vary considerably. In Tasmania, Surf Life Saving Tasmania (SLST) oversees programmes delivered by SLSCs as well as over 300 school teachers.

Whilst the majority of programmes for primary school age children delivered by the SSOs and their regional branches were theoretical or practical community education programmes, they included aspects of surf sports and were considered to be

readily adaptable to expand the focus to the sport of surf lifesaving. They also included those aspects of the ASC Playing for Life Philosophy by focussing on skills not drills.

Of those states delivering SLS sports programmes they primarily targeted secondary school children. Those states not currently delivering such programmes for primary school children noted this was due to a lack of demand for the current format of competition events and carnivals at a primary school level. It was further noted that the national School Surf League was unsuccessful in a number of states due to funding no longer being available as well as a lack of demand. In addition it didn't encourage children that were not already participating in sport; rather, it was the same children already involved in surf lifesaving or similar sports that participated. However, there was seen to be potential demand for a programme that has both a sporting focus as well as a water safety focus. This was also seen as a potential point of differentiation both from current SLS programmes and other providers. A sporting programme that provides children with the skills and knowledge that could one day save a life is a key value-add for schools and children alike (refer also Pilot Programme).

The demand for such an offering is further demonstrated in the success of the national Nippers programme. Nippers is well recognised with the second highest awareness amongst parents of all grass roots sports programmes.¹⁰

In-depth analysis of the programmes currently provided revealed consistent components being taught to children across the variously named programmes. These components are outlined in more detail in the subsequent section outlining Programme Development (refer Table 2).

Target groups

Current SLS programmes are directed toward school children of all abilities and cultural backgrounds. A number of programmes have been adapted or can be modified for children from multicultural and Indigenous backgrounds as well as children with a disability or additional needs. For example, at a SLSC level, Starfish Nippers is a modified and structured programme which runs in conjunction with other Nippers programmes.

Location

Due to the varying nature of beaches and the accessibility and availability of open water environments, different SSOs currently utilise differing aquatic environments for programme delivery from surf or bay beaches to rivers and wave pools. Programmes delivered by SLSCs and schools themselves with assistance from SLSCs or the SSOs typically involve those schools close to the beach.

The majority of SLS programmes are conducted in metropolitan areas due to the cost to travel to regional and remote areas. Where possible, often with subsidised funding, some SSOs focus on promotion of programmes in regional and remote areas. In these cases often inland waterways or wave pools are utilised. For those schools in regional areas along the coast they may link to a SLSC. Therefore the SSP funding provides a further avenue to expand the reach of SLS programmes in regional and remote areas nationally.

Duration, number of sessions and timing

The total duration of programmes varies from 4-12 hours of instruction, delivered either in single or multiple sessions. The breakdown of programme delivery is dependent upon school factors and travel factors for both schools and SSOs. For SLSCs the breakdown of programmes is dependent upon school factors and volunteer availability.

The time of year when programs are conducted is dependent upon seasonality with most programmes being conducted in the warmer months of the year to ensure better weather and water conditions. In the Northern Territory programmes are undertaken in the dry season and outside the 'Stinger Season'. Most programmes are able to be adapted to inclement weather conditions if necessary with different venue options including school halls, wave pools or SLSC facilities.

Programmes also vary in being delivered either during school, after school or school holidays. This provides flexibility to schools, children and parents in sourcing the most appropriate offering to suit their circumstances.

¹⁰ Repucom (2015). *Surf Sport Development Research Summary of Findings*. Repucom, Rosebery, Australia.

Table 1 Surf Life Saving Programme delivery by State Sporting Organisations, Life Saving Clubs or Schools.

| Heading | Surf Life Saving State and Territory Centres (SSOs) | Surf Life Saving Clubs (SLSCs)/Schools |
|---|---|---|
| Name | Community education programme (e.g. Surf Ed, Little Lifesavers, Open Water Learning Experience, Surf Survival, Surf and Save Lives, Surf Fun Safe). | Surf Ed or similar programme developed by the club. |
| Target groups | Primary and secondary school students; Multicultural/Indigenous/all abilities. | Primary and secondary school students; Multicultural/Indigenous/all abilities. |
| Program Type | Theory and practical | Theory and practical |
| Location | Classroom, beach, inland waterways, wave pools Regional and metro | Classroom or beach Predominantly metro |
| Duration | 45-120mins per session | 60-120mins per session |
| No. sessions | 1-8 | 1-12 |
| Timing | Delivered either during school or longer programmes during school holiday period. | Delivered either during school, after school or school holidays. |
| Term | Majority Term 1 & Term 4 (NT Term 3) | Majority Term 1 and Term 4 |
| Participation | Varies depending on the programme. Single session programmes generate larger numbers through programmes. | Varies depending on the programme. Single session programmes generate larger numbers through programmes. |
| Linked to curriculum | Some yes, those that don't currently see a need for this. | N/A |
| Risk Management | All practical programmes have risk management processes. | Clubs- SLS standard policies & procedures; Schools- Department of Education policies & procedures. |
| Swimming competency | Either provided by teachers beforehand (assumed lowest level), or assessed at the first session. | Clubs- Assessed at the first session. Schools- N/A |
| Instructor to participant ratios | 1:5 for practical programs for children; some 1:6 or 1:10 with an assistant present. | SLSCs 1:5 or 1:10 depending on programme, number of volunteers and qualifications of volunteers. Schools vary depending on state/territory government requirements. |
| Minimum qualifications | Surf Bronze Medallion, Surf Rescue Certificate or equivalent, Working With Children check, Police Check, Various First Aid and / or CPR. | SLSCs-Surf Bronze Medallion, Surf Rescue Certificate or equivalent. Schools-N/A |
| Instructor training | Majority annual training or accreditation by SSO. | SLSCs- N/A. School teachers through Department of Education. |
| Key costs | Staff, uniforms, equipment (including maintenance), participant resources. | Equipment (including maintenance). |
| Funding | Majority subsidised either through grants or sponsorship. | SLSCs funded directly by schools, or obtain grants or sponsorship. Schools by grants or through school fees. |
| Sponsorship potential | Yes but dependent on existing sponsors and assuring it is right fit for SLS. | N/A |

N/A= Not available

Participation

The number of participants per session ranges from one class to multiple classes of students depending on the programme and required instructor to participant ratios, demand from schools, and capacity of the provider and venue. The total number of participants per programme annually varies significantly, from under 100 to over 10,000. This variability is largely due to the level of funding available to SSOs to cover costs and the capacity of SLSCs and their predominantly volunteer network. Programmes run as a single session are typically able to cater for larger numbers of participants and have a wider reach, whereas multi-session programmes have a smaller reach but the same participants returning over a longer period. Both delivery modes therefore have advantages and disadvantages in terms of reach and engagement over either the short or long term. The primary factor influencing the consistency of figures annually was funding with the majority of programmes reliant upon government, grant or sponsorship funding which is not always recurring. The cost of travel for schools was also a significant barrier to participation mentioned by the majority of SSOs as well as a number of SLSCs.

Linkage to National HPE Curriculum

Some SSOs had programmes that were linked to their respective state health and physical education curricula. However all SSOs felt that linking SLS SSP to the National F-10 HPE Curriculum was a significant drawback for a programme. Teachers are after programmes that readily link to learning outcomes for students, therefore a programme that links to the curriculum was seen to be a significant value-add to attract teachers to a programme and therefore increase school participation. It was also seen to be easier for teachers to promote the product to the head of school. This would also be a point of difference from the majority of NSOs with only one third currently stating they are linked to the curriculum.¹¹

Risk Management

The SLSA Risk Management Policy 6.09 and Risk Management Procedures 6.09a together with the SLSA Risk Management Framework contained within these procedures, provides a system to manage the risks associated with its core activities. All SSOs have risk management processes and procedures in place in line with the SLSA policy and procedures. The affiliated SLSCs also follow the policies and procedures by SLSA however there is some confusion as to the specific requirements for SLSCs depending on the programme delivered as well as who is responsible for insurance coverage i.e. the school or the provider. As previously noted schools more commonly want to transfer risk for aquatic activities and therefore there is a need to clarify this aspect for risk management processes and insurance coverage.

Due to the dynamic nature of open water environments and the inherent danger in any aquatic activity appropriate supervision of students is essential. The instructor to participant ratio varies according to the environment, conditions, and participants. The SLSA Water Safety Policy 1.01 and Water Safety Procedures 1.01 outline the requirements and procedures that SLSA and the affiliated SLSCs need to be enacting in order to maintain a safe environment for participants. Some SSOs adjust the ratio according to the ABSAMP (Australian Beach Safety and Management Program) hazard rating, based on a risk assessment, according to department of education guidelines or by having additional assistants present.

The minimum qualification for instructors/coaches of SSOs, SLSCs and schools is a Surf Bronze Medallion. Additional qualifications are required depending on relevant state and territory legislation and government department guidelines. The majority of SSOs also have annual training or accreditation requirements. A team leader or facilitator of a SLS SSP would also require the relevant coaching qualifications as stipulated by the ASC. Therefore a minimum of one person on site would require the SLS Foundation Coach qualification (Table 4). The SSOs and SLSCs would require support from SLSA for training of these individuals.

Being able to swim competently is an integral part of making children safe at the beach as well as allowing them to actively participate and enjoy surf lifesaving activities. The procedure for the majority of SSOs is to assess swimming competency at the first session of a programme, others also use levels provided by the schools as a guide or provide an indication to the schools as to the level required. For those SSOs that do not assess swimming competency directly the level of competency is assumed to be at the lowest level.

High visibility vests have recently been introduced by SLS as a safety requirement for Nippers as well as surf lifesaving sports events. Therefore these are recommended for all programme participants. Due to the high costs involved in the purchase and maintenance of rash vests a more detailed review of this recommendation is required. This would ideally fit with a national sponsorship.

Existing resources

Numerous resources exist that could be utilised or adapted for a SLS SSP. These include student, parent, and Coach Provider (SSO, SLSC and school) resources. More specifically they include guidelines and curriculum, lesson plans, and coaching points. Existing resources include:

1. Student resources
 - a. Surf and Survive Log Book
 - b. Certificates
2. Parent resources
 - a. Parent information handout (Surf Life Saving Queensland)
3. Coach provider resources
 - a. SLSA Age Managers Guide (AMG) and associated materials:
 - i. SLSA Junior Development Resource (JDR)
 - ii. SLSA Policies including Member Safety & Wellbeing, SLSA
 - iii. SLSA Junior Coaching Manual 1st Edition
 - iv. Water Safety Guideline (respective SSOs)
 - b. Surf Ed Guidelines and Syllabus

¹¹ Australian Sports Commission (2016). *Sporting Schools Website*: <https://www.sportingschools.gov.au/sports> Accessed 26 February 2016.

Key costs, funding and sponsorship potential

The key costs for programmes are in staffing, uniforms, equipment (including maintenance) and participant resources. Thus funding is essential with the majority of SSOs funded either by government or through grants or sponsorship. Many SLSCs utilise their volunteer lifesavers as instructors/coaches thus reducing staffing costs. The issue with a predominantly volunteer base is the challenge of ongoing capacity and sustainability of programme delivery.

All SSOs were open to a national sponsor, whilst also noting that this would need to be managed with existing sponsors as well as being an appropriate fit to SLS and its mission.

Summary

A multitude of SLS branded programmes and associated resources was identified. Whilst the programmes had different names and some variation in the mode of delivery, they had consistent learning outcomes. These included: learning through fun, water safety skills, surf skills, game based, and all with safety and risk management a priority.

Overall, current SSO community programmes provide:

- Primary school children sporting skills as well as vital lifesaving and water safety skills and knowledge all with a focus on learning through fun rather than competition.
- Primary school children an introduction to surf lifesaving in an inclusive environment with a focus on fun and participation, irrespective of skill level and ability.
- Primary Schools with flexible programme delivery options to fit within school needs.
- Structured programmes following risk management processes.
- Paid staff with stringent qualifications and well-defined induction, and training processes.

There is limited information about what SLSCs and schools are providing students in this space. What is known however, is that:

- Primary school children are being provided with sporting skills as well as vital lifesaving and water safety skills and knowledge.
- Primary school children are being given an introduction to surf lifesaving in an inclusive environment.
- Primary Schools are being offered cost effective, flexible programme delivery options to fit within school needs.
- There is a focus on safety; however the processes and procedures followed are unclear.
- The majority of SLSCs rely on a volunteer workforce with limitations in ongoing capability.

Other providers

No direct competitor in providing a national surf lifesaving sporting programme for primary school children was identified. However, one current competitor of SLS NSW in providing surf education and skills was identified (Sea Australia).

Whilst no other direct competitors of a surf lifesaving product were identified, more broadly, there are indirect competitors in the aquatic space targeting primary school aged children. These include providers of learn to swim and surfing programmes (for example, Surfing Australia Surf Groms, YMCA, and Royal Life Saving Australia [RLSSA]). In addition there are other aquatic providers that include an aspect of water safety education within their programmes (such as Yachting Australia). Finally there are providers that include beach safety messages (e.g. swim between the flags) within broader safety programmes.

From a content and subject matter perspective for schools, this differentiation in providing a sports product and a lifesaving product may not be as apparent. An SLS SSP programme must therefore clearly demonstrate the point of difference from competitors when promoting the programme.

There are numerous providers of learn to swim programmes throughout Australia, including Swimming Australia, RLSSA and its Swim and Survive licensees, YMCAs, Belgravia Leisure, along with numerous independent or local council providers. With the exception of Victoria, South Australia and Tasmania these organisations are considered indirect competitors. In Victoria some of these organisations are current or potential collaborators in programmes. In addition SLS South Australia works with RLSSA and YMCA through the VACSWIM programme. Other states such as NSW and South Australia see the potential to link and collaborate with other aquatic providers. There is potential to form a link between swimming providers and the SSOs in providing SSP pathways similar to the VACSWIM programme where water safety in the pool is delivered by other providers and then a pathway to aquatics in open water environments is provided by SLS. Due to the nature of surf lifesaving and the dependence on weather conditions previously outlined, there are limitations in the provision of SLS SSP year round. Therefore swim schools could provide swimming lessons in the cooler months and then provide a pathway to open water swimming.

In addition there are currently 31 other NSOs promoting programmes as part of the SSP.¹² These providers range from the Australian Football League and Tennis Australia through to Athletics Australia and Equestrian Australia with varying popularity and subsequent participation rates.¹³ All are potential ancillary competitors in the provision of programmes for school children. The majority of programmes are land-based and involve participation at the school rather than off-site, this is a major advantage for these providers with no transport costs for the school as well as reduced costs of instructors with higher coach to student ratios due to a lower level of risk. While other providers have an advantage in lower costs allowing more students through programmes these programmes lack the unique nature of surf lifesaving as both a sport but also in providing vital lifesaving skills. The SSP therefore potentially opens up the sport of SLS to schools that would not usually be able to afford such an offering.

Demand, capability and gap analysis

There is currently a high level of demand for SLS programmes in schools across Australia. However, factors that limit participation currently include programme cost, travel cost for schools greater distances from major cities, and time taken out of the classroom. The provision of funding to schools through the SSP as well as providing flexible delivery options in the duration and number of sessions to fit within school availability have the potential to expand future demand for SLS programmes. In addition current programmes delivered do not have a primary focus on sport therefore indicating an area of potential focus for a SLS programme.

State and territory offices and the associated branches have indicated the capacity to adapt to a more sporting focused offering and meet the increased demand for funded programmes. However, the capacity of SLSCs based on a volunteer network will vary from club to club as well as between states and territories. An extensive national implementation plan is required to ensure a staged and considered approach ensuring communication, training and resource development needs for SSOs and SLSCs are met.

Interest in adopting a national product

All SSOs are currently engaged in programmes that are adapted to local conditions and priorities. They also support consistent programmes and are open to addressing programme gaps to fit within a new national programme framework. Furthermore, all SSOs agree that Sporting Schools provides an opportunity for SLS programmes to provide better linkages to SLSCs and attract more schools by reducing barriers to funding and linking with the National HPE Curriculum.

The key point that all SSOs agreed on was that any new national product would need to have flexibility in regards to delivery and the ability to adapt content to the local environment. In regards to the development of a new programme with stringent teaching resources, responses regarding the ability to cater to such a product varied both within and between SSOs. However, all SSOs understand the complexity of managing the need for flexibility within a national framework. All SSOs supported the concept of a SLS SSP with set programme components and required skill and knowledge outcomes. The SSOs including Victoria, Western Australia, South Australia, Queensland and Northern Territory do not need a whole new programme while Tasmania are looking to take a programme off the shelf and NSW would like a product to provide to SLSCs. Others including Victoria and South Australia are happy to share resources. Most important and agreed by all SSOs was that a SLS SSP would need resources with templates that would be able to be adapted to each SSO requirements to allow the overarching national branding/programme name along with the relevant SSO branding.

Surf Life Saving value-add/ differentiation

The clear point of difference and value-add in providing a SLS SSP for schools and students is in providing a sporting programme that also has the ability to provide students with vital lifesaving skills and knowledge. There is also the potential to attract a broader range of children to SLS in the longer term by demonstrating the range of pathways available from surf sports through to lifesaving patrols.

Opportunity costs

The opportunity costs for SLSA of not pursuing a formal ongoing engagement in the SSP include the loss of potential revenue from an SSO and SLSC perspective as well as the potential loss of new and more diverse SLS members and therefore expanding the SLSA membership. In addition there is the potential cost of other NSOs that are currently delivering a SSP expanding their market share of schools through this programme and taking the existing SLS school programme market share.

