

Challa Gardens Preschool

Quality Improvement Plan – Action Plan 2026

Priority: Strengthening self-regulation, wellbeing and engagement in learning

Rationale

At Challa Gardens Preschool, we recognise that secure relationships, wellbeing and self-regulation are essential foundations for learning. We are committed to providing a safe, inclusive and responsive environment where every child feels a sense of belonging and is supported to participate meaningfully in the learning program.

Observations, critical reflection and discussions with educators, families and children have identified the need to strengthen children's capacity to:

- Develop self-regulation through consistent, responsive co-regulation with educators.
- Express their emotions and needs through verbal and non-verbal communication.
- Build positive relationships and solve problems collaboratively.
- Sustain attention, explore ideas and remain involved in open-ended, play-based and inquiry learning.

Our children bring diverse cultural backgrounds, languages, strengths and experiences. Some are newly arrived in Australia, while others have experienced trauma or disruptions to learning. Children also have differing experiences of group learning environments. Our approach will respond to each child's circumstances without assuming that all children require the same support.

Through intentional teaching, predictable routines, strong family partnerships and responsive interactions, we will strengthen children's confidence, communication, agency and engagement.

Goal

To strengthen children's self-regulation and wellbeing through responsive co-regulation, enabling greater confidence, agency and sustained involvement in the learning program.

Strategies and implementation

Strategies	Timelines and responsibilities	Resources required
Establish predictable routines and supportive environments. Use visual schedules, transition cues and	Establish in Terms 1 and 3; implement and review throughout the year. All educators will use agreed	Visual schedules, transition prompts, emotion visuals, sensory resources,

Strategies	Timelines and responsibilities	Resources required
consistent routines to help children understand what is happening and what comes next. Provide welcoming spaces where children can seek comfort, express emotions and access support from a trusted educator. Embed language and communication strategies that support emotional understanding. Use everyday conversations, symbolic play, rhymes, storytelling and wordplay to help children recognise feelings, communicate needs and explore ways to respond to challenges. Value home languages and provide accessible communication supports. Provide open-ended, interest-based learning that promotes agency and sustained engagement. Invite children to make choices, contribute ideas, investigate questions and collaborate with peers. Adjust experiences so every child can participate and experience achievable challenge. Use responsive co-regulation to support relationships and problem-solving. Recognise children's emotional cues, acknowledge feelings and offer calm, reassuring support. Model and scaffold ways to seek help, negotiate, take turns and resolve conflict, gradually adjusting support as children develop confidence.	routines and language, model regulation strategies and adjust environments in response to children's needs and family feedback. Daily throughout the year. All educators will intentionally incorporate these approaches into play, routines and group experiences. Observations will inform individual support and the planning cycle. Throughout the year, embedded in each planning cycle. Educators will use children's interests, observations and family contributions to plan, assess and adapt learning experiences. Daily throughout the year. All educators will use consistent, developmentally appropriate approaches and reflect together on their effectiveness. Families will be invited to share strategies that work for their child.	soft furnishings, calm spaces and professional learning. Books about emotions, puppets, storytelling props, emotion charts, communication visuals and <i>Emotional self-expression and awareness</i> curriculum resources. Loose parts, natural materials, inquiry provocations, accessible resources and planning and reflection documentation. Social stories, visual supports, calming tools, simple problem-solving prompts and professional learning in co-regulation and self-regulation.

Connections to South Australia's public education strategy

The plan's strongest alignment is with **Effective learners** and **Wellbeing**, with supporting connections to **Learner agency** and **Equity and excellence**. These are the strategy's four areas of impact. education.sa.gov.au

Area of impact	Connection to this improvement priority
Effective learners	Develop children's capacity to manage attention, persist, solve problems and reflect on strategies that help them learn. Play and inquiry experiences encourage curiosity, creativity and meaning-making.
Wellbeing	Strengthen emotional security, belonging and positive relationships through predictable routines, responsive co-regulation and supportive environments.
Learner agency	Enable children to communicate their needs, make meaningful choices, contribute to the program and identify the support they find helpful.
Equity and excellence	Provide culturally responsive, inclusive and differentiated support so every child can access, participate in and benefit from the learning program.

