

BUTLER DIARIES

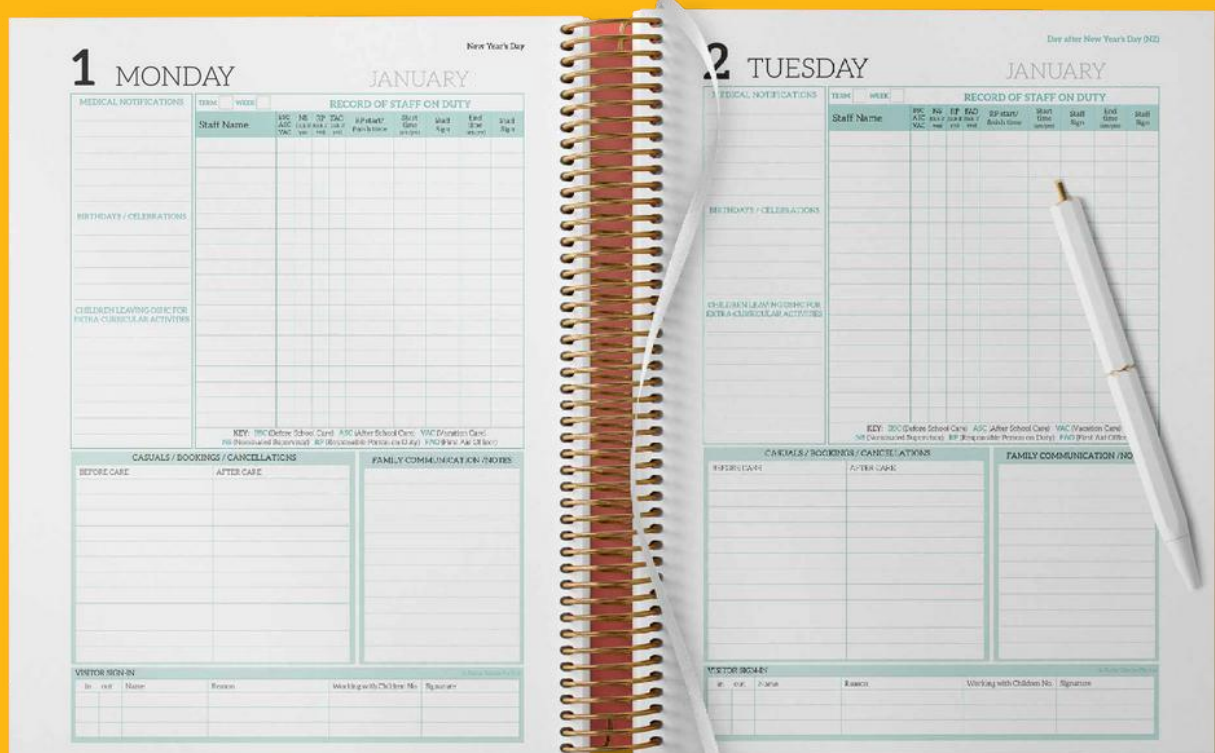
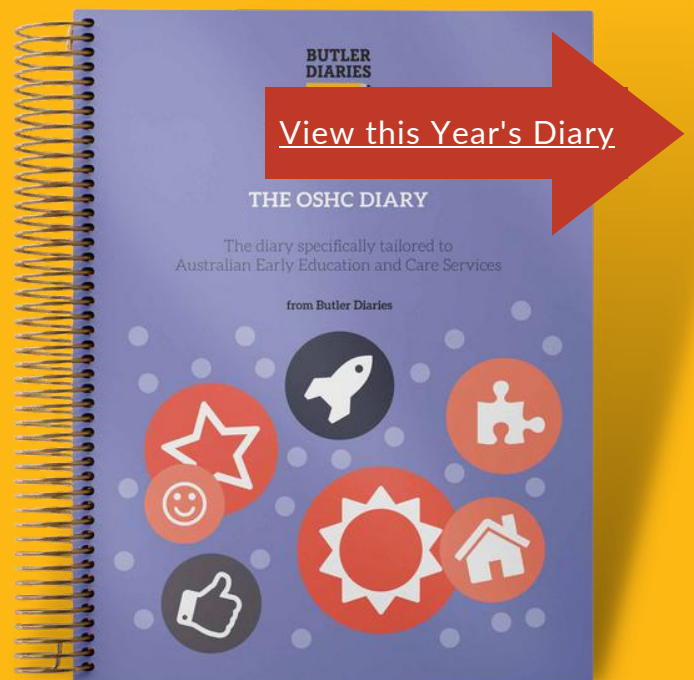