¹² Australian Sports Commission (2016). *Sporting Schools Website*: <https://www.sportingschools.gov.au/sports> Accessed 26 February 2016.

¹³ Australian Bureau of Statistics (2012). *4156.0 - Sports and Physical Recreation: A Statistical Overview, Australia, 2012*

Programme development

An overview of the SLSA SSP product is provided in Figure 3. Each aspect contained within the product is outlined in detail below.

Figure 3 Overview of the Surf Life Saving Australia Sporting Schools product.

| SLSA SSP PRODUCT | |
|---|---|
| CONTENT | DELIVERY FRAMEWORK |
| <p>SLS SSP</p> <p>Programme Components</p> <p>Developed to ensuring consistent outcomes while enabling continuation of state/territory-based programme with improvements as required to address gaps – See Appendix B</p> | <p>Format</p> <p>See Appendix B and Appendix C</p> |
| | <p>Delivery</p> <p>See Table 4</p> |
| | <p>Risk Management</p> <p>See Table 4</p> |
| | <p>Financials</p> <p>See Appendix E</p> |
| | <p>Administration</p> <p>See Table 4</p> |
| <p>Recommended Resources</p> <p>Can be developed from an existing state/territory-based programme used in the pilot or other and shared with SSOs and SLSCs as a recommended resource option – See Appendix C</p> | |

Programme content

Following discussions with the SSOs it was identified that a SLS SSP would be feasible. However a key point was that many states could not add a new programme with stringent teaching resources to their existing suite of programmes. These states could however, adapt their current programmes to fit within an overarching national framework with consistent skill and knowledge outcomes delivered. Therefore SLS SSP elements, skill and knowledge outcomes, example games and activities and linkages to the National Curriculum (HPE) and also the ASCs FTEM (Foundation, Talent, Elite, Mastery) Framework were developed (refer Table 2, Table 3 and Appendix B).

Programme components

The key elements and skill and knowledge outcomes of the programme were developed by utilising existing national and state programme resources. In addition, the aims and requirements of the SSP, the mission and vision of SLSA, and the point of difference and value-add determined as part of this study, were also taken into account. These components were reviewed and refined by the National SLS Sporting Schools working group and subsequently the SLS Sporting Schools state working group to develop the final components (refer Table 2, Table 3 and Appendix B). Each skill and knowledge outcome was also mapped to the National Curriculum (HPE) and the Australian Sports Commission FTEM framework where possible. The FTEM was designed for sporting organisations to use as a guide for athlete and sport development pathways.¹⁴

Two stages were distinguished to account for differences in fundamental movement skills as well as likely swim competency and confidence levels. However, flexibility remains within these stages depending on specific levels of competency and abilities of the children. Stage 1 (Table 2) is designed for children in Foundation to Year 2 of school while Stage 2 (Table 3) is designed for children in Years 3 to 6 of primary school. Tables 2 and 3 outline the elements and skill and knowledge outcomes of a Surf

¹⁴ Gulbin J, Croser M, Morlehy E and Weissensteiner. (2013). An integrated framework for the optimisation of sport and athlete development: A practitioner approach, *Journal of Sports Sciences*, Volume 31, Number 12 (2013).

Life Saving Sporting Schools Programme. It is proposed that these are the requirements that providers need to demonstrate are included within a programme for them to be endorsed as a Sporting Schools provider. Thus, the skill and knowledge outcomes would need to be mapped to an individual programme.

As the primary focus of SSP is on sport, two major elements of the programme are Surf Sport Skills (land-based) and Surf Sport Skills (water-based). In order to ensure the development of the associated SLS skills that form the foundation of the sport elements, Lifesaving Skills and Water (Surf) Awareness are also key elements of the programme (Table 2 and 3). In addition, to ensure the safety of students the overarching elements: Safety Briefing and Sun Safety and Personal Safety are also included in the programme.

To ensure appropriate time is spent on each skill and knowledge outcome recommended activity levels and the proposed proportion of time spent on each of the skill and knowledge outcomes was determined (Appendix B, Table B.1 and B.2). This was reviewed and updated with input from the National SLS Sporting Schools working group and further updated following calculations from the pilot programme. Across both stages the majority of the programme is designated to Surf Sport Skills (56% in Stage 1 and 58% in Stage 2); approximately a third to Lifesaving Skills (33% in Stage 1 and 27% in Stage 2); and the remainder in Water (Surf) Awareness and Safety (11% in Stage 1 and 15% in Stage 2).

Recommended resources

Following discussion with both working groups it is recommended that the programme components be utilised together with an overall SLS SSP resource kit. The resource kit would include:

1. Registration and Endorsement Guide
 - a. For SSOs
 - b. For Clubs
 - c. For Teachers
2. Delivery Guide
 - a. Contents
 - b. Overview
 - c. Before the programme
 - i. Safety & Risk Management (including forms and links to appropriate websites)
 - ii. Key learning outcomes checklist
 - d. Sample programme (duration and timing)
 - e. Sample games/activities
 - f. Sample equipment list
 - g. Online resources
 - i. Links to online resources e.g. state programmes (where available)
 - ii. Template for certificate (including key learning outcomes on the back)
 - iii. Template for promotional flyer (include details of local Life Saving Club/s)

Key recommendations from SSOs and from the market segmentation research regarding resources are the need for templates that can be adjusted locally and for child and parent specific resources to direct them to their local club, how to join and what would be involved. Some example resources are provided in Appendix C.

Table 2 Stage 1 Surf Life Saving Sporting Schools Programme components for Foundation Year, Years 1 and 2, school children and linkages between skill and knowledge outcomes to the National Curriculum and FTEM framework.

| SLS Element | SLS Skill & Knowledge Outcome | Link to National Curriculum (HPE) | Link to ASC FTEM Framework |
|---|---|-----------------------------------|----------------------------|
| Safety briefing/ Skills assessment | Safety briefing & skills assessment (conducted at the first session or assumed base level) | | |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide | Sub-strand 1 | |
| Personal Safety | Understand the importance of adult supervision when in, on, or around water Buddy system - Always swim with a friend | Sub-strand 1 | |
| Water (Surf) Awareness | Identify dangers & hazards found at aquatic environments | Sub-strand 1&3 | |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red & yellow flags | Sub-strand 1&6 | |
| | Identify key safety signage, i.e. the Red & Yellow flags | Sub-strand 1&3 | |
| | Identify people who can help us & their role, in particular lifesavers & lifeguards | Sub-strand 1 | |
| Lifesaving Skills | Attempt a safe entry & exit | Sub-strand 1,4&6 | FTEM 1 |
| | Identify, understand the importance of & practice using a flotation aids | Sub-strand 1&6 | FTEM 1 |
| | As a patient, demonstrate what to do in an emergency, including signalling for help | Sub-strand 1 | |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) & providing key information to the operator | Sub-strand 1 | |
| | Attempt a safe rescue | Sub-strand 1&6 | FTEM 1 |
| Surf Sport Skills (water-based) | Develop confidence in shallow open water | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate wading in & out of the water | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt submerging head underwater | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt floating on back & front | Sub-strand 4&6 | FTEM 1 |
| | Recover from float to standing position | Sub-strand 4&6 | FTEM 1 |
| | Participate in a skills sequence | Sub-strand 4&6 | FTEM 2 |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | Sub-strand 4&6 | FTEM 1 |
| | Experience competition events (team events) | Sub-strand 4&6 | FTEM 2 |

Table 3 Stage 2 Surf Life Saving Sporting Schools Programme components for Years 3 and 4, Years 5 and 6, school children and linkages between skill and knowledge outcomes to the National Curriculum and FTEM framework.

| SLS Element | SLS Skill & Knowledge Outcome | Link to National Curriculum (HPE) | Link to ASC FTEM Framework |
|---|--|-----------------------------------|----------------------------|
| Safety briefing/ Skills assessment | Safety briefing & skills assessment (conducted at the first session or assumed base level) | | |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide and demonstrate the SunSmart guidelines | Sub strand 1 | |
| Personal Safety | Understand the importance of having adult supervision when in, on, or around the water Buddy system - Always swim with a friend | Sub strand 1 | |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | Sub-strand 1&3 | |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | Sub-strand 1&6 | |
| | Identify key safety signage, i.e. the Red and Yellow flags | Sub-strand 1&3 | |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | Sub strand 1 | |
| | Understand features of open water, i.e. different wave types, temperature and currents | Sub strand 1&3 | |
| | Identify a rip current | Sub strand 1 | |
| | Demonstrate how to avoid and escape a rip current | Sub strand 1 | |
| Lifesaving Skills | Perform a safe entry and exit | Sub-strand 1,4&6 | FTEM 1 |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | Sub-strand 1&6 | |
| | Demonstrate use of a flotation aid | Sub-strand 1,4&6 | FTEM 1 |
| | As a patient, demonstrate what to do in an emergency, including signalling for help | Sub-strand 1 | |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | Sub-strand 1 | |
| | Perform a safe rescue using a rescue device, i.e. rescue tube or rope | Sub-strand 1&6 | FTEM 1 |
| Surf Sport Skills (water-based) | Develop confidence in open water | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate submerging head underwater | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate floating, sculling and treading water. | Sub-strand 4&6 | FTEM 1 |
| | Recover from float to standing position | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate wading in and out of the water and knowledge of relevance in surf sports | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt dolphin-diving | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt movement on front and back | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate paddling technique on a board and knowledge of relevance in surf sports | | FTEM 1 |
| | Demonstrate or attempt catching a wave on a board and knowledge of relevance in surf sports | Sub-strand 4&6 | FTEM 1&2 |
| | Participate in a skills sequence. Focusing on transitioning between skills in water and on land. | Sub-strand 4&6 | FTEM 1,2&3 |
| | Participate in team activities | Sub-strand 4&6 | FTEM 1,2&3 |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | Sub-strand 4&6 | FTEM 1&2 |
| | Experience competition events (focus on individual events), i.e. beach flags and running relays | Sub-strand 4&6 | FTEM 1,2&3 |
| Healthy, Active Communities | Learn about lifesaving clubs and role of clubs in communities, as well as ongoing participation opportunities. | Sub-strand 4&6 | FTEM 3 |
| Health and Well-being | Recognise the importance of hydration, nutrition and exercise | Sub-strand 1 | |

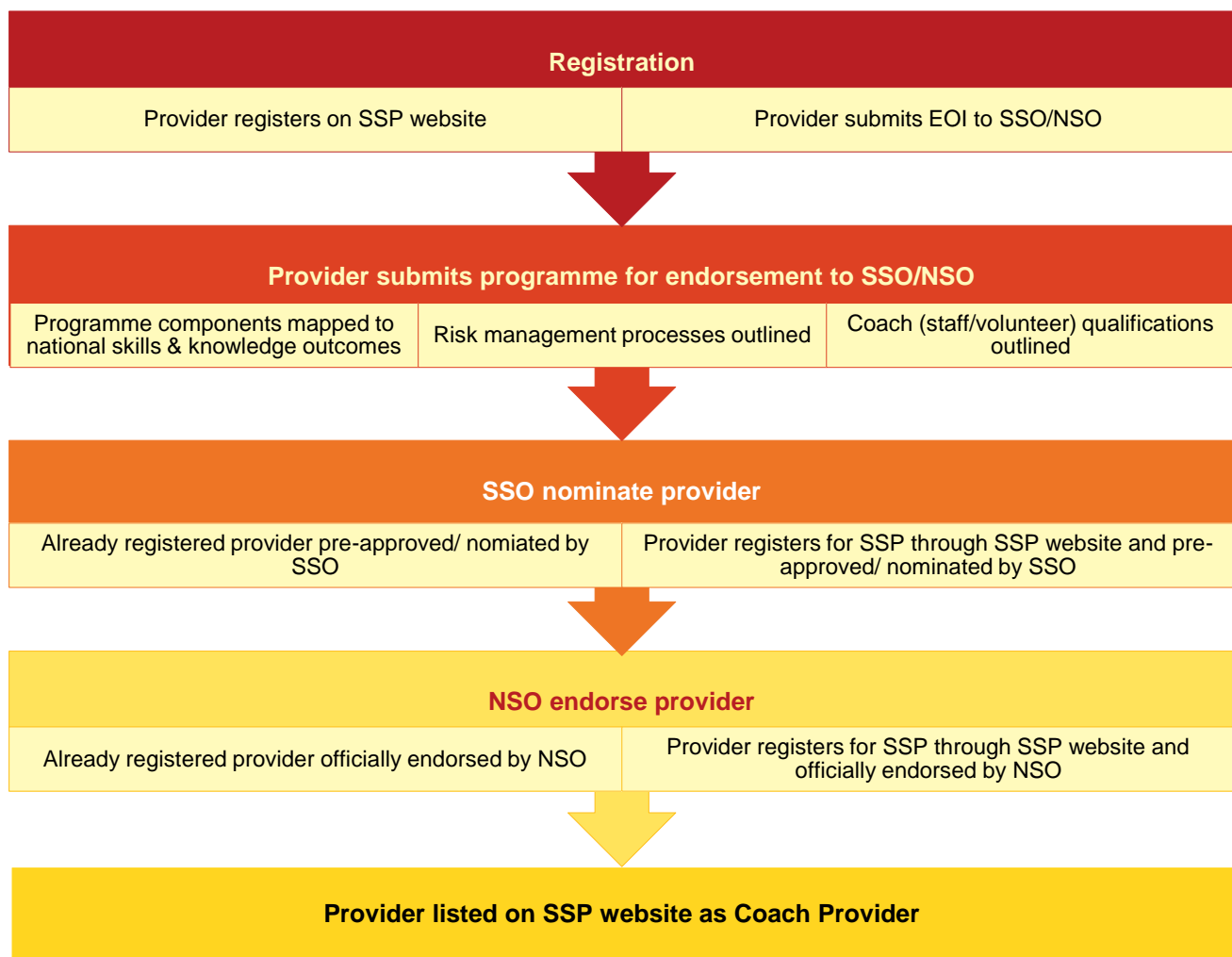
Proposed delivery framework

A national delivery framework (nationally governed, state coordinated, state/branch/club delivered) was developed following discussions with all SSOs and in consultation with the national SLS Sporting Schools working group (Table 4). In addition an endorsement process for those wishing to become official endorsed providers of SLS SSP is outlined (Figure 4).

Table 4 Proposed national delivery framework

| Proposed framework | | |
|------------------------|---|--|
| Format | Total duration | Minimum 4 hours. |
| | Sessions | 1x4hour, 4x1 hour or other variation to meet total duration. |
| | Location | Beach, inland waterway, wave pool. |
| | Activity time | 90% |
| | Stage 1 –School year levels | Foundation to Year 2. |
| | Elements | Sun Safety, Personal Safety, Water (Surf) Awareness, Lifesaving Skills, Surf Sport Skills (water-based), Surf Sport Skills (land-based). |
| | Stage 2- School year levels | Year 3 to Year 6. |
| | Elements | Sun Safety, Personal Safety, Water (Surf) Awareness, Lifesaving Skills, Surf Sport Skills (water-based), Surf Sport Skills (land-based), Healthy Active Communities, Health and Well-being. |
| Delivery | Delivered by | SSO, Club or School. |
| | Endorsing coaches | NSO following pre-approval by SSO. |
| | Developing coaches | SSO to advertise/promote through networks as required. Formal training & induction process. NSO to provide training support. |
| | Who is on SSP website? | SSO and designated officer (Coach Provider only; designated officer will be the contact point for the SLS SSP in each state/territory). |
| | Coach providers | SSO, Club or School. |
| | Coach Manuals/lesson plans | All lesson plans must include the Elements and Outcomes as developed by the NSO and SSOs. Example coach manuals/ lesson plans that meet the above requirements will available on a shared resource interface. |
| Risk Management | Coach vs Participant Ratio | Minimum 1:5 for beginners up to 1:15 depending on age, skill level and environment (beach ABSAMP rating). SSO to determine based on risk management processes and state government requirements. Refer Water Safety Policy and Procedures 1.01 and Risk Management Policy and Procedures 6.09. |
| | Insurance cover for coaches | SSO-Yes through NSO, Clubs-Yes through NSO, Schools-No (own). |
| | Consent | Parents sign consent form that children can participate and have the ability to undertake specific activities as outlined. This may be via an electronic or hardcopy form. |
| | Swimming competency measure | Either at first session or via teachers (assume lowest level of competency). |
| | Risk Management processes | Yes - overarching one for each site; daily risk assessment at programme. |
| | Program review | Annually |
| | Minimum qualifications for coaches | Surf Bronze Medallion, Surf Rescue Certificate or equivalent, Working With Children check. Team leaders would also require Foundation Coach qualification. |
| Financials | Max delivery cost | Based on matrix taking into account no. sessions, no. students, distance from school and all fixed and variable costs. |
| | NSO Administration Fee | Yes |
| Administration | Tracking bookings | SSO provide details to NSO. |
| | Responsibility for day to day management e.g. coach doesn't turn up | SSO or Club or School. |
| | Tracking student numbers | Online reporting system as per ASC. |
| | Programme invoicing | Coach and/or the coach provider to invoice schools directly. |

Figure 4 Coach Provider endorsement process



Programme mapping

The overall programme components developed and outlined in the previous section along with the proposed delivery framework in the current section were trialled in a pilot programme (refer below). This was designed to test the feasibility of the process and overall delivery of the programme. As part of the pilot project a mapping exercise was undertaken for two pilot programmes prior to delivery (refer Appendix D). Potential gaps were identified and addressed in updated versions of the programmes.

