

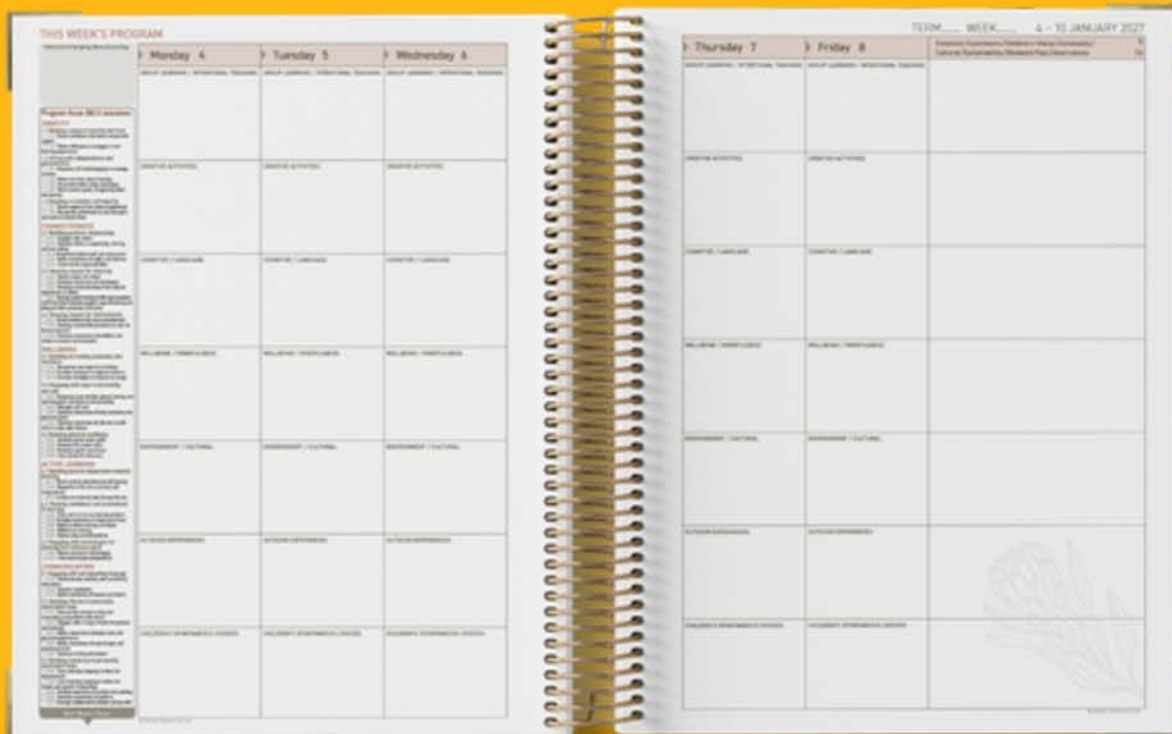


Look inside the

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY

This information sheet is designed to support you in identifying, reflecting on, and documenting how your service operations and practices are linked to:

- Frameworks,
- NQS,
- Theorists,
- Developmental Milestones, and
- Exceeding Themes.



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches staff to be uniform and vigilant via a weekly format. This in turn reduces the stress and workload associated with the NQS.

**BUTLER
DIARIES**



Centre-based service ✓



Family day care services ✓



Birth to five ✓

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

WORKING IN

- Long Day Care offering the QLD Kindergarten Program under QKLG
- Preschools and Kindergartens offering the QLD Kindergarten Program under QKLG

IN

- Queensland

Looking for the:

- [EYLF Program Version?](#)
- [OSHC Program Version?](#)

DESIGNED TO BE USED WITH:

- [Our Sustainable Year Wall Calendar](#) (all States)
- [Our Culturally Responsive Year Wall Calendar](#) (all States)
- [Children's Voices Diary](#) (all States)
- [Central Outdoor Weekly Programming and Reflection Diary](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)
- [Childcare Centre Diary](#) (all States)
- [Family Day Care Compliance Diary](#) (all States)



[View in store](#)

