

Record of Learning and Achievement



Ruby - 2026

Sample report · names and places changed

Creative Arts

Outcomes	Comment	Level of Achievement	Evidence
DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities	Ruby has shown great enthusiasm for movement, such as performing choreographed routines on her swing, dancing to 'A Whole New World', and practising coordinated movement sequences. To reach the next level, she needs more opportunities to focus on specific body parts (like stretching fingers or nodding heads) and practise moving through space while maintaining a safe distance from others.	Working Towards	
DAES1.2 Explores movement using the elements of dance in response to a stimulus to express ideas, feelings or moods	Ruby has made a wonderful start by using dance to express themes, such as her dramatic 'lava wave' obstacle course and her expressive movements on the trampoline. To further her progress, she can practise creating specific body shapes (like stretching out wide and curling in small) to represent different characters or feelings.	Working Towards	[1]
DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations	Ruby has demonstrated a fantastic ability to engage in imaginative play, such as when she took on the role of a dentist, hosted a 'Big girls relaxing day,' and simulated a camping trip with a thunderstorm in the backyard.	Achieved	[2] [3] [4]
DRAES1.3 Dramatises personal experiences using movement, space and objects	Ruby has shown a strong ability to use her environment for play, such as when she planned a pretend birthday party with age-appropriate gifts and used the playground to act out pirate adventures. She could further her skills by experimenting more with using simple objects or costumes as symbolic props to help 'bring to life' the characters in her imaginative stories.	Working Towards	[5] [6]
MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts	Ruby has made a lovely start by performing songs with actions. To grow in this area, she can focus on activities that involve keeping a steady beat, perhaps by clapping or tapping along to her favourite songs, or by experimenting with making simple sounds using body percussion or household items.	Working Towards	

Outcomes	Comment	Level of Achievement	Evidence
MUES1.2 Creates own rhymes, games, songs and simple compositions	Ruby has demonstrated creative flair by composing her own songs about the starry night sky using rhymes. Her next step is to explore different ways to change these songs, such as experimenting with singing them loudly or softly, quickly or slowly, or trying out different 'voices' like a whisper or a shout to see how it changes the feel of the music.	Working Towards	
MUES1.4 Listens to and responds to music	Ruby is beginning to engage with music through listening to songs from Moana 2. To develop this further, she can practise identifying how the music sounds, such as whether the music is fast or slow, or moving her body in different ways to represent loud or soft sections.	Beginning	
VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences	Ruby has shown creativity by making a birdhouse to learn about animal habitats and copying dinosaur balance designs. She can continue to develop these skills by talking more about her favourite artworks, perhaps describing why she chose certain colours or what the most important parts of her creation are.	Working Towards	[7] [8]
VAES1.2 Experiments with a range of media in selected forms	Ruby has shown excellent experimentation with a variety of materials, such as repurposing a crib into a birdhouse, using natural garden items to decorate a brownie, and connecting tiles to create a ball run.	Achieved	[9] [10] [11]

Evidence Links (Creative Arts)

- [1] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-6>
[2] Evidence (2026-06-18): <https://app.learninglog.com.au/r/sample-6>
[3] Evidence (2026-05-06): <https://app.learninglog.com.au/r/sample-6>
[4] Evidence (2026-04-19): <https://app.learninglog.com.au/r/sample-6>
[5] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-6>
[6] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-6>
[7] Evidence (2026-04-14): <https://app.learninglog.com.au/r/sample-6>
[8] Evidence (2026-03-22): <https://app.learninglog.com.au/r/sample-6>
[9] Evidence (2026-03-18): <https://app.learninglog.com.au/r/sample-6>
[10] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-6>
[11] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-6>

Creative Arts: Summary of learning

Parent overview

This year, our home became a vibrant stage for Ruby's creative expression. She gravitated towards hands-on artistry, often choosing to decorate her creations with natural treasures gathered from our garden, turning a simple brownie into a 'fairy garden' and later repurposing parts of an old wooden crib into an imaginative birdhouse. Her approach to art is deeply connected to her environment; whether she is drawing, painting, or planning pretend birthday parties, she is constantly exploring how different materials can represent her ideas.