Pilot programme

Participants and delivery models

Nine endorsed SLS SSP were run in Victoria through a SSO Provider. Five programmes were run in Term 4 2015 with an existing programme and four in Term 1 2016 with a modified SLS SSP. Overall content was delivered to 649 Victorian school students. Another endorsed SLS SSP was run in NSW through a SSO regional branch in Term 4 2015. In addition, two endorsed SLS SSP were run in Term 1 2016 through Teacher Provider and/or Coach Providers (SLSCs).

Programme content

An existing SSO Provider programme in Victoria was matched to the SLS SSP components developed and piloted in Term 4 2015 once the gaps identified were addressed (refer Appendix D, Tables D.1 to D.4). Following an assessment of the activity levels in the initial SSP pilot programme run in 2015 and based on feedback from the ASC and National SLS Sporting Schools working group a modified SLS SSP was developed to increase activity levels and was delivered in Term 1 2016. This modified version met all the components outlined in Appendix B. Schools completed a single session of four hours.

Two endorsed SLS SSP were run in Term 1 2016 through Teacher Provider and/or Coach Providers who developed their own 6-12 week beach education programmes that met the skill and knowledge outcomes developed by the working groups (refer Appendix D for example programme mapping exercise with one provider).



Activity assessment

Each programme was assessed for the level of activity provided in the programme. This provided an assessment of how long children were actively engaged in a SLS SSP session. Activity intensity levels were broken down into vigorous, moderate, low and sedentary (refer Methodology). Table 5 outlines the average proportion of time students spent undertaking different levels of activity in each programme.

Table 5 Overall level of activity per programme type

| Programme (session number) | Average activity level | | | |
|--|------------------------|--------------|---------|---------------|
| | Vigorous (%) | Moderate (%) | Low (%) | Sedentary (%) |
| SSO Provider – Term 4 2015 (session 1) | 8 | 14 | 46 | 33 |
| SSO Provider – Modified Term 1 2016 (session 1) | 27 | 19 | 48 | 5 |
| Teacher Provider/Coach Provider – Term 1 2016 (session 11) | 19 | 33 | 41 | 7 |
| Coach Provider – Term 1 2016 (session 6) | 30 | 31 | 35 | 4 |
| Other NSO SSP – Gymnastics (session number 4) | 29 | 29 | 38 | 4 |
| Other NSO SSP – Tennis (session 2) | 16 | 35 | 44 | 4 |
| Other NSO SSP – Swimming (session number 4) | 7 | 53 | 37 | 3 |

The activity level evaluation demonstrated the original SSO Provider programme comprised large proportions of sedentary (33%) and low (46%) activities. The Modified SSO Provider programme demonstrated that the level of vigorous activity was substantially increased (27%) and sedentary activity reduced (5%), so that 46% of the programme comprised moderate and vigorous activity. The 6-12 week programmes produced slightly higher levels of moderate and vigorous activity (51% in the Teacher Provider/Coach Provider programme, and 61% in the Coach Provider programme) and similarly low levels of sedentary periods (below 7%). As the longer term programmes were assessed in the later sessions it is likely that the time taken for instruction would be reduced and therefore account for the reduced proportion of time spent in low activity in the Teacher Provider/Coach Provider and Coach Provider programmes.

An estimated average activity level for each of the example activities in Appendix C (Table C.1 and C.2) was determined by linking these with activities measured in the Modified SSO Provider, Teacher Provider/Coach Provider and Coach Provider programmes.

The comparative analysis with three other sports (gymnastics, tennis and swimming) being provided through other NSOs revealed similar levels of combined moderate and vigorous activity, low activity and sedentary activity. It is noted that only one session of each of these programmes, and random session number, was assessed and there is likely to be variation in the delivery across programmes therefore results should be interpreted with caution.



Feedback

Students and teachers of eight schools were surveyed during or following their SLS programme. Interviews were also conducted with parents, volunteers and programme coordinators where possible.

Teacher feedback – SSO Provider Programme

Twelve teachers from six participating primary schools were interviewed during their school's SSO Provider programme to gain feedback on the content, relevance and student enjoyment.

Content

All twelve teachers agreed the programme content benefited the students in various ways and each would recommend the programme to other schools, particularly those inland schools with limited beach access. The teachers' expectations were met and a number felt that it was important to make learning fun and engaging, which this programme achieved. One teacher stated that, "the programme was so engaging with the use of the sand and water, plus organisation was to a high level with tents, sunscreen and rash vests all available for the students to use".

The length (four hours), frequency (single session) and timing (during school hours) of the sessions were suitable to the needs of the school, and allowed greater accessibility to children who may not otherwise have access to these programmes outside of school hours.

Teachers also commended the professionalism of the instructors and their knowledge of first aid. When a student required treatment for a minor injury, they were well looked after and soon eager to continue participating in the activities.

Relevance

Teachers felt the programme was relevant to the school curriculum. They believed that the practical skills learned at the beach coincide well with the theoretical content learned within the classroom. They also felt that programmes such as OWLE should be made compulsory within the curriculum for the valuable life skills they provide.

Enjoyment

From the teachers' perspectives, the majority of students were very satisfied with the programme overall. Students seemed to enjoy the type and variety of activities offered (particularly the water-based activities) and the instructors. One teacher said it was positive to see that, "everyone had a go, even those who were self-conscious or who have difficulty becoming engaged". Some said that, like any activity, several students were just not interested in lifesaving and beach activities; however one teacher remarked that although "some didn't want to go, they all got in and enjoyed themselves". The weather also impacted some students' enjoyment of the programme; whether it was too cold to be in the water, or too hot to be on the sand.

Potential ongoing SLS involvement

A number of students were already members of a SLSC; teachers felt that others gained a positive introduction to lifesaving and may want to join in the near future as a result of the programme.

Teacher feedback – Teacher Provider/Coach Provider Programme

The Teacher Provider/Coach Provider Programme was designed to educate the children in personal wellbeing, surf safety, beach awareness and surf fitness.

Content

Understanding of the Sporting Schools programme among interviewed teachers ranged from limited awareness through to a solid understanding of its function to provide funding to help schools to increase children's participation in sport, and to connect children with community sport. All teachers would recommend the programme to other schools, particularly because it is, "building confidence, safety skills, fitness and self-belief".

All five teachers agreed the content was valuable, useful and enjoyable for students. One teacher felt the "content was relevant, appropriate and authentic" and another said it "was highly engaging, enjoyable and motivating". A number of remarks included benefits to student confidence, practical skills and knowledge. The teachers' expectations were once again met and even "surpassed expectations. Kids gained confidence and persistence, resilience building and gave things a go. They also learnt lifesaving skills". Tangible positive outcomes included improved physical fitness, self-efficacy and water safety skills and knowledge.

It was acknowledged that the dedication of the quality volunteer lifesavers facilitated the smooth and efficient running of the programme. Without funding it would be difficult to run a programme through a SLSC. One teacher felt that a lack of dedicated volunteers "could be a challenge for other schools that don't have access to clubs with sufficient resources".

Overall, teachers felt the duration and timing of the sessions were suitable; however, being held bi-weekly in the morning was somewhat disruptive, with one teacher recommending moving them to once per week in the afternoon to avoid loss of valuable morning class time.

Relevance

The teachers felt it was important to align programmes such as this to the curriculum; which they felt this programme achieved. Additionally teachers felt the programme differed from other sports because students not only learned lifesaving skills and improved their fitness, but they also gained valuable water safety knowledge and skills in risk identification.

In addition, one teacher felt "it brought deep engagement with the local natural environment and taught important life safety skills. It engaged many local community members and really brought the community together". As students were exposed to - and allowed to connect with - positive role models from the surf lifesaving community, they believed that "community connections and wanting to be lifesaver mentors" would promote joining a club.

Enjoyment

Overall, teaching staff felt the pupils enjoyed the programme and through doing this, students will certainly be encouraged to join a SLSC. One teacher stated "yes they now feel a sense of connectedness with the club. This is very important for regional towns in particular with issues of intentional self-harm and drugs and alcohol".

It was also outlined that although a lot of the students live near the beach they did not utilise it for physical activity, so this programme has showed them how to make use of their local surroundings.

Teacher feedback

"..students were having fun and were engaged. They were developing practical skills and knowledge in our environment (where they swim)."

"It's not about winning, it's about personal best"

Student feedback – SSO Provider Programme

Students were asked about their experiences with the SLS SSP pilot programme and gave feedback on different aspects of the programme. The main messages they would take away were general water safety knowledge such as how to identify rip currents and basic rescue skills.

Activities such as the Nipper boards, Beach flags and the Ironman/Ironwoman races were common favourite activities because they were fun and active. They would have liked more time on Nipper boards and using the beach flags and some students would have liked to spend more time doing water-based activities.

Less popular was the Water (Surf) Awareness in the original programme, which is land-based and more informational rather than active. However, students were able to understand the importance of having such activities within the programme.

There was interest in joining a lifesaving club as an extra-curricular activity. Of those that were unsure if they would join a lifesaving club, they would like to visit the beach more often as a result of the programme.

Student feedback – Teacher Provider/Coach Provider Programme

When asked what they had learnt in the programme, students participating in the Teacher Provider/Coach Provider programme also noted learning about rip currents and how to identify them or get out if caught in one, rescues and how to help others as well as skills they had learnt such as dolphin diving. Following the programme, every student correctly knew that a safe place to swim at the beach is between the red and yellow flags and that one should always wear a life jacket when on a small boat, a jet ski, or in a kayak. The majority also knew that a rip is a strong current of water that can carry a person away from the beach and out to sea (95%), that diving straight into the water without checking the conditions can be dangerous (93%) and that you should not panic if you get into difficulty in the water. Just 76% correctly said that it is not okay for children to swim on their own, even if they are good swimmers.

Board paddling was the most popular activity followed by relays because they were fun. Less popular were the land based activities and learning certain skills or techniques or safety aspects because they were boring for some students.

Approximately half of the children surveyed said that they would like to join the local SLSC. Reasons for wanting to join were because they get to have fun and save lives.

Student feedback – Coach Provider Programme

The main messages students in the Coach Provider SLS SSP learned were that people can drown in shallow water, how to identify rip currents and how to duck under waves. The activities the students enjoyed most were the use of Nipper boards, the diving competitions and the Run, Swim, Run activity. Students found these activities to be the most enjoyable during their time in the programme as they learned how to do rescues, learned how to safely catch waves and also found them to be the most enjoyable.

The students wanted to do more Nipper board activities and spend more time in the water to improve their paddling skills and because it was the most fun. In terms of least enjoyable activities, one student did not enjoy the water and another found learning DRSABCD boring. The majority of students said they would consider joining a SLSC after participating in the programme, primarily because they had fun whilst learning how they could potentially save someone's life.

Student feedback

"It doesn't matter how much you run it's just about having fun."

"So we can save people when we grow up".



Parent feedback – Teacher Provider/Coach Provider Programme

Parents provided very positive feedback on the SLS SSP Teacher Provider/Coach Provider programme for students in all year levels. They noted how much the children enjoyed the programme including those children that were hesitant at first. The benefits of the programme were recognised, including the skills learned, becoming familiar with the beach environment and health and wellbeing being benefits. One parent stated, “this is something that should have been done years ago. It’s great to see our beautiful beaches and awesome facilities utilised to help our kids learn new skills”.

Parent feedback

“I don’t think she realises how much she is learning about water safety.”

“They’re all having a great time, it’s definitely life skills.”

Volunteer feedback – Teacher Provider/Coach Provider Programme

The volunteer lifesavers involved in the programme saw first-hand how much the students enjoyed the programme and how their skills improved, particularly in their swimming and paddling and ability to move through the water. Furthermore, their knowledge grew, not only in terms of their beach and water safety knowledge and behaviours but also in their teamwork skills. Volunteers also witnessed a strong bond between the lifesavers and the students in the town.

Similar to the teacher feedback provided, volunteers suggested shortening or modifying the timing of the programme as two sessions per week was a large commitment. Challenges included ensuring there were enough volunteers available for each of the 12 sessions and they suggested developing alternative activities available in case of poor weather.

Summary

All teachers felt the programmes met their needs in regards to content. They noted that the children had fun and were engaged and active but were also learning vital water safety skills. It was also noted that the element of competition was not in the programmes and this was a positive to engage all children at all year levels and all levels of ability. Further aspects included developing resilience and providing a sense of connectedness with a SLSC.

For the majority of schools the programme formats offered met their needs. However, those schools that were regionally located and wanted multiple sessions were more likely to achieve this going through a SLSC as they were able to do this at a reduced cost. For the majority of teachers the programmes met their needs in regards to timing of sessions (before/during/after school as well as length of sessions). All teachers surveyed felt it is important to align programmes such as this to the curriculum.

Volunteer/Club run programmes require a large commitment for those involved, both from a volunteer perspective and support staff from the school’s perspective. Schools utilising volunteers/clubs were highly impressed by the dedication and professionalism of volunteers and the risk management and safety provided.

When asked what they had learnt in the programme students most often mentioned:

- Rip currents and how to identify them or get out if caught in one
- Rescues and how to help others
- Dangers at the beach
- Skills they had learnt such as dolphin diving

Board paddling was the most popular activity followed by relays such as ironman/ ironwoman because they were fun. A small number of students didn’t enjoy some aspects: these included, running in the sand or swimming too far because it was hard or tiring, and learning certain skills or techniques or safety aspects because they were boring.

Approximately half of the children surveyed said that they would like to join a SLSC and do Nippers or surf lifesaving activities following completion of a programme. Reasons for wanting to join SLS included: because they get to have fun, save lives, as well as getting certificates and medals.

A number were unsure or did not want to get involved as they were not interested, were busy doing other sports, or had previously been involved. Those previously involved left because they got bored or didn’t like going in the deep water.

The variation in the number of children either reporting interest, no interest or uncertainty in joining a SLSC across the different duration and timing of the programmes suggests that these factors did not appear to influence student ongoing participation in SLS. That is, longer term programmes did not increase the level of ongoing interest SLS compared with shorter duration programmes. Ongoing monitoring and evaluation of a SLS SSP should include monitoring ongoing engagement in SLS.

Ongoing feasibility

Overall every SLS SSP was run successfully and met the needs of the school and participants. The differing duration and timing of programmes met the needs of each school once they were aligned to an appropriate provider. The programmes were aligned to SLS and SSP by:

- Getting students active and engaged
- Focusing on learning through fun, enjoyment and participation regardless of skill level and ability.

All students enjoyed the programmes and half were interested in ongoing participation in SLS.

Factors to consider:

1. Better linkages between SSOs and clubs to ensure schools are linked to the most appropriate programme for their needs.
2. Support for clubs to ensure sustainable programmes.



Financial analysis

The financial analysis focused on developing a model that could be used to support the sustainability of the programme. The factors considered in the financial analysis include:

- Number of sessions to deliver the programme
- Duration of sessions
- Number of students
- Use of paid staff as a worst-case cost approach
- Fixed costs
- Variable costs
- Contribution to NSO
- Price per student

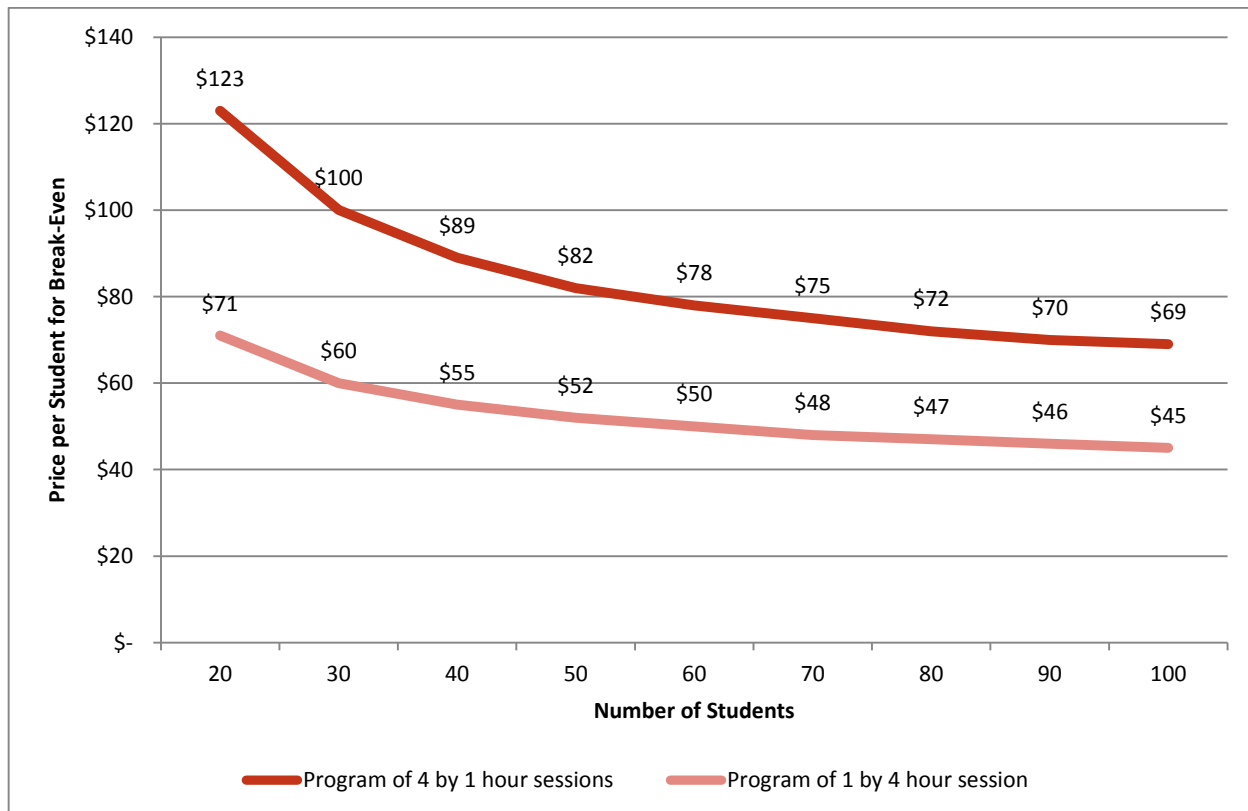
In developing the financial model, assumptions for some of the factors mentioned above were made based on current comparable delivery practices in Victoria. Some costs were based on a worst case scenario and would vary from state to state. The model is made available in Excel file format with the report. Use of the Excel file will allow SSOs and SLSCs to input their own costs to determine the price per student for their SLS SSP.