OR
BUNDLE
& SAVE

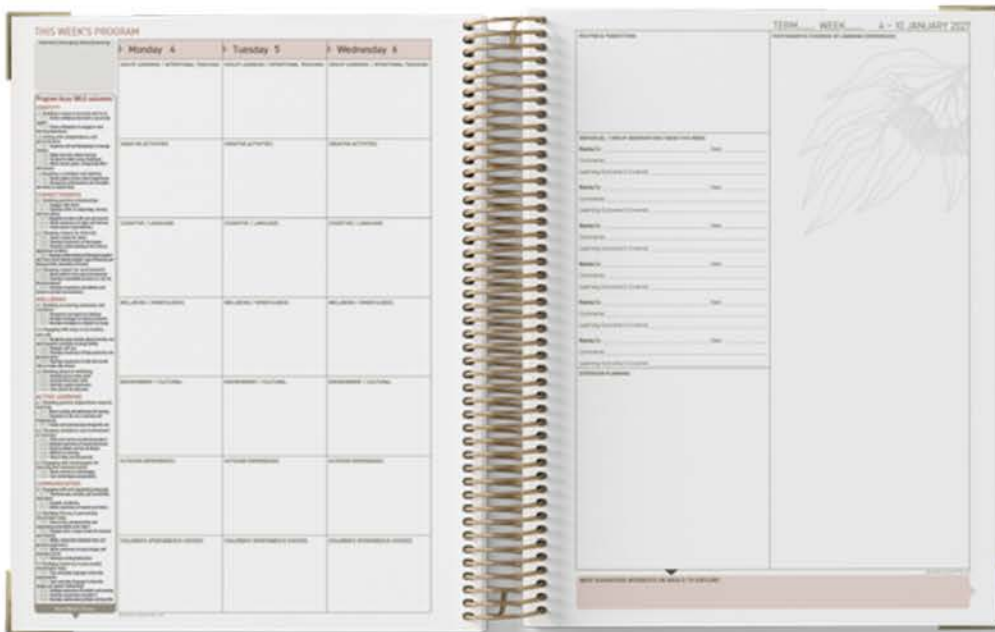
- ✓ LESS PAPERWORK
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE
- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY

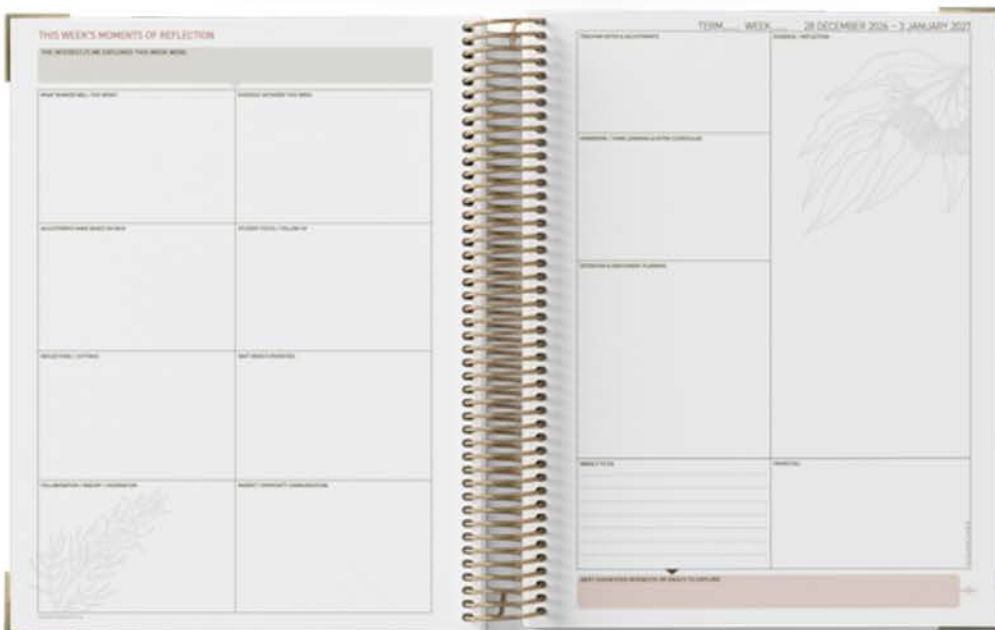


A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EVERY WEEK



WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES



WEEKLY REFLECTION SPREAD WITH OBSERVATION TRACKER AND PHOTO EVIDENCE

*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

THIS WEEK'S PROGRAM

Interests/emerging ideas/planning:

	Monday 28	Tuesday 29	Wednesday 30
GROUP LEARNING / INTENTIONAL TEACHING:			
CREATIVE ACTIVITIES:			
COGNITIVE / LANGUAGE:			
WELLBEING / MINDFULNESS:			
ENVIRONMENT / CULTURAL:			
OUTDOOR EXPERIENCES:			
CHILDREN'S SPONTANEOUS CHOICES:			

Program focus QKLG outcomes:

IDENTITY

1.1 Building a sense of security and trust
 1.1.1 Shows confidence that others can provide support
 1.1.2 Shows willingness to engage in new learning experiences

1.2 Acting with independence and perseverance
 1.2.1 Organises self and belongings to manage routines

1.2.2 Makes decisions about learning
 1.2.3 Perseveres when trying challenges
 1.2.4 Works toward goals, recognising effort and success

1.3 Building a confident self-identity
 1.3.1 Shares aspects of own cultural experiences
 1.3.2 Recognises achievements and strengths and works to extend them

CONNECTEDNESS

2.1 Building positive relationships
 2.1.1 Engages with others
 2.1.2 Develops skills in cooperating, sharing and team-working

2.1.3 Responds to others with care and concern
 2.1.4 Builds awareness of rights and fairness
 2.1.5 Understands responsibilities

2.2 Showing respect for diversity
 2.2.1 Shows respect for others
 2.2.2 Develops awareness of stereotypes
 2.2.3 Develops understanding of the cultural experiences of others

2.2.4 Develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country

2.3 Showing respect for environments

2.3.1 Shows interest in the natural environment
 2.3.2 Develops sustainable practices to care for the environment
 2.3.3 Develops awareness of problems and actions to protect environments

WELLBEING

3.1 Building increasing autonomy and resilience
 3.1.1 Recognises and expresses feelings
 3.1.2 Develops strategies to regulate emotions
 3.1.3 Develops strategies to respond to change

3.2 Engaging with ways to be healthy and safe
 3.2.1 Recognises ways nutrition, physical activity, rest and hydration contribute to being healthy
 3.2.2 Manages self-care
 3.2.3 Develops awareness of body autonomy and personal space
 3.2.4 Develops awareness of safe and unsafe risks to make safe choices

3.3 Building physical wellbeing

3.3.1 Develops gross motor skills
 3.3.2 Develops fine motor skills
 3.3.3 Develops spatial awareness
 3.3.4 Uses senses for discovery

3.4 Developing personal wellbeing

3.4.1 Develops awareness of self and others
 3.4.2 Develops awareness of self and others
 3.4.3 Develops awareness of self and others

3.5 Building personal wellbeing

3.5.1 Develops awareness of self and others
 3.5.2 Develops awareness of self and others
 3.5.3 Develops awareness of self and others

3.6 Building personal wellbeing

3.6.1 Develops awareness of self and others
 3.6.2 Develops awareness of self and others
 3.6.3 Develops awareness of self and others

3.7 Building personal wellbeing

3.7.1 Develops awareness of self and others
 3.7.2 Develops awareness of self and others
 3.7.3 Develops awareness of self and others

3.8 Building personal wellbeing

3.8.1 Develops awareness of self and others
 3.8.2 Develops awareness of self and others
 3.8.3 Develops awareness of self and others

3.9 Building personal wellbeing

3.9.1 Develops awareness of self and others
 3.9.2 Develops awareness of self and others
 3.9.3 Develops awareness of self and others

3.10 Building personal wellbeing

3.10.1 Develops awareness of self and others
 3.10.2 Develops awareness of self and others
 3.10.3 Develops awareness of self and others