Beyond visual arts, Ruby has truly blossomed in dramatic play. We have watched her transition from being Princess Jasmine in a dance performance to hosting complex 'shows' and taking on the role of a dentist. Her imaginative scenarios are becoming increasingly elaborate, often incorporating movement and space to bring her stories to life, complete with clear orientations, complications, and resolutions.

English

Outcomes	Comment	Level of Achievement	Evidence
ENE-CWT-01 creates written texts that include at least 2 related ideas and correct simple sentences	Ruby has demonstrated the ability to sequence related ideas in simple lists, such as her party job list and dog care list, and has begun to use written text for imaginative storytelling. To meet the curriculum requirements, she should now focus on independently writing simple sentences that include a subject and a verb, as well as using consistent punctuation like capital letters and full stops.	Working Towards	[1] [2] [3]
ENE-HANDW-01 produces all lower-case and upper-case letters to create texts	Ruby has shown a beginning ability to form letters, such as when she wrote 'flower' and practised the letter 'V'. Her next goal is to work on maintaining a stable and relaxed pencil grasp and following specific starting points for letter formation to ensure her writing consistently matches the NSW Foundation Style.	Beginning	[4] [5]
ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults	Ruby consistently communicates effectively and demonstrates strong interpersonal skills, such as when she explained to a familiar adult what she'd like to be when she grows up and participated in cooperative play like Junior Monopoly.	Achieved	[6] [7] [8]
ENE-PHOAW-01 identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts	Ruby has demonstrated an early ability to identify and blend sounds in words, such as when she correctly said 'hat' after phonetic segmenting. Her next goal is to practise identifying individual sounds at the start, middle, and end of spoken words to build her phonological awareness.	Working Towards	

Outcomes	Comment	Level of Achievement	Evidence
ENE-PHOKW-01 uses single-letter grapheme-phoneme correspondences and common digraphs to decode and encode words when reading and creating texts	Ruby has begun to decode simple words, such as sounding out 'SONY' on the television. To progress, she should work on consistently matching single letters to their sounds to read simple three-letter words independently.	Beginning	
ENE-PRINT-01 tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print	Ruby has demonstrated an awareness of print direction and structure while engaging with books like 'Possum Magic'. Her next goal is to consistently identify the difference between letters, words, and punctuation marks in a variety of different texts.	Working Towards	[9]
ENE-RECOM-01 comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect	Ruby has shown she can comprehend story content and follow basic instructions in games like Junior Monopoly. To further develop, she should work on recalling the specific sequence of events in a story and using her own life experiences to make deeper connections to what she reads.	Working Towards	[10]
ENE-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts	Ruby has begun using spelling strategies for simple words, such as writing 'flower' and spelling 'cat' aloud. Her next goal is to practise spelling high-frequency words by breaking them down into individual sounds.	Beginning	[11] [12]
ENE-UARL-01 understands and responds to literature read to them	Ruby shows a clear engagement with literature and narratives, as demonstrated by her active participation in listening to books like the 'Billie B. Brown' series by Sally Rippin and her ability to discuss and reflect on stories like Octonauts.	Achieved	[13]
ENE-VOCAB-01 understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts	Ruby effectively uses a wide range of vocabulary to describe her world, including complex topics like how tides and volcanoes work, environmental features such as the 'Pacific Ocean', and emotional states like feeling calm.	Achieved	[14]

Evidence Links (English)

- [1] Evidence (2026-06-18): <https://app.learninglog.com.au/r/sample-5>
- [2] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-5>
- [3] Evidence (2026-04-19): <https://app.learninglog.com.au/r/sample-5>
- [4] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-5>
- [5] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-5>
- [6] Evidence (2026-04-19): <https://app.learninglog.com.au/r/sample-5>
- [7] Evidence (2026-02-11): <https://app.learninglog.com.au/r/sample-5>
- [8] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-5>
- [9] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-5>
- [10] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-5>
- [11] Evidence (2026-04-13): <https://app.learninglog.com.au/r/sample-5>
- [12] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-5>
- [13] Evidence (2026-04-13): <https://app.learninglog.com.au/r/sample-5>
- [14] Evidence (2026-03-22): <https://app.learninglog.com.au/r/sample-5>