The model was used to output the impact on price per student based on two varying factors:

1. Varying number of sessions and duration to include a 1 by 4 hour programme and a 4 by 1 hour programme. Noting the proposed delivery framework recommends total programme duration of 4 hours per student.
2. Varying number of students to include 20 to 100 students, incrementing in intervals of 10 students.

Figure 5 summarises the price per student for break-even for the two delivery types. The assumptions and calculations are provided in Appendix E.

Figure 5 Price per student for break-even based on delivery type



The findings from the financial analysis include:

- The break-even price ranges from \$45.00 to \$123.00.
- Offering a programme consisting of a 1 by 4 hour session for 100 students, while maintaining the required instructor to student ratio, results in lowest break-even price per student of \$45.00.
- Offering a programme consisting of 4 by 1 hour sessions for 20 students, while maintaining the required instructor to student ratio, results in the highest break-even price per student of \$123.00.
- Reducing the number of sessions and increasing the duration of each session (to meet the recommended total duration of 4 hours) can reduce the break-even price per student.

Recommendations from the financial analysis include:

- NSO to gain support from ASC to enable programmes to be delivered with flexibility on the number of sessions and duration to minimise price per student.
- NSO to use the financial model provided as a starting point to develop actual assumptions, delivery scenarios and a recommended price per student for number of session, duration and number of student combinations.
- Each SSO to use the financial model with any localised assumptions where required to develop an actual price per student.

Surf Life Saving Sporting Schools strategic benefit

Surf Life Saving programmes for children are directly aligned to the goals of SSP. The SLS programmes focus on promoting an active, healthy, inclusive and community oriented lifestyle, through engagement of children and parents. Participation in sports in an aquatic environment through SLS programmes has the added benefit of providing the knowledge and skills that may one day save a life. The skills provided through SLS programmes also provide the foundation for a multitude of other aquatic activities from swimming to triathlons or boating. A further point of difference with SLS is that children get to experience a number of types of sporting activities from beach sprints to beach flags to board paddling and ironman/ironwoman events and from individual to team based activities.

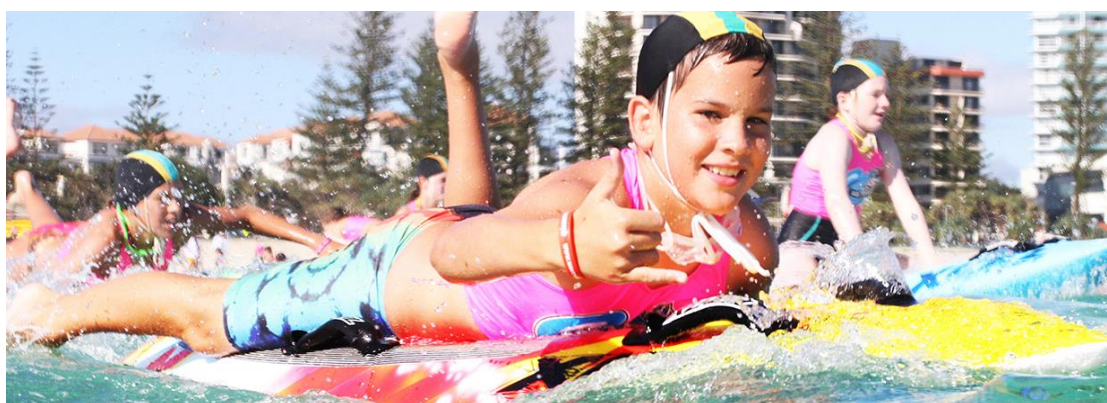
Therefore the strategic benefits for SLS are:

- Increased participation in SLS activities and pathway programmes.
- Increased awareness of the sport of SLS and other pathways within SLS.
- Strengthened linkages between SLSCs and SSOs.
- Strengthened linkages between SLSCs and aquatic facilities.
- Strengthened linkages between SSOs and aquatic facilities.

Surf Life Saving Sporting Schools aims

The following are proposed aims of a SLS SSP:

- To connect children with a SLS programme focussed on promoting an active, healthy, inclusive and community oriented lifestyle that has the added benefit of providing the knowledge and skills that may one day save a life.
- To provide a SLS programme in which children are learning about the sport of surf lifesaving in a fun and safe environment.
- To promote children's future engagement with SLS by increasing the awareness of SLS activities and pathways, starting from Nippers.



Recommendations

The following recommendations are made based on the study findings including environmental analysis, financial analysis and pilot programme evaluation. The overarching recommendation is that SLSA should pursue a formal ongoing engagement in the SSP.

Subsequent to this recommendation and in order to maximise the uptake nationally from a SLS SSP it is recommended that:

1. The SLS SSP will consist of two stages each with a minimum four hours of instruction and including the skill and knowledge outcomes in Table 2 (Stage 1) and Table 3 (Stage 2). The two stages will be featured on the SSP website as the SLS SSP. A school would essentially register for the SLS SSP from the website then be directed to a SSO or other Provider.
2. Any programme delivered under SLS SSP must ensure the skill and knowledge outcomes in Table 2 (Stage 1) and Table 3 (Stage 2) and as validated by the SLS Sporting Schools state working group are delivered. For example, this translates to a SSO having the ability to deliver a current programme, updated if required, to ensure coverage of each skill and knowledge outcome in the SLS SSP.
3. The SLS SSP should allow for flexibility in the duration of sessions and the number of sessions delivered. In regards to a single session versus multiple sessions, both delivery formats have their place and associated advantages and disadvantages in terms of reach and engagement. Allowing for both delivery formats will increase the potential reach and engagement in a SLS SSP.
4. SLS SSP programme providers with the appropriate qualifications in the first instance need to be pre-approved/ nominated by the relevant SSO and subsequently endorsed by the NSO.
5. If each of the above four requirements are met there should be a recognisable endorsement such as the Sporting Schools logo that can be used in programme promotion and collateral. It is important to have a single recognisable name for the SLS SSP for schools and the ASC to identify with.
6. Risk Management processes and procedures and the adherence to these must be clearly outlined by SLSA in any resources/guidelines produced for providers. In addition, an understanding of the swimming competency of participants must be gained for aquatic programmes from a safety perspective. Therefore the level of swimming competency must be assessed either prior to or on the first day of a programme. If no assessment is made then the lowest level of swimming competency must be assumed. Activities must be adjusted to the appropriate level of swimming competency of the students.
7. The NSO provide support to SSOs and SLSCs to ensure the minimum qualifications for the SLS SSP coaches are met, including Bronze Medallion and Foundation Coach.
8. The NSO reviews insurance coverage for SSOs and SLSCs to ensure the appropriate coverage for SSOs and SLSCs delivering a SLS SSP. The review should clarify insurance coverage and the responsibility differentiation between schools and SLSCs, and schools and SSOs. Subsequent processes and procedures required should be clearly outlined by the NSO in any resources/guidelines produced for providers.
9. High visibility vests are used for all programme participants. High visibility vests have recently been introduced by SLS as a safety requirement for Nippers as well as SLS sports events. Due to the high costs involved in the purchase and maintenance of rash vests a more detailed review of this recommendation is required. This would ideally fit with a national sponsorship.
10. Following the financial analysis:
 - a. NSO to gain support from ASC to enable programmes to be delivered with flexibility on the number of sessions and duration to minimise price per student.
 - b. The NSO uses the financial model provided in this report as a starting point to develop actual assumptions, delivery scenarios and a recommended price per student based on the number of sessions, the duration and the number of students.
 - c. Each SSO to use the financial model with any localised assumptions where required to develop an actual price per student. This also includes a financial contribution to the NSO for maintenance and administration.
11. Administrative support is provided at a national, state and territory level and therefore dedicated SLS SSP staff member is provided at each level.
12. An extensive SLS SSP implementation plan be developed and must encompass:
 - a. Internal and external communications.
 - b. Timelines for implementation.
 - c. Development of linkages between SSOs and SLSCs to ensure schools are linked to the most appropriate programme for their needs.
 - d. Support and training for SLSCs to ensure sustainable programmes.
 - e. Ongoing monitoring and evaluation of the programme.

13. A national online resource repository be developed and include a SLS SSP resource kit, with online resources/templates and promotional resources as well as allowing the sharing of existing resources between SSOs.
 - a. Key recommendations from SSOs and from the market segmentation research regarding resources are the need for templates that can be adjusted locally and for student and parent specific resources to direct them to their local SLSC, how to join and what would be involved.
 - b. The Modified SSO Provider programme tested in the pilot to meet the skill and knowledge outcomes can be used as the basis for a national resource.
14. Training is provided to upskill SLSCs in all aspects of programme delivery.
15. The results of the current study be utilised to ensure that children that become members through SLS SSP are retained in the long term and have a clear pathway through SLS.



Conclusions

Overall a SLS SSP is feasible as demonstrated by the pilot programme and as indicated by in depth discussions with the SSOs of SLS. It is important to note the caveats to this statement that a number of recommendations must be met in order for the successful implementation of the programme.

A sporting programme that provides children with the skills and knowledge that could one day save a life is a key value-add for schools and children alike. The clear point of difference and value-add in providing a SLS SSP for schools and students is in providing a sporting programme that also has the ability to provide students with vital lifesaving skills and knowledge. There is also the potential to attract a broader range of children to SLS in the longer term by demonstrating the range of pathways available from surf sports through to lifesaving patrols.

In order to attract children to SLS in both the short and long term a programme needs to focus on learning through fun and the social aspect of SLS rather than competition. There should also be cues provided within the programme so that children can see what aspects of the programme relate to activities they would continue to do if they became a member of a SLS club and continue with SLS in the long term.



Appendices

Appendix A – Surf Life Saving Sporting Schools Pilot Programme Activity Assessment and Surveys

Activity levels – SLS Sporting Schools

School: _____ Date: _____ Location: _____ Name: _____

Level of activity

| Rotation | Vigorous | Moderate | Low | | Sedentary | Total |
|----------|----------|----------|-----|----------|-----------|-------|
| | | | | Standing | | |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |
| | | | | | | 20 |

Activity intensity levels

| Level of intensity | Physical Activity Description | Examples |
|--------------------|--|---|
| Vigorous | Activity that makes children breathe harder and faster (“huff and puff”). | Jogging, fast swimming, sprinting, basketball, soccer. Playing with children or dogs at a fast pace, many organised sports or tasks that involve lifting, carrying or digging. |
| Moderate | Activity requires some effort, but still allows you to speak easily while undertaking the activity | Brisk walking, sports involving catch and throw (such as volleyball and baseball) Active play, brisk walking, recreational swimming, or riding a bike. |
| Low | Movement requires minimal effort | Light walking, stretching, practising paddling on a board, Standing, playing piano |
| Sedentary | No movement | Sitting, lying down |



SLS Sporting Schools – Student feedback

Date: _____ Start and End time: _____

School: _____ Year level: _____

Assessor name: _____

Follow up with small groups of 5-6 students during last rotation. List the different types of responses by the students, and the number of students that gave each response. For example, one child may say “I learned about water safety today” and two others say, “Yes, me too”. Response = Learned about water safety. Number of children that gave this response = 3.

Number of children surveyed: _____

Q1. What was the main thing you learned today? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response |
|----------|--|
| | |
| | |
| | |
| | |
| | |

Q2. What was the best thing you did today? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response | Why? |
|----------|--|------|
| | | |
| | | |
| | | |
| | | |

Q3. What would you like to do more of? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response | Why? |
|----------|--|------|
| | | |
| | | |
| | | |
| | | |

Q4. Was there anything you did that you didn't like? What was it? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response | Why? |
|----------|--|------|
| | | |
| | | |
| | | |
| | | |

Q5a. Do you do currently or have you done Nippers or other lifesaving activities? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response | If no longer doing why? |
|----------|--|-------------------------|
| Yes | | |
| No | | |
| Unsure | | |

Q5b. Would you like to join a lifesaving club and do more lifesaving activities like you did today? ONE RESPONSE PER STUDENT

| Response | Number of children that gave this response | Why? |
|----------|--|------|
| Yes | | |
| No | | |
| Unsure | | |

Date: _____ Start and End time: _____

School: _____ Year level: _____

Assessor name: _____

SLS Sporting Schools – Teacher feedback

Interview conducted either on-site by team leader or over the phone by research staff.

Provide as much detail as possible when recording answers. Single words responses (e.g. “weather” or “instructors”) are not enough. Please expand (e.g. “instructors were very knowledgeable”).

Q1. Did you coordinate the registration for your school to do the program with SLSA Sporting Schools? If yes, how did you find the registration process?

Q2a. What is your understanding of the Sporting Schools program?

Q2b. The program taught practical water safety activities to make learning personal survival skills and emergency response fun and engaging for the students. What do you think about the content of the program?

Prompt: Was the content appropriate for your students? Was it fun and engaging?

Q3. From your understanding of Sporting Schools, did the program delivered today meet your expectations?

Prompt: Was it more or less than you expected and in what ways?

What could be changed or improved?

Q4a. How many sessions were you interested in as part of Surf Lifesaving for Sporting Schools? _____

Q4b. Was the length of the session provided suitable to your needs? _____

Q4c. Was the timing of sessions (before/during/after school) suitable to your needs?

Q5. How do you think this program differs from other sports that are included in the Sporting Schools program?

Prompt: Type of content, skills taught, way of teaching?

Q6a. How relevant was today’s program in relation to the Curriculum (state or national)?

Q6b. Is it important to align programs such as this to the curriculum (state/national)? Why?

Q7. Do you think this program will encourage the students to join a lifesaving club? Why?

Q8. Did your students enjoy the program?

Prompt: What did they enjoy? What could have been improved?

Q9. Would you recommend the program to other schools?

Prompt: Why/why not?

Q10. Do you have any other comments?