3.11 Building personal wellbeing

3.11.1 Develops awareness of self and others
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 3.11.3 Develops awareness of self and others

3.12 Building personal wellbeing

3.12.1 Develops awareness of self and others
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3.13 Building personal wellbeing

3.13.1 Develops awareness of self and others
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3.14 Building personal wellbeing

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3.15 Building personal wellbeing

3.15.1 Develops awareness of self and others
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3.16 Building personal wellbeing

3.16.1 Develops awareness of self and others
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3.17 Building personal wellbeing

3.17.1 Develops awareness of self and others
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3.18 Building personal wellbeing

3.18.1 Develops awareness of self and others
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 3.18.3 Develops awareness of self and others

3.19 Building personal wellbeing

3.19.1 Develops awareness of self and others
 3.19.2 Develops awareness of self and others
 3.19.3 Develops awareness of self and others

3.20 Building personal wellbeing

3.20.1 Develops awareness of self and others
 3.20.2 Develops awareness of self and others
 3.20.3 Develops awareness of self and others

Next Week's Focus

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Thursday 31	Friday 1	Extension Experiences/Children's Voices/Community/ Cultural/Sustainability/Weekend Plan/Observations
GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:	2 3
CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:	
COGNITIVE / LANGUAGE:	COGNITIVE / LANGUAGE:	
WELLBEING / MINDFULNESS:	WELLBEING / MINDFULNESS:	
ENVIRONMENT / CULTURAL:	ENVIRONMENT / CULTURAL:	
OUTDOOR EXPERIENCES:	OUTDOOR EXPERIENCES:	
CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	



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THIS WEEK'S MOMENTS OF REFLECTION

THE INTEREST/S WE EXPLORED THIS WEEK WERE:

WAS IT A GOOD/CHALLENGING WEEK? WHY?

PROGRAMMED GOALS & PROJECTED OUTCOMES ACHIEVED?

INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED:

PROFESSIONAL INQUIRY:

LEARNING DATA / JOTTINGS:

CHANGES TO THE ENVIRONMENT:

RESOURCES USED:

FAMILY / COMMUNITY INPUT:



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ROUTINE & TRANSITIONS:

EVIDENCE OF LEARNING EXPERIENCES:



INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK:

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

Name/s: _____ Date: _____

Comments: _____

Learning Outcome/s Covered: _____

EXTENSION PLANNING:

NEXT SUGGESTED INTERESTS OR IDEA/S TO EXPLORE:

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QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EVERY MONTH



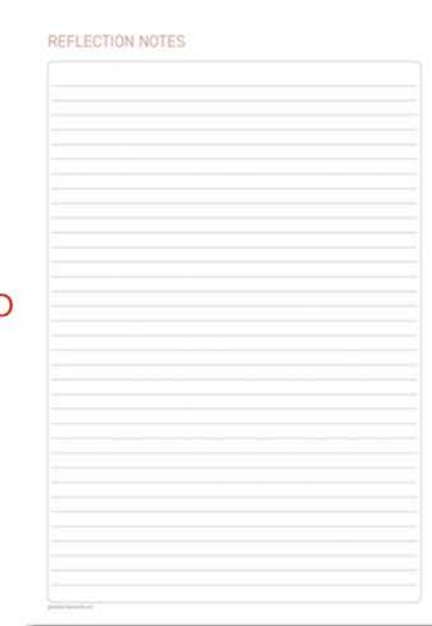
MONTH AT A GLANCE



MONTHLY PROGRAMMING NOTES



MONTHLY EVIDENCE AND PLANNING PAGES



MONTHLY REFLECTION NOTES

*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
0-4M

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
4-8M

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
8-12M

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
1-2Y

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
2-3Y

DEVELOPMENTAL MILESTONES AND THE EYLF/NQS

DEVELOPMENTAL MILESTONES
3-5Y

3 YEARS AT A GLANCE

3 YEARS AT A GLANCE

TERM PLANNING OVERVIEW

TERM PLANNING

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QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES



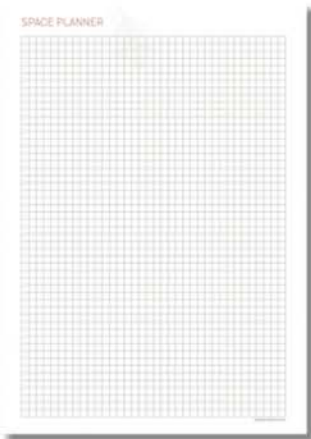
SCHOOL TERMS AND HOLIDAYS



SPECIAL DAYS AND ACRONYMS



YEAR PLANNER



SPACE PLANNER



PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS



OBSERVATION SCHEDULE



BIRTHDAYS

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QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

AUSTRALIAN NATIVE FLORA COVER ART



Back to Nature

QLD Kindy Weekly Programming & Reflection Diary For 2027, we chose Australian flora in celebration of something Queensland educators know well: this state is one of the most biodiverse places on earth. From the rainforests of the Daintree to the eucalypts of the Darling Downs, Queensland's native plants are a treasure trove of learning for kindy children.

The QKLG places enormous value on children developing a sense of identity and connection to their community and environment – and what better way to honour that than through the beauty of the plants that have called this land home for thousands of years. For QLD kindy educators, this one's yours.

How amazing do they look with our new floral internal pages!

January 2027 at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				New Year's Day	1 Day After New Year's Day (Obs.)	2 3
4 Day After New Year's Day (Monday Observed) (Obs.)	5	6	7	8	9	10

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

BUNDLE AND SAVE WITH THIS DIARY



Featuring:

- Your Diary,
- My Jottings Pad and Pen,
- White Pen Holder,
- Individual Observation Duplicate Book, and
- Programming and Reflection Printer Pack.

CRITICAL REFLECTION BUNDLE



FIRSTSTART SERIES BUNDLE



FIRST NATIONS BUNDLE

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QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



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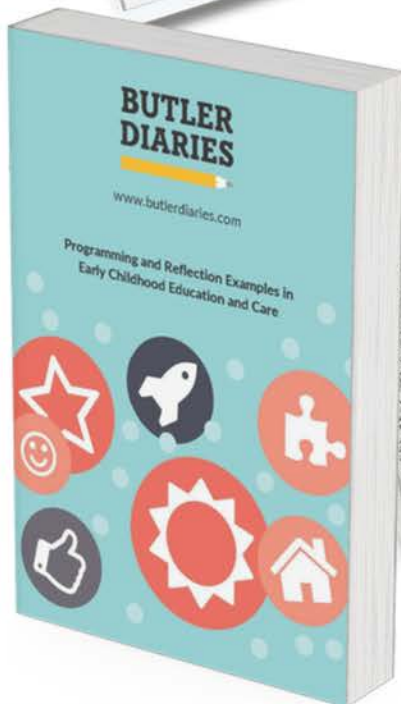
GET SUPPORT WITH THIS DIARY

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CUSTOMER EXAMPLES AND CASE STUDIES ON OUR BLOG



DOWNLOAD OUR PROGRAMMING E-BOOK FULL OF EXAMPLES



LO Headings, Stickers & Highlighter colours now all match!

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QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD
COVER WITH
SPIRAL
BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

Principles

- High expectations, equity and respect for diversity, respectful relationships, collaborative partnerships, effective pedagogies, and reflective practice and professional decision-making are encouraged with **weekly planning prompts, weekly reflections, family input, displayed program, extension planning, and a diversity dates calendar.**

Practice

- **Collaborative decision-making** on learning priorities, environments, and contexts for individuals and groups is supported through our **weekly planning boxes and reflection spread.** Children's interests are captured daily.
- **Intentional teaching** practices are planned daily, and a weekly reflection box prompts critical reflection on intentional teaching experiences and actions.
- **Ongoing assessment** and multiple opportunities for **documenting evidence of learning** are supported through our weekly programming spread with the QKLG checkbox, in the individual observations record, and across the reflections capturing learning data, routines, transitions, and photographic evidence of learning.