English: Summary of learning

Parent overview

Language for Ruby is a living, breathing tool she uses to navigate her world and connect with the people in it. We've been so impressed by her confidence in oral communication, whether she's discussing complex natural phenomena like tides and volcanic activity, or engaging in thoughtful conversations about her favourite stories and what she'd like to be when she grows up.

We are also seeing the first sparks of her journey into literacy. She is moving beyond simple letter formation in workbooks, increasingly using writing to organise her life, such as creating lists for dog care or dictating thoughtful messages for birthday cards. Her interest in stories, both in reading and in retelling her own experiences like our family trips to the beach, shows a growing understanding of how language connects ideas and people.

English: Reading log

The English K-10 syllabus highlights the importance of children engaging with texts...

Text details (Title, Author, Text Type)	Additional Information
Bluey: The Beach by Penguin Random House	Read at the library.
Possum Magic by Mem Fox	Read together at bedtime.

Text details (Title, Author, Text Type)	Additional Information
Hot Dog! by Anh Do	Listened to chapter book.
Weirdo by Anh Do	Listened to parent read at home.
Billie B. Brown by Sally Rippin	Listened to the series at home.
Where's Bluey? Search and Find by Penguin Random House	Searched and found characters together.

Geography

Outcomes	Comment	Level of Achievement	Evidence
GEe-1 identifies places and develops an understanding of the importance of places to people	Ruby has demonstrated a strong connection to her local area by exploring and identifying sites such as The Entrance waterfront playground, The Skillion at Terrigal, and the Pacific Ocean. To build on this, Ruby's next goal is to explore the cultural significance of local Aboriginal or Torres Strait Islander sites; perhaps a visit to a local cultural centre or a guided bushwalk would provide a great opportunity for this.	Working Towards	[1] [2]
GEe-2 communicates geographical information and uses geographical tools for inquiry	Ruby has begun to use simple geographical tools, such as when she followed a map of the Tuggerah Lake foreshore walk on a family outing and pointed out the playground and picnic area as she found them along the way. Her next step is to practise drawing her own simple map of a familiar place, like the backyard or a local park, using pictures and simple labels to show where things are.	Beginning	[3]

Evidence Links (Geography)

[1] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-4>

[2] Evidence (2026-02-11): <https://app.learninglog.com.au/r/sample-4>

[3] Evidence (2026-04-26): <https://app.learninglog.com.au/r/sample-4>

Geography: Summary of learning

Parent overview

Geography for us has been about connecting with the places that make up Ruby's world. She has developed a deeper curiosity for her local environment, identifying significant places like The Entrance waterfront playground and The Skillion at Terrigal.

We often use our walks, including daily outings with our dogs, to discuss the importance of these spaces and how we interact with them. Whether it's observing the ocean at the beach or navigating local parks, Ruby is beginning to understand how she connects to the places around her and why it is important to care for them.

History

Outcomes	Comment	Level of Achievement	Evidence
HTe-1 communicates stories of their own family heritage and the heritage of others	Ruby has begun to share stories about her own family, such as when she retold family stories about when she and her siblings were babies and asked what she was like as a toddler. As a next step, she could begin exploring family heritage more broadly by identifying where relatives were born or discussing special family traditions and holidays you celebrate.	Beginning	
HTe-2 demonstrates developing skills of historical inquiry and communication	Ruby has made a great start by looking through old family photos with her grandparents and asking questions about the people and places in them. To further develop these skills of inquiry, she could practise asking questions about a specific family heirloom to learn more about the story behind that object, and try putting a few family photos in order from oldest to newest.	Beginning	

History: Summary of learning

Parent overview

History has felt very personal this year, anchored in the stories of Ruby's own family heritage. We have spent time sharing family stories about when she and her siblings were babies, which has sparked a wonderful curiosity about family narratives.