Appendix B – Surf Life Saving Sporting Schools Programme components including activity levels and relevant curriculum and framework linkages

Table B.1 Stage 1 Surf Life Saving Sporting Schools Programme components and recommended activity levels for Foundation Year, and Years 1 and 2 school children. Linkages between each skill and knowledge outcome to the National Curriculum and FTEM framework along with example activities and games* outlined. *Source: SLSA Junior Development Resource Kit.

| SLS Element | SLS Skill & Knowledge Outcome | Recommended Activity Level | Recommended time spent on activity (% of programme) | Example Activities | Example Games* (Under 6 to Under 9) | Link to National Curriculum (HPE) | Link to ASC FTEM Framework |
|---|---|----------------------------|---|---|--|-----------------------------------|----------------------------|
| Safety briefing/ Skills assessment | Safety briefing & skills assessment (conducted at the first session or assumed base level) | S | 9% | | | | |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide | N/A | N/A | Reinforced in all of the below (i.e. wear sunscreen, rash vest and hats throughout the programme) | Slip, Slop, Slap & Slide; Being SunSmart | Sub-strand 1 | |
| Personal Safety | Understand the importance of adult supervision when in, on, or around water Buddy system - Always swim with a friend | N/A | N/A | Reinforced in all of the below (i.e. buddy system; emphasised in activities such as rescues) | If I need help, At arms length, F.L.A.G.S | Sub-strand 1 | |
| Water (Surf) Awareness | Identify dangers & hazards found at aquatic environments | L | 1% | Water safety walk & talk/ learn by exploring | Friend or foe?, Danger, Hazard watch, An angry sea | Sub-strand 1&3 | |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red & yellow flags | N/A | N/A | Reinforced in lifesaving skill activities. | I'm a lifesaver, Beach Patrol, Its all red & yellow, F.L.A.G.S | Sub-strand 1&6 | |
| | Identify key safety signage, i.e. the Red & Yellow flags | L | 1% | Water safety walk & talk/ learn by exploring | I'm a lifesaver, Beach Patrol, Its all red & yellow, F.L.A.G.S, Signs of the times | Sub-strand 1&3 | |
| | Identify people who can help us & their role, in particular lifesavers & lifeguards | L | 1% | Water safety walk & talk; reinforced in lifesaving skill activities (show different uniforms where relevant) | I'm a lifesaver, Beach Patrol, Its all red & yellow, F.L.A.G.S | Sub-strand 1 | |
| Lifesaving Skills | Attempt a safe entry & exit | M | 11% | Reinforced in all water activities (e.g. tube rescues, wading, races, relays [transitions]). | Swinging legs, Walking over water, In and out | Sub-strand 1,4&6 | FTEM 1 |
| | Identify, understand the importance of & practice using a flotation aids | M | 12% | Running, wading, swimming (e.g. with lifejacket depending on localised conditions such as rivers or when discussing boating), rescues (e.g. with rescue tube) | Bondi style | Sub-strand 1&6 | FTEM 1 |
| | As a patient, demonstrate what to do in an emergency, including signalling for help | M | 3% | Relays, tube rescues | If I need help, Beach Patrol, F.L.A.G.S | Sub-strand 1 | |

| | | | | | | |
|--|---|-----|-----|--|--|-----------------------|
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) & providing key information to the operator | L | 1% | Relays, tube rescues | It's an emergency, Getting the right help | Sub-strand 1 |
| | Attempt a safe rescue | M | 6% | Tube rescues | Beach Patrol, Stick your hand up | Sub-strand 1&6 FTEM 1 |
| Surf Sport Skills (water-based) | Develop confidence in shallow open water | N/A | N/A | Wading, swimming, float, scull, tread water. | Beached Whales | Sub-strand 4&6 FTEM 1 |
| | Demonstrate wading in & out of the water | V | 11% | Wading, rescues, relays | Swinging legs, Walking over water | Sub-strand 4&6 FTEM 1 |
| | Demonstrate or attempt submerging head underwater | M/V | 5% | Wading, dolphin diving, swimming. | I'm a dolphin | Sub-strand 4&6 FTEM 1 |
| | Demonstrate or attempt floating on back & front | L | 3% | Swimming, rescues | | Sub-strand 4&6 FTEM 1 |
| | Recover from float to standing position | L | 3% | Swimming, rescues | | Sub-strand 4&6 FTEM 1 |
| | Participate in a skills sequence | V | 10% | Relays, wade races (run-wade-run) | In and out | Sub-strand 4&6 FTEM 2 |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | V | 11% | Beach sprints, beach flags, relay races | Land crabs, In it together, Ready. Set. Go!, In a rush | Sub-strand 4&6 FTEM 1 |
| | Experience competition events (team events) | V | 11% | Beach sprints, beach flags, relay races | Beach fairies, Land crabs, In it together, Get off the ground, Diving for the precious | Sub-strand 4&6 FTEM 2 |

Activity levels: V = Vigorous, M = Moderate, L = Low, S=Sedentary, N/A=Not applicable as incorporated into other aspects taught in the program (e.g. Sun safety promoted in every activity-wear a hat, apply sunscreen etc). Note, as defined by the Department of Health, vigorous activity is that which makes children breathe harder and faster or "huff and puff" (e.g. running and fast swimming) and moderate activity requires some effort, but still allows a child to speak easily while undertaking the activity (fast walking, paddling). Low activity levels includes light walking, standing, putting on a lifejacket and being sedentary involves sitting or lying down.

Table B.2 Stage 2 Surf Life Saving Sporting Schools Programme components and recommended activity levels for Years 3 and 4, and Years 5 and 6 school children. Linkages between each skill and knowledge outcome to the National Curriculum and FTEM framework along with example activities and games* outlined. *Source: SLSA Junior Development Resource Kit.

| SLS Element | SLS Skill & Knowledge Outcome | Recommended Activity Level | Recommended time spent on activity (% of programme) | Example activities | Example Games* (Under 10 to Under 13) | Link to National Curriculum (HPE) | Link to ASC FTEM Framework |
|---|--|----------------------------|---|--|---|-----------------------------------|----------------------------|
| Safety briefing/ Skills assessment | Safety briefing & skills assessment (conducted at the first session or assumed base level) | N/A | 9% | | | | |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide and demonstrate the SunSmart guidelines | N/A | N/A | Reinforced in all of the below (i.e. wear sunscreen, rash vest and hats throughout the programme) | That's Sunsmart, Sun effects | Sub strand 1 | |
| Personal Safety | Understand the importance of having adult supervision when in, on, or around the water Buddy system - Always swim with a friend | N/A | N/A | Reinforced in all of the below (i.e. buddy system; emphasised in activities such as rescues) | You can talk, Count the tips | Sub strand 1 | |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | L | 1% | Water safety walk and talk; learn by exploring | You little ripper , Risky business, Rip it up, Count the tips | Sub-strand 1&3 | |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | N/A | N/A | Reinforced in lifesaving skill activities. | Behave!, Risky business, Count the tips | Sub-strand 1&6 | |
| | Identify key safety signage, i.e. the Red and Yellow flags | L | 1% | Water safety walk and talk; learn by exploring | Behave!, Sign language, Count the tips | Sub-strand 1&3 | |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | L | 1% | Water safety walk and talk; reinforced in lifesaving skill activities. | You can talk, On patrol, Count the tips | Sub strand 1 | |
| | Understand features of open water, i.e. different wave types, temperature and currents | L | 1% | Reinforced in all water activities (e.g. board rescues, tube rescues, wading, races, relays [transitions], dolphin diving). | I'm a Fish!, Gail force, Rip it up, Board race/ Board rescue | Sub strand 1&3 | |
| | Identify a rip current | L | 1% | Water safety walk and talk; Reinforced in lifesaving skill activities (awareness of dangers & utilisation in surf sports tactics [this message needs to be taught with caution, it is dependent on skill levels]). | Rip it up | Sub strand 1 | |
| | Demonstrate how to avoid and escape a rip current | M | 1% | Water safety walk and talk; Reinforced in lifesaving skill activities. | Rip it up | Sub strand 1 | |
| Lifesaving Skills | Perform a safe entry and exit | M | 9% | Reinforced in all water activities (e.g. board rescues, tube rescues, wading, races, relays [transitions]). | Hop-a-long, Ride with me, Board rescue, Rescue me | Sub-strand 1,4&6 | FTEM 1 |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | M/V | 1% | Board paddling, rescues | Serious fun, Bondi style, Up & Out, Ride with me, Rescue me | Sub-strand 1&6 | |
| | Demonstrate use of a flotation aid | V | 9% | Running, wading, swimming (e.g. with lifejacket), board paddling, rescues (e.g. with rescue tube) | Serious fun, Bondi style, Up & Out, Ride with me , Off and under, Rescue me | Sub-strand 1,4&6 | FTEM 1 |
| | As a patient, demonstrate what to do in an emergency, including signalling for help | M | 2% | Board rescues, tube rescues | Serious fun, Bondi style, Board rescue/ Board race, Rescue me | Sub-strand 1 | |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | L | 1% | Reinforced in lifesaving skill activities. | Serious fun, Bondi style, Here to help, Giving hope | Sub-strand 1 | |

| | | | | | | | |
|--|--|-----|---|---|--|----------------|------------|
| | Perform a safe rescue using a rescue device, i.e. rescue tube or rope | M | 6% | Board rescues, tube rescues | Serious fun, Bondi style, Ride with me , Rescue me, Board race/ Board rescue | Sub-strand 1&6 | FTEM 1 |
| Surf Sport Skills (water-based) | Develop confidence in open water | N/A | N/A | Wading, swimming, float, scull, tread water, board paddling. | I'm a Fish!, Off and under, Board race/ Board rescue | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate submerging head underwater | V | 1% | Wading, rescues, board paddling, relays, dolphin diving. | Serious fun, I'm a Fish!, The big stuff. | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate floating, sculling and treading water. | L | 1% | Swimming, board rescue, tube rescue. | Serious fun, Bondi style, I'm a Fish!, Board race/ Board rescue, Rescue me | Sub-strand 4&6 | FTEM 1 |
| | Recover from float to standing position | L | 1% | Swimming, rescues | Bondi style, Up & Out, Rescue me | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate wading in and out of the water and knowledge of relevance in surf sports | V | 4% | Swimming, board rescues, tube rescues, board paddling, relays, ironman races. | Serious fun, Bondi style, Ironperson relay, Run-swim-run | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt dolphin-diving | V | 6% | Relays, wade races (run-wade-run), rescues. | I'm a Fish!, Board race/ Board rescue, Rescue me, Run-swim-run | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate or attempt movement on front and back | M | 5% | Swimming, rescues | I'm a Fish!, Off and under, Board race/ Board rescue, Rescue me | Sub-strand 4&6 | FTEM 1 |
| | Demonstrate paddling technique on a board and knowledge of relevance in surf sports | V | 7% | Board paddling, board rescues, races, relays, ironman. | Serious fun, Up & Out, The easy way in, Off and under, Ride with me, Board race/ Board rescue | | FTEM 1 |
| | Demonstrate or attempt catching a wave on a board and knowledge of relevance in surf sports | V | 1% | Board paddling, board rescues, races, relays, ironman. | The easy way in, Off and under, The big stuff, Board race/ Board rescue | Sub-strand 4&6 | FTEM 1&2 |
| | Participate in a skills sequence. Focusing on transitioning between skills in water and on land. | V | 6% | Relays, wade races (run-wade-run), board races, ironman / ironwoman (run-wade-board). | Round we go, Serious fun, Bondi style, Board race/ Board rescue, Ironperson relay | Sub-strand 4&6 | FTEM 1,2&3 |
| Participate in team activities | V | 6% | Wade and board relays, rescues, beach relays. | Round we go, Board race/ Board rescue, Ironperson relay, Run-swim-run, beach sprint/ beach relay, beach flags | Sub-strand 4&6 | FTEM 1,2&3 | |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | V | 9% | Beach sprints, beach flags, relay races | Your turn, Up and at em', Hard and fast, Hustle and bustle, Beach sprint/ Beach relay, Beach flags | Sub-strand 4&6 | FTEM 1&2 |
| | Experience competition events (focus on individual events), i.e beach flags and running relays | V | 9% | Beach sprints, beach flags, relay races | Your turn, Up and at em', Hard and fast, Beach sprint/ Beach relay, Beach flags | Sub-strand 4&6 | FTEM 1,2&3 |
| Healthy, Active Communities | Learn about lifesaving clubs and role of clubs in communities, as well as ongoing participation opportunities. | N/A | N/A | Reinforced in all activities | Looking after you, Welcome to the family! | Sub-strand 4&6 | FTEM 3 |
| Health and Well-being | Recognise the importance of hydration, nutrition and exercise | N/A | N/A | Reinforced in all activities | Lifesmart, Body works | Sub-strand 1 | |

Activity levels: V = Vigorous, M = Moderate, L = Low, S=Sedentary, N/A=Not applicable as incorporated into other aspects taught in the program (e.g. Sun safety promoted in every activity-wear a hat, apply sunscreen etc). Note, as defined by the Department of Health, vigorous activity is that which makes children breathe harder and faster or "huff and puff" (e.g. running and fast swimming) and moderate activity requires some effort, but still allows a child to speak easily while undertaking the activity (fast walking, paddling). Low activity levels includes light walking, standing, putting on a lifejacket and being sedentary involves sitting or lying down.

Appendix C – Example resources

Table C.1 Example activity grid with activity levels – Stage 2 (Years 3 and 4, Years 5 and 6), four hour session

| Rotation Times | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|-----------------|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 10:15am-10:30am | INTRODUCTION – Safety Briefing / apply sunscreen | | | | |
| 10:30am-10:50am | Water Safety Discussion (L) | Water Safety Discussion (L) | Water Safety Discussion (L) | Water Safety Discussion (L) | Water Safety Discussion (L) |
| 10:50am-11:10am | Beach Sprints (M/V) | Nipper Boards (M/V) | Beach Flags (M) | Body Boards (M) | Lif jackets & Survival Skills (M) |
| 11:10am-11:30am | Lif jackets & Survival Skills (M) | Beach Sprints (M/V) | Nipper Boards (M/V) | Beach Flags (M) | Body Boards (M) |
| 11:30am-11:40am | BREAK - Drink & Snack / re-apply sunscreen | | | | |
| 11:40am-12:00pm | Body Boards (M) | Lif jackets & Survival Skills (M) | Beach Sprints (M/V) | Nipper Boards (M/V) | Beach Flags (M) |
| 12:00pm-12:20pm | Beach Flags (M) | Body Boards (M) | Lif jackets & Survival Skills (M) | Beach Sprints (M/V) | Nipper Boards (M/V) |
| 12:20pm-12:40pm | Nipper Boards (M/V) | Beach Flags (M) | Body Boards (M) | Lif jackets & Survival Skills (M) | Beach Sprints (M/V) |
| 12:40pm-1:00pm | BREAK - Lunch & Drink / re-apply Sunscreen | | | | |
| 1:00pm-1:30pm | Rescues (M) | Ironman & Ironwoman (M/V) | Rescues (M) | Ironman & Ironwoman (M/V) | Rescues (M) |
| 1:30pm-2:00pm | Ironman & Ironwoman (M/V) | Rescues (M) | Ironman & Ironwoman (M/V) | Rescues (M) | Ironman & Ironwoman (M/V) |
| 2:00pm-2:15pm | CONCLUSION – Thank you & Summary of Day (safety messages) | | | | |

Activity levels: V = Vigorous, M = Moderate, L = Low

Table C.2 Example activity grid with activity levels – Stage 2 (Years 3 and 4, Years 5 and 6), one hour session

| Rotation Times | Group 1 | Group 2 | Group 3 | Group 4 |
|-----------------|--|---|---|---|
| 9:30am-9:40am | INTRODUCTION – Roll call / apply sunscreen / warm-up* | | | |
| 9:40am-9:50am | Bondi Style (Beach relay) (M) | Catching Waves (M) | Paddle Along (Nipper Boards) (M/V) | Surf Swim (depending on capabilities) (M/V) |
| 9:50am-10:00am | Surf Swim (depending on capabilities) (M/V) | Bondi Style (Beach relay) (M) | Catching Waves (M) | Paddle Along (Nipper Boards) (M/V) |
| 10:00am-10:10am | Paddle Along (Nipper Boards) (M/V) | Surf Swim (depending on capabilities) (M/V) | Bondi Style (Beach relay) (M) | Catching Waves (M) |
| 10:10am-10:25am | Catching Waves (M) | Paddle Along (Nipper Boards) (M/V) | Surf Swim (depending on capabilities) (M/V) | Bondi Style (Beach relay) (M) |
| 10:25am-10:30am | CONCLUSION – De brief (discussion of the activity, skills learnt and application when at the beach) | | | |

*Note in Session 1 the safety briefing would be longer, Activity levels: V = Vigorous, M = Moderate, L = Low

Table C.3 Example games for Stage 1 and Stage 2 programmes

| Games | Stage 1 (Foundation, Years 1 and 2) | Stage 2 (Years 3 and 4, Years 5 and 6) |
|----------------------------|--|---|
| Beached whales | ✓ | |
| Swinging legs | ✓ | |
| Beach fairies | ✓ | |
| Land crabs | ✓ | |
| Walking over the water | ✓ | |
| In and out | ✓ | |
| It's mine | ✓ | |
| In it together | ✓ | |
| I'm a dolphin | ✓ | |
| Ready. Set. Go | ✓ | |
| Get off the ground | ✓ | |
| Drink Eat Exercise | ✓ | |
| Stiff as a board | ✓ | |
| In a rush | ✓ | |
| Diving for the precious | ✓ | |
| Hop -a-long | | ✓ |
| Getting through it | | ✓ |
| Bay watch style | | ✓ |
| Your turn | | ✓ |
| Up and out | | ✓ |
| I'm a fish | | ✓ |
| Up and at em' | | ✓ |
| Round we go | | ✓ |
| Off and under | | ✓ |
| The big stuff | | ✓ |
| Hard and fast | | ✓ |
| hustle and bustle | | ✓ |
| Board race/ Board rescue | | ✓ |
| Surf race/ Run -Swim-Run | | ✓ |
| Rescue me | | ✓ |
| Beach Sprint/Beach Relay | | ✓ |
| Beach flags | | ✓ |
| Ironperson/ Cameron relays | | ✓ |

Appendix D – Programme mapping exercise

Table D.1 Mapping of Stage 1 components to proposed Surf Life Saving Sporting Schools pilot programmes conducted in November 2015 (prior to pilot programme commencement).

| Stage 1 | | | |
|--|---|-----------------------------------|---|
| Foundation, Years 1 and 2 | | | |
| Element | Skill & Knowledge Outcome | SSO Provider Programme (Victoria) | Teacher Provider/Coach Provider Programme (NSW) |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide | Yes | Yes |
| Personal Safety | Understand the importance of adult supervision when in, on, or around water | Yes | Gap |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | Yes | Yes |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | Yes | Yes |
| | Identify key safety signage, i.e. the Red and Yellow flags | Yes | Yes |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | Yes | Yes |
| Survival Skills | Attempt a safe entry and exit | Yes | Gap |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | Yes | Yes |
| | Practice using a flotation aid | Yes | Yes |
| Rescue Skills | As a patient, demonstrate what to do in an emergency, including signalling for help | Yes | Yes |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | Yes | Yes |
| | Attempt a safe rescue, including talk, reach and throw | Yes | Yes |
| Surf Sport Skills (water-based) | Develop confidence in shallow open water | Yes | Yes |
| | Demonstrate wading in and out of the water | Yes | Yes |
| | Demonstrate or attempt submerging head underwater | Yes | Yes |
| | Demonstrate or attempt floating on back and front | Yes | Gap |
| | Recover from float to standing position | Yes | Gap |
| | Participate in a skills sequence, i.e. run-wade-run | Yes | Yes |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | Gap | Yes |
| | Experience competition events, i.e beach flags and running relays | Gap | Yes |