COMPLIANCE INFORMATION

Look inside the OSHC DIARY

This information ebook 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.



THE OSHC DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches staff to be vigilant and takes the headache out of creating uniform compliance documentation.

**BUTLER
DIARIES**



Centre-based service ✓



School aged children ✓

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders
- Directors
- Nominated Supervisors

WORKING IN

- OSHC
- Occasional Care
- Vacation Care
- BAS Care

IN

- Australia (all States)

DESIGNED TO BE USED WITH:

- Educational Leader Diary (all States)
- Nominated Supervisor Diary (all States)
- OSHC Weekly Programming and Reflection Diary (all States)
- Findings, Feelings, Fun! School Aged Journal for Children (all States)
- Individual Observations Duplicate Book EYLF/MTOP V2.0 (all States)



- ✓ LESS PAPERWORK
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE

- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED



MEDICAL NOTIFICATIONS <hr/> <hr/> <hr/> <hr/> BIRTHDAYS / CELEBRATIONS <hr/> <hr/> <hr/> <hr/> CHILDREN LEAVING OSHC FOR EXTRA-CURRICULAR ACTIVITIES <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	TERM <input style="width: 20px;" type="text"/>	WEEK <input style="width: 20px;" type="text"/>	RECORD OF STAFF ON DUTY							
	Staff Name	BSC ASC VAC	NS <small>(tick if yes)</small>	RP <small>(tick if yes)</small>	FAO <small>(tick if yes)</small>	RP start/ finish time	Start time <small>(am/pm)</small>	Staff Sign	End time <small>(am/pm)</small>	Staff Sign

KEY: BSC (Before School Care) ASC (After School Care) VAC (Vacation Care)
NS (Nominated Supervisor) RP (Responsible Person on Duty) FAO (First Aid Officer)

CASUALS / BOOKINGS / CANCELLATIONS		FAMILY COMMUNICATION / NOTES																																	
<table style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: center; padding: 2px;">BEFORE CARE</th> <th style="width: 50%; text-align: center; padding: 2px;">AFTER CARE</th> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	BEFORE CARE	AFTER CARE																					<table border="1" style="width:100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>												
BEFORE CARE	AFTER CARE																																		

VISITOR SIGN-IN					© Butler Diaries Pty Ltd
in	out	Name	Reason	Working with Children No.	Signature

6 SATURDAY

JANUARY



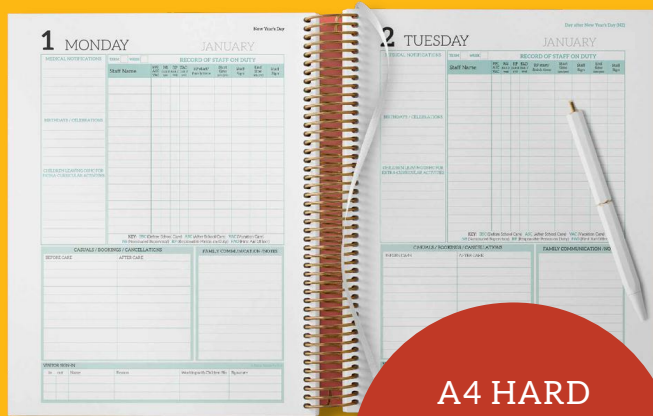
REFLECTIONS FROM LAST WEEK

7 SUNDAY

GOALS FOR NEXT WEEK:

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THE OSHC DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EACH MONTH

1 MONDAY JANUARY 2024

Medical Notifications

RECORD OF STAFF ON DUTY

Staff Name	NS	RP	FO	RP	Start	End	Staff
					Time	Time	Sign

CASUALS / BOOKING / ALLOCATIONS

FAMILY COMMUNICATION / NOTES

VISITOR SIGN IN

In	Out	Name	Reason	Working with Children No.	Signature

DAILY RECORDS

6 SATURDAY JANUARY 2024

REFLECTIONS FROM LAST WEEK

7 SUNDAY

GOALS FOR NEXT WEEK:

WEEKLY GOAL SETTING AND REFLECTIONS

January at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MONTH AT A GLANCE

MEETING NOTES

Date:

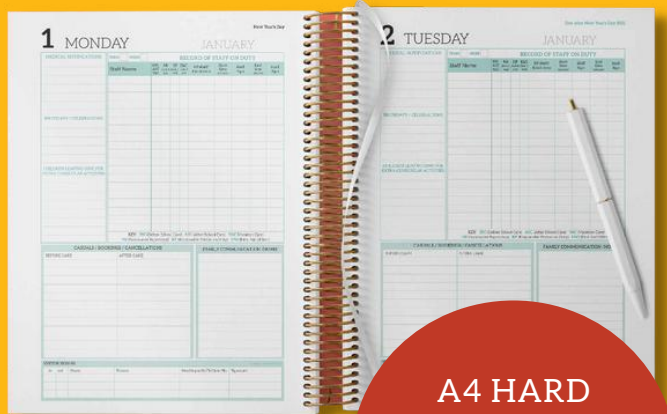
MONTHLY MEETING NOTES

NOTES FOR JANUARY

MONTHLY GENERAL NOTES

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

THE OSHC DIARY



**A4 HARD
COVER WITH
SPIRAL
BINDING**

**LOOK INSIDE
FRONT PAGES**



IMPORTANT INFORMATION

THIS DIARY BELONGS TO

Name: _____ Phone: _____ Mobile: _____
 Address: _____
 Email: _____
 Emergency Contact: _____ Phone: _____ Mobile: _____
 Name: _____ Phone: _____ Mobile: _____

COMPANY (SERVICE)

Business Name: _____
 Phone: _____ Mobile: _____ Fax: _____
 Address: _____
 PO Box: _____
 Email: _____
 Facebook Page: _____
 Twitter ID: _____
 Business Number: _____

EMPLOYER DETAILS

Director/CEO Name: _____ Mobile: _____
 Name: _____

PERSONAL RECORD

Child's Name: _____ Date of Birth: _____
 Address: _____ Email: _____
 Age: _____ Sex: _____
 Allergies: _____
 Special Needs: _____

LEISURE

Child's Name: _____ Date of Birth: _____
 Address: _____ Email: _____
 Age: _____ Sex: _____
 Allergies: _____
 Special Needs: _____

AUSTRALIA EMERGENCY CALL 000 FIRE-POLICE-AMBULANCE
 NEW ZEALAND EMERGENCY CALL 111 FIRE-POLICE-AMBULANCE
 Order your next diary online at www.butlerdiaries.com

Contacts

Name	Phone	Mobile
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Supplier Details

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**WHAT'S IN
THE FRONT
PAGES?**

**IMPORTANT
INFORMATION
SUMMARY**

**CONTACT
PAGE**

**SUPPLIER
PAGE**

Revised National Quality Standard (from 1 Feb 2020)