Connections to the Early Years Learning Framework V2.0

This plan reflects the EYLF's emphasis on secure relationships, responsiveness to children, inclusive learning environments and play-based learning with intentionality. The following links describe how these principles and practices will be enacted at Challa Gardens Preschool. [ACECQA](#)

EYLF learning outcome	Connection to this improvement priority
Outcome 1: Children have a strong sense of identity	Secure relationships and predictable routines help children feel safe, supported and confident to express their needs, make choices and seek assistance.
Outcome 2: Children are connected with and contribute to their world	Collaborative play supports children to consider others' perspectives, negotiate shared experiences and develop a sense of belonging and responsibility.
Outcome 3: Children have a strong sense of wellbeing	Responsive co-regulation helps children recognise emotions, access support and develop strategies that strengthen their social, emotional and mental wellbeing.
Outcome 4: Children are confident and involved learners	Open-ended play and inquiry strengthen curiosity, persistence, problem-solving and sustained involvement in learning.
Outcome 5: Children are effective communicators	Conversations, stories, symbolic play and visual supports help children communicate feelings, ideas

EYLF learning outcome**Connection to this improvement priority**

and needs, participate in relationships and resolve problems.

Particular emphasis: Outcome 5.1 – Children interact verbally and non-verbally with others for a range of purposes.

Children will be supported to:

- Use language, gestures, visuals and other communication methods to express feelings and needs.
- Participate in reciprocal conversations with educators and peers.
- Communicate to seek help, negotiate play and work through disagreements.
- Build emotional vocabulary while having their home languages and communication preferences valued.

Educators will model active listening, allow sufficient response time, acknowledge children's communication attempts and provide language-rich, accessible learning experiences.

Links to the National Quality Standard

The descriptions below summarise the relevance of each element to this plan.

Quality area and element**Connection to the action plan**

QA1 – 1.2.1: Intentional teaching

Educators deliberately plan and use strategies that strengthen emotional understanding, communication and engagement.

QA1 – 1.2.2: Responsive teaching and scaffolding

Educators respond to children's cues and extend learning through sensitive interactions, modelling and appropriate support.

QA1 – 1.2.3: Child-directed learning

Children make choices and contribute ideas that influence their learning and environment.

QA2 – 2.1.1: Wellbeing and comfort

Routines, environments and interactions respond to each child's wellbeing, comfort, rest and relaxation needs.

QA2 – 2.2.1: Supervision

Educators maintain appropriate supervision and anticipate situations in which children may need additional support to remain safe.

QA5 – 5.1.1: Positive educator-to-child interactions

Responsive, meaningful interactions build trusting relationships and help children feel secure, confident and included.

QA5 – 5.2.1: Collaborative learning

Children are supported to cooperate, share ideas and learn with and from one another.

QA5 – 5.2.2: Self-regulation

Children receive developmentally appropriate support to regulate behaviour, respond to others and communicate to resolve conflict.

Success indicators and measures

Progress will be assessed against each child's starting point, recognising that development is individual and ongoing. Seeking and accepting co-regulation will be recognised as progress alongside increasing independence.

Success indicator	Evidence and monitoring
Children demonstrate greater involvement in learning.	Regular observations show increased engagement, persistence, revisiting of ideas and participation in play and inquiry experiences.
Children increasingly recognise and communicate emotions and needs.	Learning records capture children using words, gestures, visuals or other communication methods to express feelings and seek support.
Children develop a broader range of regulation strategies.	Observations document children seeking trusted adults, accepting co-regulation and increasingly choosing helpful strategies, such as movement, sensory tools or a quiet space.
Children participate more confidently in peer interactions.	Observations show growing capacity to enter play, negotiate, collaborate and work through disagreements with appropriate educator support.
Educators consistently embed agreed practices.	Planning documentation and team reflections demonstrate intentional use of co-regulation, communication supports, predictable routines and responsive adjustments.
Families contribute to planning and evaluation.	Family conversations and feedback identify children's strengths, priorities and helpful strategies across home and preschool.

Review process: Establish initial observations for each intake, review evidence through the ongoing planning cycle, and evaluate progress at least once each term. Use children's perspectives, family feedback and educator reflection to refine strategies and identify next steps.