Table D.2 Mapping of Stage 2 components to Surf Life Saving Sporting Schools pilot programmes conducted in November 2015 (prior to pilot programme commencement).

| Stage 2 - Years 3 and 4, Years 5 and 6 | | | |
|--|---|-----------------------------------|---|
| Key Learning Area | Outcome | SSO Provider Programme (Victoria) | Teacher Provider/Coach Provider Programme (NSW) |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide and demonstrate the SunSmart guidelines | Yes | Yes |
| Personal Safety | Understand the importance of having adult supervision when in, on, or around the water | Yes | Gap |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | Yes | Yes |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | Yes | Yes |
| | Identify key safety signage, i.e. the Red and Yellow flags | Yes | Yes |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | Yes | Yes |
| | Identify dangerous marine animals and strategies to avoid / treat | Gap | Gap |
| | Understand features of open water, i.e. different wave types, temperature and currents | Yes | Gap |
| | Identify a rip current | Yes | Yes |
| | Demonstrate how to avoid and escape a rip current | Yes | Gap |
| Survival Skills | Perform a safe entry and exit | Yes | Gap |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | Yes | Yes |
| | Demonstrate use of a flotation aid, i.e. board paddling and survival swimming | Yes | Yes |
| Rescue Skills | As a patient, demonstrate what to do in an emergency, including signalling for help | Yes | Yes |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | Yes | Yes |
| | Perform a safe rescue (reach / throw) using a rescue device, i.e. rescue tube or rope | Yes | Yes |
| Surf Sport Skills (water-based) | Develop confidence in open water | Yes | Yes |
| | Demonstrate submerging head underwater | Yes | Yes |
| | Demonstrate floating on back and front | Yes | Gap |
| | Recover from float to standing position | Yes | Gap |
| | Demonstrate wading in and out of the water | Yes | Yes |
| | Demonstrate or attempt dolphin-diving | Gap | Yes |
| | Demonstrate or attempt movement on front and back using survival strokes / sculling | Gap | Gap |
| | Demonstrate paddling technique on a board | Yes | Yes |
| | Demonstrate or attempt catching a wave on a board | Yes | Yes |
| | Participate in a skills sequence, i.e. ironman / ironwoman (run-wade-board) | Yes | Yes |
| Participate in a team activities i.e. wade or board relays | Yes | Yes | |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | Yes | Yes |
| | Experience competition events, i.e beach flags and running relays | Yes | Yes |
| Healthy, Active Communities | Learn about lifesaving clubs and role of clubs in communities, emergency situations. | Yes | Yes |
| Health & Well-being | Recognise the importance of hydration, nutrition and exercise | Yes | Gap |

Table D.3 Surf Lifesaving Sporting Schools Stage 1 Elements and Outcomes Programme Mapping –Victoria

| Stage 1 Foundation Year, Years 1 and 2 | | |
|---|---|---|
| Element | Skill & Knowledge Outcome | SSO Provider Programme (Victoria) P-2 Program Instructor Manual (Page Numbers) |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide | 1 |
| Personal Safety | Understand the importance of adult supervision when in, on, or around water | 1 |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | 1,2 |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | 1,2,3,4 |
| | Identify key safety signage, i.e. the Red and Yellow flags | 1,2 |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | 1,2,3 |
| Survival Skills | Attempt a safe entry and exit | 4 |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | 3,4 |
| | Practice using a flotation aid | 3,4 |
| Rescue Skills | As a patient, demonstrate what to do in an emergency, including signalling for help | 1,2 |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | 1 |
| | Attempt a safe rescue, including talk, reach and throw | 2,3,4 |
| Surf Sport Skills (water-based) | Develop confidence in shallow open water | 3,4 |
| | Demonstrate wading in and out of the water | 3,4 |
| | Demonstrate or attempt submerging head underwater | 3,4 |
| | Demonstrate or attempt floating on back and front | 3,4 |
| | Recover from float to standing position | 3,4 |
| | Participate in a skills sequence, i.e. run-wade-run | 3,4 |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | Gap |
| | Experience competition events, i.e beach flags and running relays | Gap |

Table D.4 Surf Lifesaving Sporting Schools Stage 2 Elements and Outcomes Programme Mapping –Victoria

| Stage 2 Years 3 and 4, Years 5 and 6 | | |
|---|---|---|
| Key Learning Area | Outcome | SSO Provider Programme (Victoria) Years 3-6 Program Instructor Manual (Page Numbers) |
| Sun Safety | Understand key SunSmart messages, i.e. Slip Slop Slap Seek Slide and demonstrate the SunSmart guidelines | Gap |
| Personal Safety | Understand the importance of having adult supervision when in, on, or around the water | 8,9,11,12,13 |
| Water (Surf) Awareness | Identify dangers and hazards found at aquatic environments | 8,9,11,12,13 |
| | Understand how to be safe around water including key safety messages, i.e. Always swim between the red and yellow flags | 8,9,12,13 |
| | Identify key safety signage, i.e. the Red and Yellow flags | 8,9 |
| | Identify people who can help us and their role, in particular lifesavers and lifeguards | 8,9,11,12,13 |
| | Identify dangerous marine animals and strategies to avoid / treat | Gap |
| | Understand features of open water, i.e. different wave types, temperature and currents | 8,11,13,15 |
| | Identify a rip current | 8 |
| Survival Skills | Understand how to avoid and escape a rip current | 8 |
| | Perform a safe entry and exit | 11,12,13,15,16 |
| | Identify and understand the importance of flotation aids, i.e. boards and rescue tubes | 11,12,13,15,16 |
| Rescue Skills | Demonstrate use of a flotation aid, i.e. board paddling and survival swimming | 11,12,13,15,16 |
| | As a patient, demonstrate what to do in an emergency, including signalling for help | 8,9,12,13 |
| | As a rescuer, demonstrate sending for help, including calling Triple Zero (000) and providing key information to the operator | 10,12 |
| Surf Sport Skills (water-based) | Perform a safe rescue (reach / throw) using a rescue device, i.e. rescue tube or rope | 10,11,12,13,15,16 |
| | Develop confidence in open water | 11,12,13,15,16 |
| | Demonstrate submerging head underwater | 11,12,13,15,16 |
| | Demonstrate floating on back and front | 12,13 |
| | Recover from float to standing position | 12,13 |
| | Demonstrate wading in and out of the water | 11,12,13,15,16 |
| | Demonstrate or attempt dolphin-diving | 16 |
| | Demonstrate or attempt movement on front and back using survival strokes / sculling | 16 |
| | Demonstrate paddling technique on a board | 11,15,16 |
| | Demonstrate or attempt catching a wave on a board | 11,15,16 |
| Participate in a skills sequence, i.e. ironman / ironwoman (run-wade-board) | 11,12,13,15,16 | |
| Participate in a team activities i.e. wade or board relays | 11,12,13,15,16 | |
| Surf Sport Skills (land-based) | Demonstrate running and jumping skills on a range of surfaces, i.e. sand and grass | 14 |
| | Experience competition events, i.e beach flags and running relays | 14 |
| Healthy, Active Communities | Learn about lifesaving clubs and role of clubs in communities, emergency situations. | 8,9,10 |
| Health and Well-being | Recognise the importance of hydration, nutrition and exercise | 8,9,10,11,12,13,14,15,16 |

Appendix E – Financial calculations and assumptions

Table E.1 Financial calculations for a programme of 4 by 1 hour sessions or 1 by 4 hour session with variable numbers of students per programme

| Delivery type | Programme of 4 by 1 hour sessions | Programme of 1 by 4 hour session | Programme of 4 by 1 hour sessions | Programme of 1 by 4 hour session | Programme of 4 by 1 hour sessions | Programme of 1 by 4 hour session | Programme of 4 by 1 hour sessions | Programme of 1 by 4 hour session | Programme of 4 by 1 hour sessions | Programme of 1 by 4 hour session |
|-------------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| Students in Programme | 20 | 20 | 40 | 40 | 60 | 60 | 80 | 80 | 100 | 100 |
| No. of Team Leaders | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| No. of Instructors | 4 | 4 | 8 | 8 | 12 | 12 | 16 | 16 | 20 | 20 |
| Session | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 |
| Fixed Costs per Programme | | | | | | | | | | |
| Team Leader | 368 | 184 | 368 | 184 | 368 | 184 | 368 | 184 | 368 | 184 |
| Instructor | 866 | 541 | 1,731 | 1,082 | 2,597 | 1,623 | 3,462 | 2,164 | 4,328 | 2,705 |
| Administration - booking | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 |
| Administration - session | 140 | 35 | 140 | 35 | 140 | 35 | 140 | 35 | 140 | 35 |
| Logistics | 280 | 70 | 280 | 70 | 280 | 70 | 280 | 70 | 280 | 70 |
| Equipment | 200 | 200 | 400 | 400 | 600 | 600 | 800 | 800 | 1,000 | 1,000 |
| Travel | 296 | 74 | 296 | 74 | 296 | 74 | 296 | 74 | 296 | 74 |
| Overheads | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| NSO Contribution | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Total | \$ 2,419.52 | \$ 1,373.96 | \$ 3,485.12 | \$ 2,114.96 | \$ 4,550.72 | \$ 2,855.96 | \$ 5,616.32 | \$ 3,596.96 | \$ 6,681.92 | \$ 4,337.96 |
| Variable Costs per Programme | | | | | | | | | | |
| Resources | 40 | 40 | 80 | 80 | 120 | 120 | 160 | 160 | 200 | 200 |
| Total | \$ 40.00 | \$ 40.00 | \$ 80.00 | \$ 80.00 | \$ 120.00 | \$ 120.00 | \$ 160.00 | \$ 160.00 | \$ 200.00 | \$ 200.00 |
| Total Program Cost | \$ 2,459.52 | \$ 1,413.96 | \$ 3,565.12 | \$ 2,194.96 | \$ 4,670.72 | \$ 2,975.96 | \$ 5,776.32 | \$ 3,756.96 | \$ 6,881.92 | \$ 4,537.96 |
| Per Student Price - Break-Even | \$ 123.00 | \$ 71.00 | \$ 89.00 | \$ 55.00 | \$ 78.00 | \$ 50.00 | \$ 72.00 | \$ 47.00 | \$ 69.00 | \$ 45.00 |
| Per Student Price - Margin based | | | | | | | | | | |
| 10% | \$ 135.00 | \$ 78.00 | \$ 98.00 | \$ 61.00 | \$ 86.00 | \$ 55.00 | \$ 79.00 | \$ 52.00 | \$ 76.00 | \$ 50.00 |
| 20% | \$ 148.00 | \$ 85.00 | \$ 107.00 | \$ 66.00 | \$ 94.00 | \$ 60.00 | \$ 86.00 | \$ 56.00 | \$ 83.00 | \$ 54.00 |

Table E.2 Assumptions used in the calculations for Table E.1

| Item | Value | Notes |
|-------------------------------|----------|---|
| Team Leader | | The role that leads delivery of the session |
| Salary p/h | \$30.66 | Includes superannuation and based on casual employment |
| Hours per 1 hour session | 3 | Paid for travel (1 hour), setup and pack-up (1 hour) and delivery (1 hour) |
| Hours per 4 hour session | 6 | Paid for travel (1 hour), setup and pack-up (1 hour) and delivery (4 hour) |
| Instructors | | The role that delivers the session |
| Salary p/h | \$27.05 | Includes superannuation and based on casual employment |
| Hours per 1 hour session | 2 | Paid for setup and pack-up (1 hour) and delivery (1 hour) |
| Hours per 4 hour session | 5 | Paid for setup and pack-up (1 hour) and delivery (4 hour) |
| Ratio to students | 5 | Based on highest risk environment and skill levels of students |
| Administrator | | The role that arranges bookings and coordinates delivery |
| Salary p/h | \$35.00 | Based on per hour rate for a FTE |
| Hours per booking | 2.00 | A booking is for a single school (including liaising with school to coordinate date/time options, provide a quote, follow-up school approvals and system entry) |
| Hours per session | 1.00 | Based on administrative tasks associated with a single session |
| Logistics | | The role that arranges equipment and resources |
| Salary p/h | \$35.00 | Based on per hour rate for a FTE |
| Hours per session | 2.00 | Based on administrative tasks associated with a single session |
| Equipment hire / usage | | Based on either hire from Surf Clubs or use of own equipment |
| Base students | 20 | Based on a minimum number per session |
| Base rate | \$200.00 | Assumption that may change based on SSO |
| Student increments | 20 | Number of students to increase from base rate |
| Travel | | Based on the need to travel to deliver programs |
| Rate per KM | \$0.74 | Based on standard re-imburement rates |
| KMs per session | 100 | Assuming an average 50km return trip |
| Overheads | \$100.00 | Includes IT, uniforms, marketing and head office costs - Assumption that may change based on SSO |
| NSO contribution | \$100.00 | For development of program and ongoing support |
| Per student resources | \$2.00 | For development of program and ongoing support |

Appendix F – Current Surf Life Saving Programme delivery by State Sporting Organisation – Detailed breakdown by state and territory