Learning Outcomes

- Supports your planning and reflection based on the **QKLG outcomes** with a weekly framework checklist for outcomes covered.
- Supports reflection on learning outcomes with **prompts that cover the QKLG outcomes.**
- Supports **linking EYLF** and **applying QKLG** through an overview page.



COVERS:

- LO1: Identity
- LO2: Connectedness
- LO3: Wellbeing
- LO4: Active learning
- LO5: Communicating



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD
COVER WITH
SPIRAL
BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

THEORETICAL LINKS

- Erikson believed children move through 8 stages across their lifespan in their social and emotional development. Children are supported through a crisis to develop socially and emotionally when the environment and educators support their development. This can be done through **relationships, planning for children's skills, providing a variety of play experiences, and inviting children to contribute to the program**, which is supported and promoted by our planning boxes and critical reflection.
- Piaget believed children must master one stage before they could move on to the next stage of cognitive development. Planning for children's **individual skills, interests, and abilities** is promoted through **critical reflection** on learning data, the environment, resources used, extension planning, and a record of observations captured.
- Vygotsky emphasised the importance of social interactions in development. Social interaction is planned daily through a **group learning planning box**.
- Gardner suggested there was more than one intelligence and placed importance on **arts and creativity in children's learning**. We captured this daily with a Creative Activities planning box.
- Bronfenbrenner emphasised the importance of interactions between environmental factors on children's development. **Interactions between parents and educators** are encouraged with family and community input into the program.
- Montessori pressed the importance of the environment and resources in children's learning. She believed children learn best when **using their senses and following their interests**. We have embedded this into our Weekly Programming and Reflection Diary with an **environment planning box and reflections** on the environments and resources used.



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

DEVELOPMENTAL MILESTONES

Supports you implementing QKLG, which links with children's development:

- **Physical** development is captured through Creative Activities, Wellbeing / Mindfulness and Outdoor Experiences planning boxes (**LO1, 3, 4**)
- **Social** development is captured through the Group Learning and Environment / Cultural planning box (**LO1, 2, 3, 5**),
- **Emotional** development is captured through Group Learning, Cognitive / Language, and Wellbeing / Mindfulness planning boxes (**LO1, 2, 3, 4**),
- **Cognitive** development is captured through Group Learning / Intentional Teaching and Cognitive / Language planning boxes (**LO2, 4, 5**),
- **Language** development is captured through Cognitive / Language and Group Learning planning boxes (**LO1, 5**), and
- Children's development across **all areas** is captured in the Children's Spontaneous Choices planning box, Learning Data Reflection Box, Observation Record, and Photographic Evidence Space (**LO1, 2, 3, 4, 5**).
- As the boxes are designed to be **open-ended**, many areas of development will fit across many different prompt boxes.



COVERS:

- Physical development (LO1, 3, 4)
- Social development (LO1, 2, 3, 5)
- Emotional development (LO1, 2, 3, 4)
- Cognitive development (LO2, 4, 5)
- Language development (LO1, 5)



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA1 Educational program and practice

- Supports the implementation of **approved learning frameworks** with weekly learning outcome checklist, weekly reflections, overview pages, references, and a diversity dates calendar (QA1.1.1)
- Support children's interests at the **centre of the program** with daily child's interests recorded and emerging planning notes section (QA1.1.2)
- Supports **maximising opportunities for children's learning** with planning and reflection to cover key areas, routines, and transitions (QA1.1.3)
- Promotes **intentional teaching practices** with a daily intentional teaching planning box, weekly intentional teaching reflection, and space for photos of learning experiences (QA1.2.1)
- Encourages **responding to children's ideas** and extending their learning by capturing children's choices, recording individual observations taken, and multiple points for extension planning (QA1.2.2)
- Supports promoting **children's agency** to influence their world with spontaneous children's choices recorded daily (QA1.2.3)
- Supports the implementation of a **cycle of planning** with emerging ideas planning, analysis of learning, weekly and monthly reflections, extension planning, and individual observation record (QA1.3.1)
- Promotes **critical reflection** with weekly **reflection prompts** (QA1.3.2)
- Designed to be displayed and easily read, so **families are informed** about their child's program (QA1.3.3)