She has also started to bridge the gap between the past and the present, looking through old family photos with her grandparents and asking how life was different when they were young, and which family traditions she might carry forward. These conversations have been a beautiful way for her to begin understanding the sequence of life experiences.

Outcomes	Comment	Level of Achievement	Evidence
MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles	Ruby has made a great start by using magnetic tiles to explore how smaller shapes can combine to form larger ones and by following instructions to build structures like the Bluey Lego house. To continue her progress, she could practise naming and describing these shapes in her everyday environment, such as pointing out circles or squares in the house, and trying to draw these shapes on paper to reinforce her learning.	Working Towards	[1] [2]
MAE-2DS-02 describes and compares areas of similar shapes	Ruby has demonstrated a beginning understanding of area by using magnetic tiles to show how two smaller shapes can match the size of one square. A great next step would be to encourage her to use words like 'bigger' or 'smaller' when comparing the surfaces of different items, such as which piece of paper covers more of the table.	Working Towards	
MAE-3DS-01 manipulates, describes and sorts three-dimensional objects	Ruby has demonstrated a strong ability to manipulate and describe three-dimensional objects, such as when she constructed a birdhouse from crib pieces, built a tall tower of dinosaurs, and created an elaborate cubby fort using household furniture.	Achieved	[3]
MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections	Ruby has mastered modelling addition and subtraction through practical activities like managing a board game, calculating profits from her lolly sales, and using repeated addition to solve multiplication problems with grapes and crayon sets.	Achieved	[4] [5] [6]
MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10	Ruby is showing good progress in understanding number relationships, such as how she calculates items within a budget and uses mental strategies for addition and subtraction. She could further develop this by recording her addition and subtraction thinking using drawings or numbers to help explain how she reaches her answers.	Working Towards	[7] [8]
MAE-DATA-01 contributes to collecting data and interprets data displays made from objects	Ruby has successfully used tally marks to track results in her train races and demonstrated an interest in data by counting her collection of recycled cans. To move forward, she could practise creating simple displays by grouping these objects or marks so she can easily compare the sizes of different groups.	Working Towards	
MAE-FG-02 forms equal groups by sharing and counting collections of objects	Ruby has shown a solid start in grouping items, particularly when she lined up grapes in pairs and explored how to divide groups for her games. A helpful next step would be for her to practise drawing or writing down how many items are in each group to help show her thinking about how she shared them out.	Working Towards	[9] [10]

Outcomes	Comment	Level of Achievement	Evidence
MAE-GM-01 describes position and gives and follows simple directions	Ruby has demonstrated a good understanding of position, such as when she planned where to move furniture in her bedroom and followed visual guides to balance her dinosaur figures. To build on this, she could practise using specific directional language like 'to the left' or 'to the right' when giving directions to others.	Working Towards	[11] [12] [13]
MAE-GM-02 describes and compares lengths	Ruby has begun comparing lengths during play, such as when she lined up her dinosaur figures from shortest to longest and used words like 'longer' and 'shorter' to describe them. Her next step is to compare the lengths of everyday objects by lining up their ends side-by-side, and to begin measuring with informal units like hand spans or blocks.	Working Towards	[14]
MAE-GM-03 identifies half the length and the halfway point	Ruby has made a great start by identifying that 15 minutes is half of 30 minutes on her timer. To further develop this, she could practise folding paper strips in half and describing the halfway point compared to the whole length.	Beginning	
MAE-NSM-01 describes and compares the masses of objects	Ruby has begun exploring weight by considering different ingredient substitutions while baking. A great next step is for her to hold two different objects in her hands to 'heft' them and guess which is heavier or lighter before checking the result.	Beginning	[15]
MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity	Ruby is doing well with counting and managing numbers in daily tasks, like using tally marks to track train races and managing her budget for lollies. A useful next step is to practise identifying small groups of items (up to four) instantly, without needing to count them one by one.	Working Towards	[16] [17] [18]
MAE-RWN-02 reads numerals and represents whole numbers to at least 20	Ruby has shown she can record numbers in writing and use them to solve maths problems within her games. To progress further, she could practise counting backwards from 20 or identifying which number comes 'one more' or 'one less' than a number she has just counted.	Working Towards	