Standard	Description	Quality Indicators
1.1	Children and young people are safe and secure	1.1.1 Children and young people are protected from harm
1.2	Children and young people are supported to learn and develop	1.2.1 Children and young people are supported to learn and develop
1.3	Children and young people are supported to be confident and resilient	1.3.1 Children and young people are supported to be confident and resilient
1.4	Children and young people are supported to be respectful and caring	1.4.1 Children and young people are supported to be respectful and caring
1.5	Children and young people are supported to be confident and resilient	1.5.1 Children and young people are supported to be confident and resilient
1.6	Children and young people are supported to be respectful and caring	1.6.1 Children and young people are supported to be respectful and caring
1.7	Children and young people are supported to be confident and resilient	1.7.1 Children and young people are supported to be confident and resilient
1.8	Children and young people are supported to be respectful and caring	1.8.1 Children and young people are supported to be respectful and caring
1.9	Children and young people are supported to be confident and resilient	1.9.1 Children and young people are supported to be confident and resilient
1.10	Children and young people are supported to be respectful and caring	1.10.1 Children and young people are supported to be respectful and caring
1.11	Children and young people are supported to be confident and resilient	1.11.1 Children and young people are supported to be confident and resilient
1.12	Children and young people are supported to be respectful and caring	1.12.1 Children and young people are supported to be respectful and caring
1.13	Children and young people are supported to be confident and resilient	1.13.1 Children and young people are supported to be confident and resilient
1.14	Children and young people are supported to be respectful and caring	1.14.1 Children and young people are supported to be respectful and caring
1.15	Children and young people are supported to be confident and resilient	1.15.1 Children and young people are supported to be confident and resilient
1.16	Children and young people are supported to be respectful and caring	1.16.1 Children and young people are supported to be respectful and caring
1.17	Children and young people are supported to be confident and resilient	1.17.1 Children and young people are supported to be confident and resilient
1.18	Children and young people are supported to be respectful and caring	1.18.1 Children and young people are supported to be respectful and caring
1.19	Children and young people are supported to be confident and resilient	1.19.1 Children and young people are supported to be confident and resilient
1.20	Children and young people are supported to be respectful and caring	1.20.1 Children and young people are supported to be respectful and caring

My Time, Our Place Framework for School Age Care Learning Outcomes V2.0

My Time, Our Place Framework for School Age Care Learning Outcomes V2.0

Findings, Feels Good, Fun School Age Care Learning Outcomes V2.0

Findings, Feels Good, Fun School Age Care Learning Outcomes V2.0

Findings, Feels Good, Fun School Age Care Learning Outcomes V2.0

The relationship between EYLF learning outcomes and Queensland Kindergarten Learning and Development areas (Revised for 2020)

The relationship between EYLF learning outcomes and Queensland Kindergarten Learning and Development areas (Revised for 2020)

Relationship between EYLF learning outcomes and Queensland Kindergarten Learning and Development areas (Revised for 2020)

Relationship between EYLF learning outcomes and Queensland Kindergarten Learning and Development areas (Revised for 2020)

3 Years at a Glance

Year	Month	Day	Time	Activity	Notes
2023	Jan	1	9:00 AM	Arrival	
2023	Jan	2	9:00 AM	Arrival	
2023	Jan	3	9:00 AM	Arrival	
2023	Jan	4	9:00 AM	Arrival	
2023	Jan	5	9:00 AM	Arrival	
2023	Jan	6	9:00 AM	Arrival	
2023	Jan	7	9:00 AM	Arrival	
2023	Jan	8	9:00 AM	Arrival	
2023	Jan	9	9:00 AM	Arrival	
2023	Jan	10	9:00 AM	Arrival	
2023	Jan	11	9:00 AM	Arrival	
2023	Jan	12	9:00 AM	Arrival	
2023	Jan	13	9:00 AM	Arrival	
2023	Jan	14	9:00 AM	Arrival	
2023	Jan	15	9:00 AM	Arrival	
2023	Jan	16	9:00 AM	Arrival	
2023	Jan	17	9:00 AM	Arrival	
2023	Jan	18	9:00 AM	Arrival	
2023	Jan	19	9:00 AM	Arrival	
2023	Jan	20	9:00 AM	Arrival	
2023	Jan	21	9:00 AM	Arrival	
2023	Jan	22	9:00 AM	Arrival	
2023	Jan	23	9:00 AM	Arrival	
2023	Jan	24	9:00 AM	Arrival	
2023	Jan	25	9:00 AM	Arrival	
2023	Jan	26	9:00 AM	Arrival	
2023	Jan	27	9:00 AM	Arrival	
2023	Jan	28	9:00 AM	Arrival	
2023	Jan	29	9:00 AM	Arrival	
2023	Jan	30	9:00 AM	Arrival	
2023	Jan	31	9:00 AM	Arrival	