COVERS:

- 1.1.1 Approved Learning Framework
- 1.1.2 Child-centred
- 1.1.3 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.1 Assessment and planning cycle
- 1.3.2 Critical reflection
- 1.3.3 Information for families



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK



QA2 Children's health and safety

- Supports each **child's wellbeing** and comfort with weekly reflections on routines and transitions and a wellbeing program prompt box (**QA2.1.1**)

COVERS:

- 2.1.1 Wellbeing and comfort

QA3 Physical environment

- **Promotes reflection of physical environments** to ensure they are fit for purpose, well maintained, and inclusive with a reflection on the changes you made to the environment. The environment is **planned for** in the environment program prompt box (**QA3.1.1, QA3.1.2, QA3.2.1**)
- Promotes reflection on the **use of resources and their suitability** for enabling and including every child with a resources used reflection prompt (**QA3.2.2**)
- Supports **engagement with sustainability** with a dates calendar, weekly planning column, and links to the Central Outdoor Weekly Programming and Reflection Diary (**QA3.2.3**)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.1 Inclusive environment
- 3.2.2 Resources support play-based learning
- 3.2.3 Environmentally responsible

QA4 Staffing arrangements

- Promotes **professional collaboration** and ongoing learning through a professional development summary and professional inquiry reflection prompt (**QA4.2.1**)
- Supports guidance by **professional standards** (**QA4.2.2**)

COVERS:

- 4.2.1 Staffing arrangements
- 4.2.2 Professional standards



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA5 Relationships with children

- Promotes **collaborative learning** opportunities with a daily programming box for group learning (QA5.2.1)

COVERS:

- 5.2.1 Collaborative learning

QA6 Partnerships with families and community

- Promotes the expertise, culture, values, and beliefs of **families to be embedded** into decision-making and planning with a displayed program and weekly reflection on parent input (QA6.1.2)

COVERS:

- 6.1.2 Parent views are respected

QA7 Leadership and service management

- Promotes **continuous improvement** through reflection (QA7.2.1)

COVERS:

- 7.2.1 Continuous improvement



Use this diary in conjunction with our suggested diaries to evidence against more National Quality Standards and Elements.

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

THEME 1

Embedded in Service Operations

Our Weekly Programming and Reflection Diaries are designed to ensure **consistency of practice and provide evidence** for intentional practices that are being implemented by staff. The diaries are designed to support consistency in **daily planning and weekly reflections** to support extensions for the following week. An **ongoing cycle of planning** is promoted with weekly emerging ideas and extension planning prompts.

THEME 2

Informed by Critical Reflection

To ensure your practices are informed by critical reflection, our diary includes **weekly reflections and extension planning** to promote ongoing analysis and drive ongoing quality improvement. The **reflection prompts** you to think about different areas and critically reflect on improvements that can be implemented in the following week's program.



THEME 3

Shaped by Meaningful Engagement with Families and Community

Our diary supports meaningful engagement with families and the community by **encouraging family input** every week to embed in your program. Its design allows your program to be **displayed for families** so they can provide input and feedback on their children's learning. A diversity dates calendar and weekly column is included so you are **prompted to embed community and cultural events** and learning into your program.

ORDER YOUR DIARY
WWW.BUTLERDIARIES.COM



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



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Information sourced from:

ACECQA - [About Exceeding](#)

ACECAQ - [National Quality Standard](#)

Australian Government - [Developmental milestones and the EYLF and NQS](#)

Australian Government - [The Early Years Learning Framework for Australia](#)

Australian Government - [My Time, Our Place](#)

Queensland Curriculum & Assessment Authority - [Queensland Kindergarten Learning Guideline](#)

Disclaimer:

Butler Diaries provide evidence for some, but not all parts of frameworks and NQS. Butler Diaries cannot promise our products will get you a better assessment. This information is general information only and must be considered inside the context of your own practices and service operations.