Evidence Links (Mathematics)

- [1] Evidence (2026-03-18): <https://app.learninglog.com.au/r/sample-1>
- [2] Evidence (2026-03-08): <https://app.learninglog.com.au/r/sample-1>
- [3] Evidence (2026-03-29): <https://app.learninglog.com.au/r/sample-1>
- [4] Evidence (2026-06-18): <https://app.learninglog.com.au/r/sample-1>
- [5] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-1>
- [6] Evidence (2026-04-14): <https://app.learninglog.com.au/r/sample-1>
- [7] Evidence (2026-03-08): <https://app.learninglog.com.au/r/sample-1>
- [8] Evidence (2026-03-08): <https://app.learninglog.com.au/r/sample-1>
- [9] Evidence (2026-03-29): <https://app.learninglog.com.au/r/sample-1>
- [10] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-1>
- [11] Evidence (2026-06-18): <https://app.learninglog.com.au/r/sample-1>
- [12] Evidence (2026-03-29): <https://app.learninglog.com.au/r/sample-1>
- [13] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-1>
- [14] Evidence (2026-04-13): <https://app.learninglog.com.au/r/sample-1>
- [15] Evidence (2026-03-22): <https://app.learninglog.com.au/r/sample-1>
- [16] Evidence (2026-05-06): <https://app.learninglog.com.au/r/sample-1>
- [17] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-1>
- [18] Evidence (2026-03-29): <https://app.learninglog.com.au/r/sample-1>

Mathematics: Summary of learning

Parent overview

Practical, hands-on maths has been a thread through our year, appearing naturally in the kitchen and during play. Ruby loves to bake, and we've watched her grow in her understanding of measurement and quantity as she substitutes ingredients or calculates how many muffins are needed. She's also become quite the young entrepreneur, managing budgets for toy purchases and even reselling lollies, which has provided a real-world context for her to work with numbers.

We've also seen a breakthrough in how she models number relations. From using marbles as counters for addition and subtraction to confidently counting in her head, she is making great strides. Whether she's building elaborate structures with magnet tiles or using tally marks to track train races, she is consistently finding ways to apply mathematical concepts to the games she loves.

Outcomes	Comment	Level of Achievement	Evidence
PDe-1 identifies who they are and how people grow and change	Ruby has demonstrated a beginning understanding of how people grow and change by talking about what she'd like to be when she grows up. To build on this, she needs to explore her unique personal strengths and learn to name her body parts and what they do.	Beginning	
PDe-10 uses interpersonal skills to effectively interact with others	Ruby has demonstrated mastery of interpersonal skills, such as collaborating with her family to choreograph dance routines and waiting her turn during games like 'pin the microphone on Taylor Swift'.	Achieved	[1] [2] [3]
PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people	Ruby has mastered the ability to move her body in relation to space and others, as seen when she performed movement sequences on the trampoline and navigated different levels during her gymnastics classes.	Achieved	[4] [5] [6]
PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe	Ruby has shown strength in identifying safety protocols, such as discussing ocean dangers like currents and learning to dive under waves. To reach the next stage, she should practise naming the trusted adults she can go to for help and using simple refusal skills, like saying 'no' firmly, if she ever feels unsafe.	Working Towards	
PDe-3 communicates ways to be caring, inclusive and respectful of others	Ruby has begun to demonstrate care for others by creating a routine to look after her dogs and identifying strategies to help herself feel calm. Moving forward, she should focus on naming different emotions and understanding how to be inclusive and fair when interacting with her peers.	Beginning	[7]
PDe-4 practises and demonstrates movement skills and sequences using different body parts	Ruby has mastered a wide variety of movement skills, including swimming laps in a public pool and successfully climbing equipment to reach a target.	Achieved	[8] [9] [10]
PDe-5 explores possible solutions to movement challenges through participation in a range of activities	Ruby has shown she can solve simple movement challenges, like finding ways to navigate monkey bars. Her next goal is to practise testing different techniques and making positive choices about how she participates in group movement activities.	Beginning	
PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity	Ruby has demonstrated an understanding of healthy food choices by preparing snacks like fruit, muffins, and healthy iceblocks. To further develop, she should explore how environments, like playgrounds and community spaces, are designed to keep her safe.	Working Towards	[11] [12] [13]