| Organisation name: | Life Saving Victoria | Life Saving Victoria | Life Saving Victoria | SLSA | SLSA | SLSA | SLSWA | SLSWA | SLSWA | SLSWA | |
|--|---|---|--|--|--|---|--|---|--|---|--|
| Representative name(s): | Kate Simpson | Kate Simpson | Luke Garvin | Lee, Kevin, Mike | Lee, Kevin, Mike | Lee, Kevin, Mike | Christie Skehan | Christie Skehan | Christie Skehan | Josh Drummond | |
| Representative role: | General Manager Education Services | General Manager Education Services | Junior Sports | Community Programs Manager; School Education Officer; Surf Sports Manager | Community Programs Manager; School Education Officer; Surf Sports Manager | Community Programs Manager; School Education Officer; Surf Sports Manager | Health Promotion/ Community Education Department | Health Promotion/ Community Education Department | Health Promotion/ Community Education Department | Member Development Officer | |
| Date: | 2/09/2015 | 2/09/2015 | 10/09/2015 | 29/09/2015 | 29/09/2015 | 29/09/2015 | 30/09/2015 | 30/09/2015 | 30/09/2015 | 30/09/2015 | |
| Program Name | Open Water Learning Experience (OWLE) | Sink or Swim | Junior carnival | Surf Ed | VACSWIM | School Surf League- Unsuccessful in SA | Life Skills for Life (First Aid) | Beach Activities | Surf Survival (2015-16, Structured) | School Cadets (High school students) | |
| State | VIC | VIC | VIC | SA | SA | SA | WA | WA | WA | WA | |
| Program Type (Theory or Practical both) | Practical (elements of theory activities/ and dry and wet activities, done within same program and same venue on same day) | Theory only In classroom or theory at pool or lifesaving club/ venue of choice, can be adapted to pools; dry when weather issues | Practical or Theory (Theory first) | Both 90% at beach, some schools classroom based (teacher can deliver) | Practical | | Both | Practical (but can link to BEACHSAFE - Classroom presentation prior) | Both | | |
| Location (e.g. Beach or classroom) | Open waterways - schools local environment; majority at beaches; can be adapted to pools; dry when weather issues | | Beach | Beach | Beach | | Classroom | Beach | Beach | Beach | |
| Regional/Metro | Both | Both | Metro | Most metro but do regional as well | Both | | Predominantly metro | Metro | Metro (potential to reach regional areas) | Metro only | |
| Target age groups (year levels) | Yr 3-6; Can be adapted to different year levels, Prep to Yr 2 in development (discover OWLE- water and environment familiarisation rather than body boarding, as a pathway to other years. Schools want to see progression. See something that can provide progression. Schools do yearly or every second year. | Kinder to adult (Prep to Yr 6) | Yr 3-6 (Nippers 7) | R-12 (Govt funds/Yrs 3-12), Non-govt funds 1/2 | Any primary school age children Open to anyone, APV lands to indigenous community. | High school children | Yrs 5-6 | All year levels (more Years 6 and 7) | Year 2 to Year 9 | High schools but could be adapted for Primary Schools | |
| Multicultural/ Indigenous groups | Yes, most kids integrated into schools, assume no swimming ability, no familiarity with environment. Multicultural groups adapt structure of program- theory as a whole group, simplify activities ad may not include more complex activities (assume kids) | Yes (same content, more visuals or powerpoint); Multicultural call it Meet a Lifeguard; Content similar to Beach to Bush; provides a localised program | | Yes - A lot of new arrivals - (lack of funding for new arrivals 533 students went through program in 14/15) Indigenous 130 (2014/15); 135 disabled kids (intellectual abilities); 4WD wheelchairs. Schools provide an interpreter for multicultural groups | | | Indigenous only, could be tailored for multicultural | Yes (see multicultural BEACHSAFE program) | Potentially but multicultural groups not necessarily looking for this | Unsure- run through the schools | |
| Special needs groups (e.g. hearing impaired) | Yes, beach wheelchair or one on one assistance to take part. Purchased equipment to adapt. Staff have had specialised training for kids with special need. Whole class from special schools. Special funding from grants. Program content stays the same it is just the delivery and modified equipment that changes. Schools required to give swimming ability for group. Have recommended levels as part of booking program. Confirmation on the day as to those with special needs e.g. lifejackets etc. (program can be adapted) | Yes | Starfish Nippers use as model | Yes open to all - 135 in past year, mostly learning difficulties but work through with the school at the time. Have 4WD wheelchairs to access the beach. | | | No | No | No | No | |
| Is swimming ability checked/measured prior? | | N/A | Schools required to give swimming ability for group. Have recommended levels as part of booking program. | Assessed on site at first session. Based on assume that kids can't swim- don't go past armpit depth. | Parents provide an assessment of stage based on pool swimming ability. Parents can access program content online. Assessment on day 1. 10 stage program- keep history. breakdown of SRC; working towards 5*60mins. Can then pay and do assessment for SRC. Can then apply as assistant in the program. | | | No (most conducted in shallow water- not swimming). Teachers will let | Predominantly discussion with teachers- based on school levels. Instructors assess on the day (same for Program 3). | Teachers oversee this, have to prove that they are (200m swim requirement) | |
| Session duration (mins/hrs) | 1/2 day (2 hours) or full day 3.5 hours | 1 hour (can be shortened) | 1 hr 4-8 weeks | Govt funds 7.5 hours 1 or 2 days (flexible) | | | 2hrs 1 session | 1hr typically 6-8 weeks | 1 hr 6 sessions | | |
| Course length (no. sessions) | One off or 2 sessions eg. Two half or two full days | | | | | | | | | | |
| When conducted (before/during/after school hours) | During school (could be adapted to before or after) | During school, after school (could be before school) | | During school and some weekends | Holidays | | During school hours | During school hours (could be adapted though) | During school hours - or after if requested | During | |
| Time of year (which school Term/s) | Summer, Term 1 and Term 4; open to bookings in Term 2 and Term 3 | Anytime (mainly Term 1 & 4 because relevant; regional tours in Term 4- targeting kids before summer school hols, regional tours need to be grouped to reduce costs) | Term 1 (Feb-Mar) | Term 4 & 1, some first 2 weeks Term 2 | Jan 4-12. | | Term 1-4 (mostly in winter) | Term 4 and Term 1 (Oct-Apr) | End Oct- Start Apr | Year round (practical Term 1 and Term 4, theory in winter) | |
| Students/participants Per Annum (Number of students going through this program each year) | 5 year average 16,740 (last year 13,851) | 5 year average 17, 628, last year 14,265 | | 7000 annually last 6-7 years | Target 4,000. This has been target the for the past 2 years. 40 sites | | 4,000 | | 2,000 | 7 schools, 650 students | |
| Are these figures variable from year to year, any barriers/constraints to maintaining these numbers? | Generally consistent, cost main barrier, one off funding, recurring funding that has been reallocated. Priority of program, competing with eg bike safety. Schools ring after a drowning experience. Costs for schools is a barrier. Subsidise programs an. Lifesaving is a niche area and unless there is a champion within the schools, this is a unique experience. | Generally consistent, cost main barrier, regional subsidised | | Govt funds- reviewed every 3 years | Lack of promotion/ weather; cost to parents | | Program currently under review. (Participant numbers have declined (St Johns have a free program) | Teachers looking for more levels and skills so developed new surf survival (but keep this one for more introduction and fun) | | Growing- geographically, media attention | |
| How is the program promoted to schools? | Once a term newsletter and promotes programs in creative ways; direct teacher contact with schools from previous years, key agencies ACHPER Schools Sports Vic, LSV enews, Conferences, trade and community days, local media releases. Flyers. | Once a term newsletter and promotes programs in creative ways; direct teacher contact with schools from previous years, key agencies ACHPER Schools Sports Vic, LSV enews, Conferences, trade and community days, local media releases. Flyers. | | Govt promotes the program - Used to provide flyers, promote at Principal conferences, will be able to advertise program on website | Funding per site: Marketing company employed by the Govt to promote. TV ads, posters; through school system, newsletters. | | Sent out for start of summer- direct mail-out to schools, Catholic Ed Office endorsed the program and promote to the schools. Online and networking through schools. | Sent out for start of summer- direct mail-out to schools, Catholic Ed Office endorsed the program and promote to the schools. Online and networking through schools. | Sent out for start of summer- direct mail-out to schools, Catholic Ed Office endorsed the program and promote to the schools. Online and networking through schools. | Govt website; SLSWA website, social media, email, networking | |
| What is the instructor/coach to participant ratio? | 1:5 ratio in surf beaches (type 3); bay beaches/pool/inland 1:10; classified beaches based on ABSAMP; inland Dept Education; Risk management process | 1 instructor to class 25-30. But could include a whole year level- flexible | 1:5 ratio in surf beaches (type 3); bay beaches/pool/inland 1:10; | 1/2 is 1:6; 3-12 is 1:10 Yes- overarching one for each site; twice daily risk assessment at | 1/2 is 1:6 (5-6); 3-12 is 1:10 (7yrs); add an assistant to expand risk management plan; plus a daily. Need to audit. | | | 1:5 Programs are run alongside a surf lifesaving club. If program wanted where there isn't a club the coastal risk team advise on where should and shouldn't programs. Instructors check risk management form (same as surf clubs), share it with teacher. | As per Program 3 - | Dept of Ed - Outdoor Education Guidelines - state excursion policy for those schools; independent schools have their own | |
| Is there a risk management process in place? | Yes | Yes (use of vehicle, manual handling, wear lifesaving uniforms) | | | | | No | | | | |
| Linked to Curriculum (yes/no) | Yes (national curriculum); in draft form. Will add to a Victorian version AusVELS (Australian version of the Victorian Essential Learning Standards) | Yes (national curriculum); in draft form. Will add to a Victorian version AusVELS (Australian version of the Victorian Essential Learning Standards) | Yes could be done | Yes - state SAACSA framework, not federal yet. This is a selling point, ideally link to national curriculum, it is easier for school teachers to sell the program to the head of school/ Principal. | Not currently | | Yes, Developed with school teachers and CEO, | No | No | Teachers make fit within VET or non ATAR streams | |
| Instructor Manuals/lesson plans (yes/no) | Yes | Yes, one hour lesson plan, teaching each message | Age managers course used as model | Induction manual. Information on how to suggest to run lessons - 5 pg document | Course content: High levels - training manual | | Yes | Yes (instructor manual for all programs and presentations; lesson ideas) | Yes (specific lesson plans and times) | Life Saving Manual for SRC then SLSWA instructors will assess | |
| Is the program/manuals regularly reviewed? | Updated annually Yes. Lesson plans for pre-post learning for OWLE programs. Future- lesson plans, training manuals, on the day training, 5 minutes with team leader, lesson plan on the day with how to run basic, 20 minute activities. Sporting Schools. Opportunity for follow-up (back for teachers) | Updated annually | Annually | Updated annually at start of each season | Updated annually | | | Biannually (teacher evaluation forms provide input into this) | | | |
| Materials for school teachers (training manuals/lesson plans)? | | Education from Anywhere- cross-curriculum lesson plans for Prep to Yr 10 as well as work sheets etc. 1500 users. Edu from Anywhere newsletter 3000 recipients | Teachers | Links to SLSA website - RIP video; Beach to Bush DVD | | | Yes | No | No | Key coaching points within each aspect of SLS eg board paddling | |
| Any constraints with sharing manuals etc internally through SLS networks | No | No | No | No | | | | Possibly; overall info ok but not necessarily full program plans | | Possibly; overall info ok but not necessarily full program plans | |
| Equipment needed | Activity equipment- body boards, nipper boards, lifejackets, rescue kits. Beach flags kit. Dangers kit- to set up CPR scenarios. Pink rash vests for each participant. Instructors: Rescue board for rescues. First Aid kit. Feather flags to mark boundaries. Vehicle and trailer to transport equipment. Miscellaneous- sharps container, disinfectant, program manuals, wistles etc. Shade shelter. Two software systems- rostering and booking | Vehicle, IT systems. Rescue kit as per OWLE. rescue tube, lifejacket, corflute aquatic safety signs, sunsmart etc. Activity kit- simulating what can be hidden in the water. Whiteboard markers etc. Patrol set- Red and yellow flags | Need to use club equipment or education equipment (Nipper boards- clubs currently provide; Buoys; Anchors, ropes, beach flags have already) | Rescue tubes, rescue board, nipper boards, flags, beach shades, van, trailer, flip charts (for non-english speaking schools). First Aid kits | Rescue tubes, rescue board, nipper boards, flags, beach shades, van, trailer, flip charts (for non-english speaking schools). First Aid kits. Need to deliver to sites- trailers or dispatched through private company) | | | Boards, rescue tubes, cones etc, car and trailer | | Supply schools: with equipment | |
| Uniforms needed (colours) | Yes, long sleeved fluoro rash vest, colored shirt, shorts, wide brim hat and whistle (navy, red and yellow- but don't look like patrol - duty of care. If incident to member of public, duty of care to school kids first). Clearly distinguish that it is not lifesavers on patrol. Yes, merchandise to reinforce messages and reward for participation, varies year to year. Good for engagement. Sporting Schools would be a good opportunity for- (poster or something else for schools that demonstrates SLS pathway). Certificates- outlining what child has learnt. Needs to be something kids will want to take home and share learning. | Lifesaver uniform | Lifesaver uniform | Yes, instructor tops, rash vests, hats. | Yes, instructor tops, rash vests, hats. | | Polo shirt | Long sleeve shirt and rashies | | | |
| Student resources (certificates etc) | | PISBTW resources where available. Certificate available online (Name and date& what kids have learnt) | Certificate, medal | Learning outcomes - have to use the Education one. National one would be good. | Program logbook (SLS). Certificate of achievement (GOVT fund would be good). | | No | No | Certificate; Each student will get a workbook and will have to complete a section at the end of each lesson | | |
| Cost Structure (per student- for delivery and what is actually charged) | OWLE regional : \$44 for 2hour program; subsidised cost \$11. Cost still a barrier at \$11. Grants provide reduced cost or free of charge. OWLE for group of 30 kids. \$265 for one session of up to 50 kids, additional metro: \$28-79 depending on beach type. Team leader: \$30.22 inc super (per hour rate is \$27.60 exc super); Instructor \$24, \$26.28 (inc super) | Regional: \$6.20 per student, fully subsidised. Metro: \$5.30 per student for group of 30 kids. \$265 for one session of up to 50 kids, additional metro: \$28-79 depending on beach type. | | \$7.5 per student for 2 days; \$3 per student for 2 hours; Non-govt schools pay \$60 per hour per instructor. | \$30 per student and \$15 equipment fee for the full program Fitness industry award rate - Plus \$2.60 per child (incentive to promote the program) | | | N/A | N/A | Funding allocation \$440 per student + instructor fees | |
| Personnel costs (per instructor) | Preferred venue model: reduced cost; no vehicle or trailers required (one location, looking to expand to 3 locations - educational hubs (house equipment; have localised staff) One off costs- trailer etc. Average \$17.5K for equipment, new equipment and repairs and maintenance. \$5K for IT per year; \$10K per year-uniform cost. | \$24 per hour; \$26.28 inc super | | See above | \$1 per site for SLS sites - access site and equipment; Other sites generally no fee. | | | Some clubs rent out - most clubs provide free | Some clubs rent out - most clubs provide free | | |
| Venue costs | | No (school organises) | No | 50cents per child , 90% conducted near a club. | | | | | | | |
| Equipment costs (average yearly breakdown) | | \$1500 per year, new, replacement and maintenance of equipment | | Supply own equipment - budget from SLSA \$3-4K ; Grants as well | Equipment budget \$4K- top up and repair Parents provide transport | | | School coordinates this (potential barrier to schools) | School coordinates this | (\$10000-15000) per year for replacement and maintenance costs | |
| Transport mode and costs | | | | Mostly by bus - school coordinates; | | | | | | | |
| Cost supplemented (e.g. grant, sponsorship): Yes/No | Yes; No sponsorship for program. No issue taking on board a national sponsor (would need to be good fit e.g. not commonwealth bank due to Westpac sponsorship), social and other issues to be taken into account, needs to be aligned to mission and vision and messages). Good to have input into a national sponsorship. Great opportunity to promote sponsors (e.g. feather flags, sun shades). | Government funding for regional, Metro apply for one off grants | Grants/ sponsorship/ Council/ State govt funding | Yes | Govt funding (covers admin) plus participant fees; SA water are a sponsor but no funding comes to SLSA | | Yes (CEO, and Fremantle Ports Authority) | No | | Partner with the Department of Local Government and Communities; No funding directly to SLSWA, schools utilise the funding for resources etc. | |
| If cost supplemented, if yes, how does this work (e.g. is it recurring funding)? | One offs and PISBTW funding is recurring | | | Govt funds 7.5 hours- 3 year contract | 3 year contract Yes- would need govt approval unless it conflicted with existing sponsor should be ok. | | | | | | |
| Open to national sponsorship? | Yes | Yes | Possibly; as long as not conflicting with current sponsors | Yes- would need govt approval | | | Would depend on existing sponsor agreements | Would depend on existing sponsor agreements | | | |
| Payment method (e.g. Online/ direct to club or head office)? | Invoice online; pay via direct debit etc | Invoice online; pay via direct debit etc | | Invoice schools directly after program finishes. | Online- upfront | | | | | | |

| | | | | | | | |
|--|--|---|---|--|--|---|--|
| Who delivers the program (volunteers/casual/full-time staff)? | 99% Casual staff. Full-time staff on occasion deliver programs. Annual compulsory training. All relieve training e.g. risk management. No volunteers. Not for teachers to deliver- risk management reason. Teachers required to be present but not counted in ratios. Could be used for future programs (Prep to Year 2). Explored for opportunities for future. | 99% Casual staff. Full-time staff on occasion deliver programs. Head office manages recruitment, induction and training and mentoring of instructors. | Casual staff | Paid staff- often volunteers who become paid. | Paid staff. Volunteers shark watch, paperwork enrollments, (No practical water stuff/ instructing) | Paid-staff | Paid-staff |
| Who is responsible for endorsing coaches/instructors? | Head office manages recruitment, induction and training and mentoring of instructors. | Head office manages recruitment, induction and training and mentoring of instructors. | | | | Gerakdton camp school; need to be endorsed by WA branch | Will be looking to surf clubs to see if it is something they would want to deliver; Minimum levels of instructors etc. Insurance |
| Process to recruit interested parties to become endorsed coaches? | Advertised through networks, lifesaving clubs, internally, this year on line through sports people (recreation and sports jobs), through units | Advertised through networks, lifesaving clubs, internally, this year on line through sports people (recreation and sports jobs), through units | | | Advertise on website and e-news if applications from previous years instructors don't come in. Promoted through the clubs. | | |
| How do you train coaches/instructors? | Annual training- workshop, practical on beach program training. Team leader training -leadership & risk management. Peer learning, new instructors, shadow shifts with returning staff. | Annual - 2 hour training (new and returning together). New instructors, shadow shifts with returning staff. | | | Surf coach courses etc, go around to different areas | | |
| Who provides insurance for coaches/instructors? | LSV insurance - covered as paid employees | LSV insurance - covered as paid employees | | Govt covers insurance | | SLSWA | SLSWA would conduct training/ induction SLSWA Instructors affiliated with commercial training SLSWA responsible for insurance |
| What minimum qualifications to they require? | Working with Children check, CPR, First Aid, Either SLSA bronze medallion or LSV community SLS certificate | Working with Children check, CPR, First Aid, | Surf Bronze Medallion or Community Surf Life Saving Certificate; Possibly an Age Managers Course, + In-house training. | Level 1 surf coach or training officer OR AUJTSWIM OR Registered school teacher; Surf Bronze or SRC + Applied First Aid + Asthma Cert + Respond to abuse and neglect cert + Criminal screening | Level 1 surf coach or training officer OR AUJTSWIM OR Registered school teacher; Surf Bronze or SRC + Applied First Aid + Asthma Cert + Respond to abuse and neglect cert + Criminal screening; Volunteers - need criminal screening | Senior First Aid, WWC | SRC or Bronze medallion and WWC SRC or Bronze medallion and WWC WWC Teacher, Minimum water safety qualification: SLS SRC, Royal and Surf Bronze Medallion; Surf rescue certificates, senior first aid, resus, boating license; Teachers need to have SRC or Bronze Medallion, prefer them they go through community ed instructor induction program (CERT IV). |
| Can teachers deliver courses? | Currently no - LSV instructors responsible for delivery, participant management and safety of kids. Teachers encouraged to be on beach at all time, not actively delivering program. Team leader to oversee all instructors - Those involved in future - CPR, First Aid and WWC or Teacher registration. Teachers can deliver theoretical component. | Yes- lesson plans available. However novel thing about the program is that lifesaver comes into classroom. | Possibly (best model would be casual staff, rather than teachers or volunteers) | Theory only Don't see a need for a whole new product. Rather adapt current programmes and badge as national. A product with components similar to those currently delivered means current programmes can be adapted or expanded to meet the needs of different groups. An overarching national approach will open up new avenues and markets that don't currently access Surf Ed. | Don't see a need for a whole new product. Rather adapt current programmes with an overarching national approach. | Yes (make sure they have required SFA and WWC) | Yes if they had and SRC and went through an induction process Yes if they had and SRC and went through an induction process Yes, teachers deliver content, integrated into school learning |
| Interest/need for new national product | No need for whole new product as already have existing product that schools want, the key barrier to current program is cost. However, an overarching national Sporting Schools framework could work. | No need for whole new product however, an overarching national Sporting Schools framework could work. | No need (previous national products difficult to adapt to Victorian conditions). | | Don't see a need for a whole new product. Rather adapt current programmes with an overarching national approach. | Refer JD comment. | Refer JD comment. Any product needs to be adaptable for each state. Need a framework. Online templates that can be adapted. Needs to be flexible. |
| Competitors | | | | | No, work together with other providers - RLSSA and YMCA. | | |
| Other comments | Day 1: Full OWLE; Day 2: Full day OWLE carnival (rotate activities, iron man relays etc). Or 1/2 day of each. Pathway, OWLE program, OWLE program, Primary School Surf League- Cluster of schools or all schools state-wide. Different processes for sports carnival option need team with this experience. | | Need to better link clubs with schools. Active after schools- Volunteers (not sustainable, relying on Clubs to do the work), Vic climate (Cold water). Two weeks OWLE; two weeks sports program | This program is currently used to develop club base and works well in this regard, coastal schools often get kids that join clubs following on from the program. Schools in particular areas are targeted for club development. | State govt funded- kids already got funding through other programs such as Surf Ed so govt cut the funding. In addition it didn't encourage kids that were not already participating it was the same kids already involved in surf lifesaving or similar sports that participated. | | Program needs to be linked to the national curriculum; Key learning outcomes; Providing clubs an engagement |
| | | | | Labelling important - what would most interest schools - Surf Sports vs Surf Ed. Potential for school camps; potential for different aquatic sports; potential for pool based programs. Need resources - Eg. Surf ed pack, needs to be nationally driven; eg water safety DVD or online resources for schools | One local school has SLS as a subject- this is the way forward with high school students. Potential to run a Surf Ed model - then add activities at the end like a carnival. Need to be careful with how to teach kids, need to keep the activities simple and within the current capabilities i.e. what they have already learnt. | | |