**SUMMARY
OF NQS**

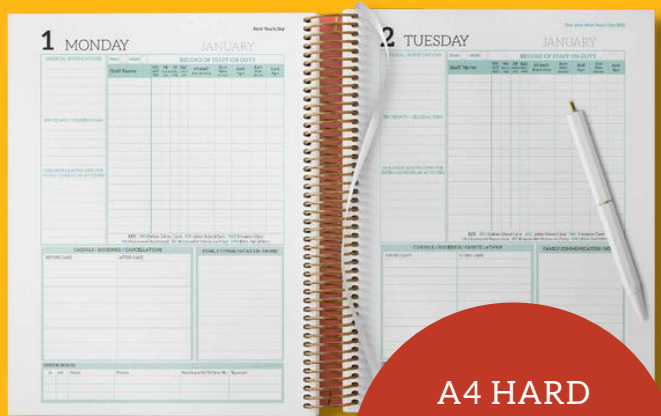
**SUMMARY OF
MTOF V2.0
FRAMEWORK**

**LINKING
EYLF AND
QLG**

**3 YEARS
AT A
GLANCE**

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

THE OSHC DIARY



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LOOK INSIDE FRONT PAGES



STAFFING AND REPORTING REQUIREMENTS

Centre-based Early Childhood Education and Care (ECEC) services are required to meet the staffing and reporting requirements of the National Quality Standard (NQS) and the National Quality Framework (NQF).

Requirement	Requirement	Requirement
Staff to 20 children	20	20
Over 20 children and less than 30 in 3h	15	15
Over 30 children and less than 40 in 3h	20	20
Over 40 children and less than 50 in 3h	25	25
Over 50 children and less than 60 in 3h	30	30
Over 60 children and less than 70 in 3h	35	35
Over 70 children and less than 80 in 3h	40	40
Over 80 children and less than 90 in 3h	45	45
Over 90 children and less than 100 in 3h	50	50

The New Zealand National Quality Standard (NQS) is the national standard for early childhood education and care (ECEC) services. It is designed to ensure that ECEC services provide a safe, healthy, and stimulating environment for children, and that they are staffed and resourced to meet the needs of all children.

SPACE PLANNER

Activities

Activities for various months including JAN, FEB, MAR, APR, MAY, JUN, JUL, AUG, SEP, OCT, NOV, DEC.

JAN	Activities for January
FEB	Activities for February
MAR	Activities for March
APR	Activities for April
MAY	Activities for May
JUN	Activities for June
JUL	Activities for July
AUG	Activities for August
SEP	Activities for September
OCT	Activities for October
NOV	Activities for November
DEC	Activities for December

WHAT'S IN THE FRONT PAGES?

STAFFING AND REPORTING REQUIREMENTS

SPACE PLANNER

SPECIAL DATES CALENDAR

School Terms and Public Holidays

State/Territory	Term 1	Term 2	Term 3	Term 4
ACT	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
NT	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
NSW	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
QLD	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
S.A.	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
TAS	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
VIC	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
WA	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
ACTON	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
NT	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
NSW	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
QLD	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
S.A.	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
TAS	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
VIC	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1
WA	Jan 1 - Feb 1	Mar 1 - Apr 1	May 1 - Jun 1	Jul 1 - Aug 1