Outcomes	Comment	Level of Achievement	Evidence
PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces	Ruby has shown she understands personal hygiene and safe movement, such as caring for her dogs and moving safely around the playground. Her next step is to learn specific safety procedures for the wider world, like understanding road safety rules or recognising common safety symbols.	Working Towards	[14] [15]
PDe-8 explores how regular physical activity keeps individuals healthy	Ruby recognises some of the benefits of being active, such as noticing that bouncing on the trampoline and going to gymnastics help her feel happy and strong. She can further her progress by tracking her preferred physical activities and explaining how her body responds during exercise, such as how her breathing or heart rate changes.	Working Towards	
PDe-9 practises self-management skills in familiar and unfamiliar scenarios	Ruby has started to use self-management by recognising when she needs a break and choosing quiet activities like colouring when she needs a rest. She can build on this by practising how to follow specific rules and use equipment safely across a variety of different games and settings.	Beginning	

Evidence Links (PDHPE)

- [1] Evidence (2026-05-06): <https://app.learninglog.com.au/r/sample-7>
- [2] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-7>
- [3] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-7>
- [4] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-7>
- [5] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-7>
- [6] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-7>
- [7] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-7>
- [8] Evidence (2026-04-14): <https://app.learninglog.com.au/r/sample-7>
- [9] Evidence (2026-03-29): <https://app.learninglog.com.au/r/sample-7>
- [10] Evidence (2026-03-17): <https://app.learninglog.com.au/r/sample-7>
- [11] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-7>
- [12] Evidence (2026-02-04): <https://app.learninglog.com.au/r/sample-7>
- [13] Evidence (2026-02-03): <https://app.learninglog.com.au/r/sample-7>
- [14] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-7>
- [15] Evidence (2026-04-14): <https://app.learninglog.com.au/r/sample-7>

PDHPE: Summary of learning

Parent overview

Ruby's physical and social growth has been constant and energetic. Whether she is in a gymnastics class performing complex sequences or simply playing hide-and-seek with her family, she shows a wonderful awareness of how her body moves in space. We've noticed her developing a real sense of self-management, too; she is increasingly aware of what she needs to feel calm, often choosing quiet activities like colouring when she needs a rest.

Her interpersonal skills continue to shine in everything she does. She is a thoughtful collaborator, whether she's taking orders at her pretend restaurant or ensuring the dogs are moved to safety during a simulated camping trip in the backyard. She is learning to value both her own physical health and the importance of being a caring, attentive member of our family.

Science & Technology

Outcomes	Comment	Level of Achievement	Evidence
STe-3LW-ST explores the characteristics, needs and uses of living things	Ruby has demonstrated a strong understanding of the needs of living things by building an insect hotel, creating bird nests with food and water, and pollinating pumpkin flowers. To further develop, she could focus on comparing the specific needs of plants versus animals and exploring how different cultures use various living things for food and clothing.	Working Towards	[1] [2] [3]
STe-4MW-ST identifies that objects are made of materials that have observable properties	Ruby has shown early proficiency in identifying material properties through activities like repurposing a wooden crib for a birdhouse and crafting ice blocks. Her next goal is to move beyond identification to the formal process of planning, designing, and evaluating a specific product to solve a problem.	Beginning	
STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces	Ruby has explored physical movement by connecting tunnels for balls and engaging in water play at a splash zone. She would benefit from specifically investigating the effects of push and pull forces on various objects, including observing how they change shape or speed.	Beginning	[4]
STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things	Ruby has begun identifying seasonal environmental changes through her discussions on how leaves change colour in autumn. Her next step is to observe and ask questions about daily weather variations, such as rainfall or temperature changes, and learn how these affect living things.	Beginning	