| Organisation name: | SLSNSW | Hunter Surf Life Saving | Surf Life Saving Central Coast | Surf Life Saving Central Coast | Surf Life Saving Sydney Northern Beaches | SLSNT | SLSNT | SLSQLD | SLSQLD | SLSQLD | SLSTAS | SLSTAS |
|---|---|---|---|--------------------------------|--|---|--|---|--|--|---|--|
| Representative name(s): | Calum and Kate | Kathy Donnelly | | | | Sam Edwards | Sam Edwards | Troy and Helen | Troy and Helen | Troy and Helen | Leanne and Tony | Leanne and Tony |
| Representative role: | Development Officer and Member Services Manager | | | | | Education Manager | Education Manager | Membership Sustainability - Project Officer; Community Awareness Manager | Membership Sustainability - Project Officer; Community Awareness Manager | Membership Sustainability - Project Officer; Community Awareness Manager | Education, Development & Surf Sports Manager; CEO | Education, Development & Surf Sports Manager; CEO |
| Date: | Date: 23/10/2015 | 20/11/2015 | | | | Date: 18/11/2015 | Date: 18/11/2015 | Date: 22/10/2015 | Date: 22/10/2015 | Date: 22/10/2015 | Date: 15/10/2015 | Date: 15/10/2015 |
| Program Name | Branches and Clubs (specific examples to follow from survey) | Surf Fun Safe | Surf Fun Day | Surf Survival Certificate | Surf Safe, Surf Aware | Surf and save lives program | Surf Safety | Little Lifesavers (adapted Nippers) | Qhealth Program | Clubs- Surf Awareness and Safety | Clubs/SLS TAS (Surfs Up, Launching into Learning, Beach to Bush, Beach and boat safety program) | Surf Ed- Teachers run |
| State | NSW | NSW- Hunter Branch | NSW- Central Coast Branch | NSW- Central Coast Branch | NSW- Sydney Northern Beaches Branch | NT | NT | QLD | QLD | QLD | TAS | TAS |
| Program Type (Theory or Practical both) | | Practical (also have theory program School Beach Smart) | Practical (also have a theory program Beach Smart Talk) | Both | Both | Practical | Theory 1-1.5 hr (expand to a come and try day - paddle boards, teaching them how to paddle) Practical 1-1.5 | Practical | Both | | Both | Both |
| Location (e.g. Beach or classroom) | | Beach | Beach | Both | Beach/rock pools and Classroom based | Wave lagoon (similar to Nipper program) | Beach (Mindle beach or Lake Alexander) | Beaches or lagoons | Both | | Both | Both |
| Regional/Metro | | Both | | | | Remote | Metro | Both (30 programs per year) | Both | | Both | Both |
| Target age groups (year levels) | | Primary school | Primary school (age 8+) | Upper Primary School | Primary school (age 8+) | Yr 6-7 (could be adapted for younger age groups) | Yr 6 and up (could be adapted to younger age groups) Yes | 5-11 yrs | | All (school aged children) | Prep-Yr 6 | Prep-Yr 6 |
| Multicultural/ Indigenous groups | | Yes | Yes | | Yes | Indigenous | | Yes | | As per little lifesavers | Yes; Range of CALD and indigenous programs run in the past; These take place when there is a need and opportunity- need to manage their school group's needs and expectations. May be best to focus on health and wellbeing. | Yes; Range of CALD and indigenous programs run in the past; These take place when there is a need and opportunity- need to manage their school group's needs and expectations. May be best to focus on health and wellbeing. |
| Special needs groups (e.g. hearing impaired) | | | Yes | | Yes | | | Yes | | As per little lifesavers | Yes have done in the past; Range of children with differing abilities- break down barriers and perceptions of parents and carers that these activities can be done. This is resource intensive though in regards to staff levels for appropriate ratios and for specialised equipment. Need to look at how we support schools and special needs groups to cater for this. | |
| Is swimming ability checked/measured prior? | | | | | | First lesson (flat water in the wave pool) | Yes (get them to do a 50m swim- anyone who struggles they provide a lifejacket plus high vis vest) | Yes- Week 1 signed proficiency for each child. Parents fill in form on swimming lessons. | | As per little lifesavers | Parents sign consent form that children can participate and have the ability to undertake specific activities as outlined. Programs built to lowest level of students | |
| Session duration (mins/hrs) | | 4 hrs | 4 hrs | | 3 hrs | 1-2 days (6 hours total) | 1-1.5 hr | 2 hrs | 2hrs | | Varies 45mins to 1.5 hours | Varies 45mins to 1.5 hours |
| Course length (no. sessions) | | 1 | 1 | | 1 | | | 8 sessions; 4 sessions | 4 weeks can be adapted | | 1+ | 1+ |
| When conducted (before/during/after school hours) | | During | | | | During (but could be flexible) | During (but could be flexible) | Weekends and school holidays | during school | | During | During |
| Time of year (which school Term/s) | | Term 1 and Term 4 | | | | Year round (except start of Nov- end of Feb) | June-Sept | Sept - Apr | | As per little lifesavers | Oct to April- Winter- classroom and online activities | Oct to April- Winter- classroom and online activities |
| Students/participants Per Annum (Number of students going through this program each year) | | Estimated at around 7000 | 2,745 | 172 | 16,000 (this includes secondary Schools) | Avg class size is 15 students | 10-15 students on average per school | ~300 | | See Annual Report | Unsure | 60 schools delivers surf life saving program- 1 week block or couple of days- certificate to state they have completed skills. Others just a one day |
| Are these figures variable from year to year, any barriers/constraints to maintaining these numbers? | | | | | | | | Consistent (don't have beach space to expand metro- requires promotion regionally) | Consistent | | Yes, dependent on government funding, schools with teachers that are interested, transport to venues is a barrier for some schools. Some programs - dropping off because not currently proactive in that area. | |
| How is the program promoted to schools? | | | | | Exceeds SLS water safety ratio | Email list - all teachers get the messages | Email list - all teachers get the messages | Flyers; emails to previous people; school newsletter | Email to previous schools; Annual letters in targeted areas at start of school year and then before Term 4 | | Regular emails (promote different activities at different times e.g. Beach to Bush, School Surf League, ACHPER conference - booth- Run a session at swimming & water safety session 300 teachers running programs. Engage with 500+ teachers directly | |
| What is the instructor/coach to participant ratio? | | 1:10 (or 1:8 as requested by school) | Yes | Yes | | Surf water safety App; Report for every session. | Surf water safety App; Report for every session. | Form everytime prior to each session and prior to choosing a location. | | As per little lifesavers | ABSAMP 1-3 controlled; ABSAMP 4+ PUA Bronze medallion cert 2; High level first aid, ART other quals; Aquatic Safety in a Dynamic Environment; Follow Department of education guidelines | ABSAMP 1-3 controlled; ABSAMP 4+ PUA Bronze medallion cert 2; High level first aid, ART other quals; Aquatic Safety in a Dynamic Environment; Follow Department of education guidelines |
| Is there a risk management process in place? | | Yes | | | | | | | | As per little lifesavers | Yes; Schools- Risk management app; Clubs- special events form-needs to be approved through SLS TAS (National Water Safety policy 1.1) | Department of education guidelines for all off campuses activities |
| Linked to Curriculum (yes/no) | Branches want programmes that link to curriculum, this is what teachers want. | Yes | | | | No (but worth investing in it will be alot more appealing to teachers to get involved with the program) | No (but worth investing in it will be alot more appealing to teachers to get involved with the program) | No | For some schools- not formally | | Some yes others not; ideally would want this. | Active after schools was mapped to curriculum |
| Instructor Manuals/lesson plans (yes/no) | | Yes (based on LSV) | | | | Yes | Yes | Yes | As per little lifesavers | | Outlines for programs- provided, no detailed plans; Guide would be good- like junior lifeguard resources- needs to be flexible; Progression key- certificate | |
| Is the program/manuals regularly reviewed? | | | | | | | | Yes | As per little lifesavers | | | |
| Materials for school teachers (training manuals/lesson plans)? | | | | | | | | | Booklet - information on processes, media forms, med cert. Application for parents | | | |
| Any constraints with sharing manuals etc internally through SLS networks | | No | \$15 (has been this price for 4 years they are looking to up the price slightly in the near future) | \$15 per student | \$45 per student | Free | \$500- per school (need to review) | \$80-100 per session | \$95 for 8 weeks, or week of school hols; repeat children less \$25 | \$10 govt; \$20 private; | Yes depending on program | Per group costs- \$200 per 30 students (Beach to Bush); Clubs- \$50 per hour per lifeguard (30 students); \$210 per class (\$7 per student) |
| Personnel costs (per instructor) | | | | | \$20-\$25 per hour | \$40 per hour | \$40 per hour | \$23.66 per hour | | | | |
| Venue costs | | | | | | \$5 per student entry under 15 years | | | | | | |
| Equipment costs (average yearly breakdown) | | | | | | Maintained internally | Maintained internally | Additional (fees only cover wages) | School organises | | Schools cover transport- barrier | |
| Transport mode and costs | | | | | | Schools organise | Schools organise | parents drop kids off (parents have to stay) | | | | |
| Cost supplemented (e.g. grant, sponsorship): Yes/No | | Yes | | | | Yes (grant) | No | sponsorship - star outdoors | Government | | Government (4 years) targeting low SES, areas with high tourism (NESB) tas disabilities; and grant funding | |
| If cost supplemented, if yes, how does this work (e.g. is it recurring funding)? | | Small grant | | | | | | | Recurring | | Some recurring but not all | |
| Open to national sponsorship? | | | | | | Yes | Yes | Would conflict with existing sponsors. Could rename program. No- need to call it something else | | | Yes | |
| Payment method (e.g. Online/ direct to club or head office)? | | | | | | Invoice school | Invoice school (e.g. outline cost of a two day course or three course) | Online | Invoice | | Online registration, invoice sent for payment | |

| | | | | | | | | | | |
|--|--|--|---|--|---|---|--|--|--|--|
| Who delivers the program (volunteers/casual/full-time staff)? | Casual Staff | All programs must be delivered by Bronze Proficients members - 33 staff | All programs must be delivered by Bronze Proficients members - 33 staff | Casual Staff | Staff (State based model best for NT - Clubs keep out of schools except of recruitment. Teacher delivery model may work in the future) SSO train | Staff SSO train | Casual staff | Casual staff; 1 Full time staff member (as per little lifesavers) | Mix SSO | Department of education. SLS TAS would accredit the teachers, so would RLSSA, AUSTRSWIM, YMCA |
| Who is responsible for endorsing coaches/instructors? | | | | | Through clubs and pools | Through clubs and pools | | | | Regular emails (promote different activities at different times e.g. Beach to Bush, School Surf League, ACHPER conference - booth- Run a session at swimming & water safety session 300 |
| Process to recruit interested parties to become endorsed coaches? | | | | | | | | | | ACHPER conference - booth- Run a session at swimming & water safety session 300 teachers running programs. Engage with 500+ teachers directly |
| How do you train coaches/instructors | | | | | Train paid staff | Train paid staff | Orientation training and on job training | As per little lifesavers | As per little lifesavers | |
| Who provides insurance for coaches/instructors? | JLT national insurance- | JLT national insurance- | JLT national insurance- | JLT national insurance- | JLT national insurance- | JLT national insurance- | JLT national insurance- | As per little lifesavers | JLT national insurance- | JLT national insurance- |
| What minimum qualifications to they require? | Requisite SLS training awards | Bronze Medallion, Training Officers, Financial Members of clubs | Bronze medallion | Bronze medallion | Bronze Medallion and SRC must be financial members of clubs | Surf Safety - teachers - First Aid certificate and Bronze medallion (RLSSA or YMCA). Need to be endorsed by SLSNT | Requisite SLS training awards | Bronze medallion and be a member of a club | As per little lifesavers | Clubs that run awards own RTO (therefore would require relevant qualifications). |
| Can teachers deliver courses? | | | | | A lot of primary school teachers won't have a surf bronze | | | No- need specific quals. Teacher could be taught | | Yes |
| Interest/need for new national product | Yes for SLSs but recognise this is difficult nationally. A national consistent product with resources for clubs in hardcopy would be ideal (NSW clubs don't like online resources). Coordination from a state perspective would be ideal- Potential barrier of resource provision due to schools getting funding. May need national | N/A | N/A | N/A | Sporting Schools needs flexibility to be able to adapt to different environments. | Sporting Schools needs flexibility to be able to adapt to different environments. | National program would need to be flexible. Need to have consistent outcomes (but would need to allow for local focus) | National program would need to be flexible. | National program would need to be flexible. | Yes, need consistent detailed resources, but needs to be flexible in delivery. |
| Competitors | Surf Education Australia, Sports Pro, SurfGroms would need something physical- pack or stuff to give to clubs. Clubs don't like technology - have a sample pack then could say this is what is available electronically. Need a process to advise that programs are being run, When Active After School was in place anyone could deliver program. | Program elements: •Beach Walk (Hazard identification, identifying rips, wave types) •Recognising beach signage •Water Skills (Wading, Dolphin Dives, negotiating the surf, catching waves) •Surf Skills (Body Board Paddling & | Program elements: surf axes (ooay oooay and ripper boards) | Topics covered include personal safety and what to do in an emergency, beach awareness, sun safety, water confidence, unsafe behaviours, identifying dangers at the beach, and surf safety. These topics are all covered during the surf awareness talk and by participating in water activities during the session. | Competitors - Royal (learn to swim) and YMCA (learn to swim) | Competitors - Royal (learn to swim) and YMCA (learn to swim) | Competitors - Royal (learn to swim) and YMCA (learn to swim) | Competitors - Royal (learn to swim) and YMCA (learn to swim) | SurfGroms (has affected Nippers participation) | Yes, need consistent detailed resources, but needs to be flexible in delivery. |
| Other comments | | There is a large emphasis on club links and which club is the closest to them. | | | Also Surf Survival Course and Classroom sessions | | Little lifeguards could use more theory behind it. Standardised deliverables would be good but challenging. Marketing gets confused. Consistent elements e.g. CPR, rip awareness, Surf ed talk in classroom; then 3 sessions on beach. Talk in school free of charge | Content fits within Little Lifesavers | | Surfs UP, Launching into Learning 1.5 hrs 2-3 yr olds; Beach to Bush- statewide delivery Yrs 1-2 and maybe 3-4 Working with NSW on this. Staff trained to deliver Beach to Beach; Lifesaving Experience Days |
| | | | | | | Technology- Online resources etc would be essential. E-learning packages. E.g. Sporting Schools App. Certificates etc best to go national. Need national resources and marketing. Templates of program resources or customised banner. M&E - Need to track program outcomes. Need to track kids and match to surf/guard to determine ongoing participation. | | | Surf Orientation/Surf Experience- Awareness | Programs, resources, marketing tools, videos, YouTube clips. Resources that link to curriculum; Templates- Checklist; Packaging to complement the Nipper program; Training for the clubs; National booking system. |
| | | | | | | Marketing materials need to target parents through kids. Pathways- based on awards and prerequisites - opportunities available. SLSA should be getting into learn to swim space. | | Need to monitor conversion to see if programs are working. Marketing is key, selling it right. | | Dept of education stats have shown that children that have done pool program then surf program have demonstrated higher proficiencies. Need annual accreditation- follow-up review programs. Evaluation- How determine if it is working? Not just participation numbers. Has the club benefited from membership, from community, what happens to member feedback; way the members are engaged is challenging. Need better evaluation. What are the long term behaviour changes that you want to see? |
| | | | | | | | | | | Commercialising Nipper program, Sports review- Where at these at? |

Prepared by: Aquatic Risk and Research Department, Life Saving Victoria