2024 Year Planner

Month	1	2	3	4	5	6
JAN	1	2	3	4	5	6
FEB	7	8	9	10	11	12
MAR	13	14	15	16	17	18
APR	19	20	21	22	23	24
MAY	25	26	27	28	29	30
JUN	1	2	3	4	5	6
JUL	7	8	9	10	11	12
AUG	13	14	15	16	17	18
SEP	19	20	21	22	23	24
OCT	25	26	27	28	29	30
NOV	1	2	3	4	5	6
DEC	7	8	9	10	11	12

TERM PLANNING OVERVIEW

TERM 1	Starting	Ending	TERM 2	Starting	Ending
W1	1	1	W1	1	1
W2	2	2	W2	2	2
W3	3	3	W3	3	3
W4	4	4	W4	4	4
W5	5	5	W5	5	5
W6	6	6	W6	6	6
W7	7	7	W7	7	7
W8	8	8	W8	8	8
W9	9	9	W9	9	9
W10	10	10	W10	10	10
W11	11	11	W11	11	11
W12	12	12	W12	12	12
W13	13	13	W13	13	13
W14	14	14	W14	14	14
W15	15	15	W15	15	15
W16	16	16	W16	16	16
W17	17	17	W17	17	17
W18	18	18	W18	18	18
W19	19	19	W19	19	19
W20	20	20	W20	20	20
W21	21	21	W21	21	21
W22	22	22	W22	22	22
W23	23	23	W23	23	23
W24	24	24	W24	24	24
W25	25	25	W25	25	25
W26	26	26	W26	26	26
W27	27	27	W27	27	27
W28	28	28	W28	28	28
W29	29	29	W29	29	29
W30	30	30	W30	30	30
W31	31	31	W31	31	31

Immunisation Register

Child Name	DOB	MM	TT	IPV	DTaP	MM	TT	IPV	DTaP	MM	TT	IPV	DTaP
Child 1	1/1/2014												
Child 2	15/2/2015												
Child 3	25/3/2016												
Child 4	10/4/2017												
Child 5	20/5/2018												
Child 6	30/6/2019												
Child 7	10/7/2020												
Child 8	20/8/2021												
Child 9	30/9/2022												
Child 10	10/10/2023												

SCHOOL TERMS AND PUBLIC HOLIDAYS

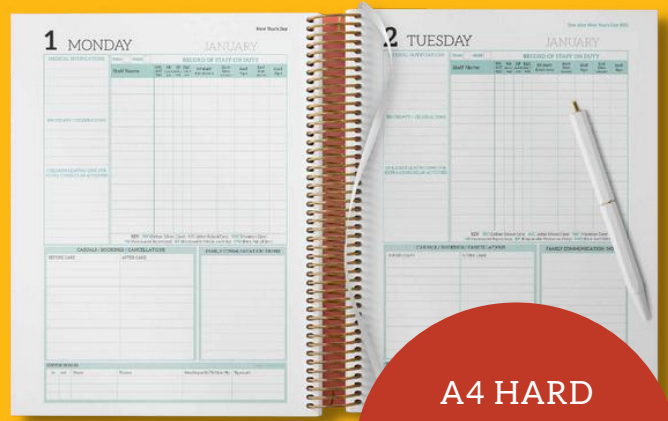
YEAR PLANNER

TERM PLANNING OVERVIEW

IMMUNISATION REGISTER

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THE OSHC DIARY



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LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

Action plans for anaphylaxis and allergic reactions

CHILD NAME	Action/Plan/Description	Date reviewed	Updated Number

ACTION PLAN RECORD

PROFESSIONAL DEVELOPMENT SUMMARY

DATE	DEVELOPMENT OPPORTUNITY/ACTIVITY	PROVIDER	STATUS	COMPLETION DATE	COMMENTS

PROFESSIONAL DEVELOPMENT SUMMARY

Quality Improvement Overview

Check and Check	Repair or Replace	Walk List to Buy

QUALITY IMPROVEMENT OVERVIEW



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

THE OSHC DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

- Supports you in making decisions around **MTOP** and **QLG** Frameworks with an overview page.