Outcomes	Comment	Level of Achievement	Evidence
STe-7DI-T identifies digital systems and explores how instructions are used to control digital devices	Ruby has mastered the ability to follow sequences of instructions to complete tasks, such as following a recipe to cook pancakes, using a Vitamix to create ice blocks, and building a complex Lego set from instructions.	Achieved	[5] [6] [7]

Evidence Links (Science & Technology)

[1] Evidence (2026-05-25): <https://app.learninglog.com.au/r/sample-2>

[2] Evidence (2026-04-26): <https://app.learninglog.com.au/r/sample-3>

[3] Evidence (2026-04-18): <https://app.learninglog.com.au/r/sample-2>

[4] Evidence (2026-03-18): <https://app.learninglog.com.au/r/sample-3>

[5] Evidence (2026-05-06): <https://app.learninglog.com.au/r/sample-2>

[6] Evidence (2026-04-23): <https://app.learninglog.com.au/r/sample-3>

[7] Evidence (2026-03-08): <https://app.learninglog.com.au/r/sample-2>

Science & Technology: Summary of learning

Parent overview

Ruby's scientific curiosity is fuelled by her deep love for the living world. She is a keen observer, constantly asking questions about the needs of creatures, from the turtles she watches on screen to the bugs she hopes to attract to her homemade insect hotel. It's been a joy to watch her plant seeds and carefully construct habitats, learning that living things require specific care and environments to thrive.

Technologically, she is learning that tools are an extension of her own creativity. From blending fresh ingredients in the Vitamix to build her own iceblock business, to designing and constructing a dog enclosure, she is learning how to follow sequences to achieve a goal. Each project, whether big or small, teaches her about the properties of materials and the process of bringing an idea into reality.

Resources for Learning (All Subjects)

The following resources were accessed throughout the registration period across various Key Learning Areas:

Resource Description
AI - Used AI to help identify an animal found in a pool of water.
Balance Beams - Practised balancing and walking along the beam at gymnastics.
Balancing Wooden Dinosaurs - Stacked and balanced wooden dinosaurs to build tall towers.
Bluey Lego House - Built by following step-by-step instructions.
Board Game - Used for practising addition and subtraction skills.
Dogs - Walked the dogs and followed a daily care routine.
Duplo - Built houses and towers with Duplo blocks.
Foam Pit - Practised jumping and landing safely at gymnastics.
Gymnastics Class - Practised movement sequences on different levels and equipment.
Household Furniture And Blankets - Built a cubby fort using household furniture and blankets.
Junior Monopoly - Practised counting money, taking turns and following game rules.
Kids Splash Zone - Explored how water moves and pushes objects during water play.
Library - Visited the local library to borrow and read books.
Magnet Tiles - Used magnetic tiles to construct shapes and explore spatial relationships.
Ocean - Swam at the beach and learnt about currents and diving under waves.
Peninsula Leisure Centre, Woy Woy - Practised swimming skills and water confidence at the pool.
Picture Card - Copied a picture card showing balancing wooden dinosaurs on a balance beam.
Public Pool - Swam 20x 25m laps in a public pool.
Recycling Factory - Visited the recycling factory to observe the recycling process.

Resource Description
Sydney Opera House - Attended a Bangarra Dance Theatre performance at the Sydney Opera House.
The Entrance waterfront playground - Acted out pirate adventures during imaginative play.
The Skillion at Terrigal - Explored the headland and looked out over the Pacific Ocean.
Tuggerah Lake - Swam in the lake and experienced the physical properties of water.
Vitamix - Used to blend fresh ingredients for ice blocks.
Water Slides - Enjoyed the water slides and practised waiting her turn safely.