THEORETICAL LINKS

- Vygotsky, Montessori and Piaget emphasised the **importance of the environment**. Maintaining physical environments is supported by a QIP record to ensure they are kept safe, clean, and fit for their purpose.
- Dewey emphasised the importance of children's cultural worlds. **Cultural celebration** is supported by daily notes on occasions and a cultural and special day calendar for planning.
- Bronfenbrenner emphasised the importance of **interactions between environmental factors** on children's development. Interactions between parents and educators are encouraged with family/community records every day.

DEVELOPMENTAL MILESTONES

- Supports you in providing environments that encourage physical, social, emotional, cognitive, and language development with a **QIP review on your environments**.



COVERS:

- Frameworks
- Theorists
- Developmental Milestones
- NQS



THE OSHC DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

Compliance under NQS

- Supports general compliance with NQS by encouraging **reflection and goal setting** supported by compliance overview pages.
- Supports general compliance with NQS through a **summary of NQS, information on record keeping responsibilities, and a Quality Improvement Overview.**

QA1 Educational program and practice

- Supports implementation of **approved learning frameworks** with overview pages, references, and a diversity dates calendar (**QA1.1.1**)

COVERS:

- 1.1.1 Approved Learning Framework

QA2 Children's health and safety

- Supports each child's health with **immunisation register summary (QA2.1)**
- Supports **adequate supervision** with staffing requirements overview page and a record of bookings, cancellations, and children leaving for extra-curricular activities (**QA2.2.1**)
- Supports each **child's protection** with key information on reporting (**QA2.2.3**)

COVERS:

- 2.1 Health
- 2.2.1 Wellbeing and comfort
- 2.2.3 Child protection

QA3 Physical environment

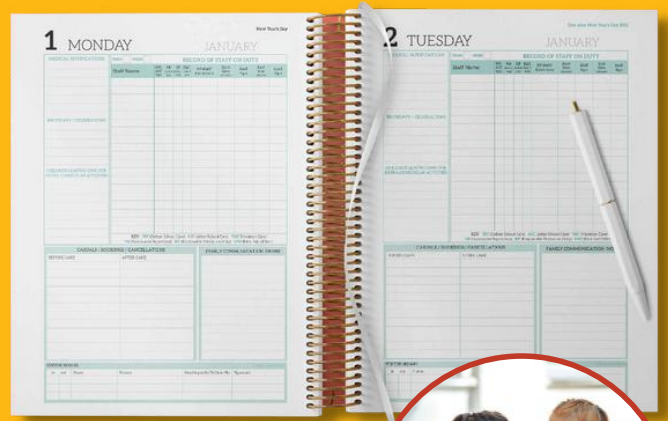
- Supports maintaining **physical environments** to ensure they fit for purpose and are kept safe and clean with a **QIP Clean, Check, Repair, Replace, and Buy record (QA3.1.1, QA3.1.2)**
- Supports engagement with **sustainable practices** with sustainability dates calendar (**QA3.2.3**)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.3 Environmentally responsible



THE OSHC DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK



QA4 Staffing arrangements

- Supports organisation of educators with **records of the staff and responsible persons** on duty (**QA4.1.1**)
- Supports efforts to ensure **continuity of staff** with staff leave planner and daily staff records (**QA4.1.2**)
- Supports collaboration and **staff learning** from one another with a record of professional development and meetings (**QA4.2.1**)
- Supports guidance by **professional standards** (**QA4.2.2**)

COVERS:

- 4.2.1 Staffing arrangements
- 4.1.2 Continuity of staff
- 4.2.1 Professional collaboration
- 4.2.2 Professional standards

QA6 Partnerships with families and community

- Supports the **respect of families** and encourages their input into general decision-making with a general correspondence record (**QA6.1.2**)
- Supports the service in **building relationships** and engaging with the community with a diversity dates calendar (**QA6.2.3**)

COVERS:

- 6.1.2 Parent views are respected
- 6.2.3 Community engagement

QA7 Leadership and service management

- Supports you in ensuring **roles and responsibilities** are clearly defined with a daily responsible person and nominated supervisor record (**QA7.1.3**)
- Promotes **continuous improvement** with quality improvement plan notes and weekly reflections (**QA7.2.1**)
- Supports you in the development of a **professional team** with a Professional Development summary and monthly meetings record (**QA7.2.3**)

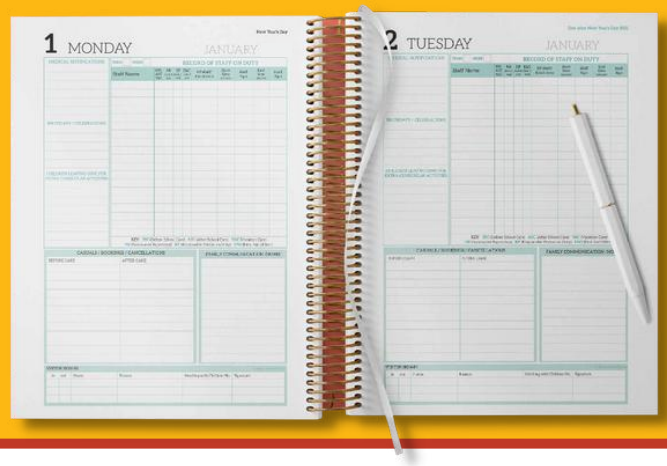
COVERS:

- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals

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



THE OSHC DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

THEME 1

Embedded in Service Operations

Our OSHC Diaries are designed to work with our programming and reflection diaries to ensure **consistency** of practice across all staff and provide evidence for **intentional practices** across all service operations that are being implemented by all staff.

THEME 2

Informed by Critical Reflection

To ensure your practices are informed by critical reflection, our diary includes **weekly reflections, goal setting, and QIP assessments** to promote ongoing analysis, that goes beyond evaluation and review.

THEME 3

Shaped by Meaningful Engagement with Families and/or the Community

Our diary supports meaningful engagement with families and the community by encouraging input, guidance and feedback through a daily correspondence record. Our diversity dates calendar prompts inclusiveness and a **sense of belonging** for your service families.

ORDER YOUR DIARY
WWW.BUTLERDIARIES.COM



1

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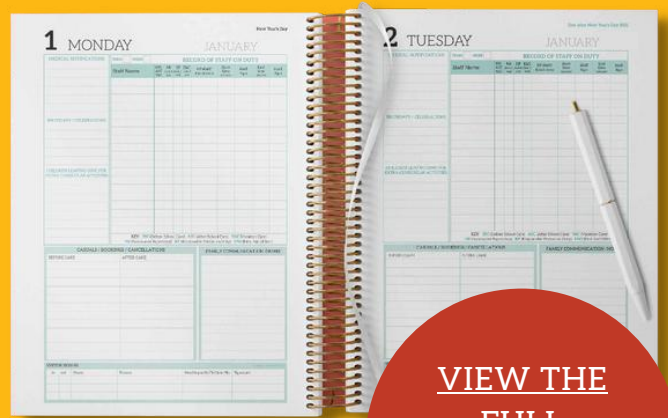
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THE OSHC DIARY



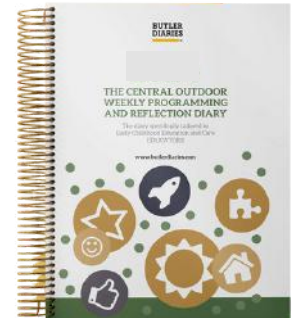
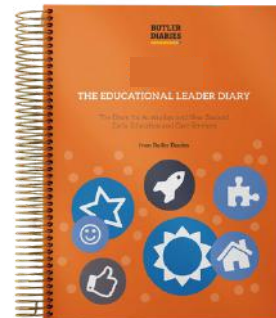
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Information sourced from:

ACECQA - [About Exceeding](#)

ACECQA - [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](#)

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