

sagewood  
EARLY LEARNING





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# welcome

## ignite your child's curiosity

We believe every child is born with unique talents and gifts that can be nurtured and inspired to give them the best start in life. A child who is loved will flourish in their environment and feel empowered to choose their own path in life.



nurture  
love  
inspire





# values and philosophy

## nurture love inspire

At Sagewood Early Learning, we believe that each child has been born with unique talents and special gifts that can be nurtured and inspired to give them the best possible start in life.

A child who is loved will flourish in their environment and feel empowered to choose their own path in life.

Our values of “nurture, love and inspire” will set the foundation of all our interactions. We understand that to achieve positive outcomes for all children we need to work in collaboration with families and communities.

Close relationships with families support the critical role we both have in raising the children of our future. We value active participation and contribution from our families to be part of their child's journey at Sagewood.

We support our educators to challenge discrimination, advocate for children's rights and seek knowledge and understanding to contribute to the outcomes for children supported by the UNICEF Rights of the Child and the Early Years Learning Framework.

We will provide a safe environment for our children who will be supported by our educators to make choices and be challenged.

As a team we are committed to children, environments, and teaching pedagogies in a holistic manner to ensure that we consider the whole child, the educators' strengths, and the ever evolving needs of the community in which we work and live.

We strive for continuous improvement for the best possible outcomes for our children at Sagewood.



# Our program and

Children's overall wellbeing is most important to us. Children will grow and develop at their own stage and in their own time. Nurturing safe environments where children play, discover, and explore under the guidance of nurturing and passionate educators will support children's wellbeing.

At Sagewood we approach education and care in a holistic manner.

## nurture

Creating safe environments where children play, discover, and explore under the guidance of nurturing and passionate educators.

## love

Sparking a genuine love of learning — in a loving atmosphere — by encouraging curiosity, imagination, and creativity through all play and activities.

## inspire

Blending credible learning methodologies to inspire and equip children as they learn, in a way that suits their learning style, likes, and personality.

## a unique blend of learning styles

From eight weeks old to the time they go to school, children are supported in their development through 5 learning outcomes.

- Learning Outcome 1:** Children have a strong sense of identity.
- Learning Outcome 2:** Children are connected with and contribute to their world.
- Learning Outcome 3:** Children have a strong sense of wellbeing.
- Learning Outcome 4:** Children are confident and involved learners.
- Learning Outcome 5:** Children are effective communicators.



# learning areas



## our learning areas and environments

### montessori

Montessori supports children's development in everyday life through concepts explored at the child's pace. The method is based on self-directed activity, hands-on learning, and collaborative play. Children are encouraged to make creative choices in their learning, while educators offer age-appropriate activities to guide the process.

Under this technique, children usually work in small groups, individually, or in a mixed-age setting. The materials available and offered to children are uniquely designed to allow exploration of a specific concept or skill. Montessori practice and theory inspires parts of our program.

### reggio emilia

The Reggio Emilia philosophy is a way of observing what children know, are curious about, and what challenges them, and then using these insights to shape their learning. This well-known theory supports a project based, child-directed style of learning where children can express ideas.

Using each child's interest as a guide, educators encourage children to explore particular themes or topics. The Reggio method is underpinned by the belief that children form their personality during early development and are endowed with "a hundred languages" (painting, sculpting, drama, and so on). The aim of the Reggio approach at Sagewood is to teach how to use these symbolic languages.

### waldorf

Waldorf's approach is based around the awareness that young children learn through imitation, the experience of diverse sensory impressions, and movement. Their natural inclination is to actively explore their physical and social environment. The child's surroundings offer limits, structure, and protection, as well as the possibility to take risks and meet challenges.

The Early Years learning Framework puts children's learning at the core and comprises three interrelated elements: Principles, Practice and Learning Outcomes (see Figure 1). All three elements are fundamental to early childhood pedagogy and curriculum decision making. Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development. The emphasis in the Framework is on the planned or intentional aspects of the curriculum. Children are receptive to a wide range of experiences. What is included or excluded from the curriculum affects how children learn, develop and understand the world. The Framework supports a model of curriculum decision making as an ongoing cycle. This supports educators drawing on their professional knowledge, including their in depth knowledge of each child. Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment. Educators carefully assess learning to inform further planning.





## well-defined areas in our classrooms

- Dramatic play
- Art
- Music
- Construction/ loose parts
- Numeracy, literacy, language
- Practical life
- STEM

## rhythm of the day (routine)

Children need to use their whole bodies to truly experience the complete indoor and outdoor environment they play in. Our rhythm of the day ensures that all children make a connection with the environment around them. Our days flow between waking, eating, playing, working and sleeping. Children connect and understand with waking and going to sleep so it is important for us to set some key anchors to support the day. Our anchors serve as moments to come together for intention, connection and gratitude, so children will be given options for meal times, story times and activity times where they come together. Outside of this time the children are supported to play, either inside or outside, and explore their world.

## outdoor environments

The outdoors will include informal natural areas, that provide emotional freedom “to just be”. Outdoor areas will connect to the indoor environment allowing children to learn in the space that is most comfortable to them. Environments will remain familiar for children to build their sense of trust and independence. Resources and equipment will change based on children’s interests and sense of enquiry. Children will get messy and be allowed to explore their environment in their own time and at their own pace.

## We believe in:

- Secure, respectful and reciprocal relationships
- Partnerships with families
- Inclusive practice
- The infinite abilities of children
- Instilling a love of learning
- Ongoing learning and reflection





EMOTIONAL LITERACY  
& MINDSET ACADEMY

We help children feel safe with their emotions so they can make healthy life choices.

ELMA is a social and emotional development tool for children, parents and educators.

Our 'family integration' programs support children's emotional wellbeing, resilience, empathy and compassion.

Using our tools, they will be able to build sustainable skills that encourage accountability, responsibility and confidence with their emotions. To promote healthy social skills with self and others.



The Safe4Kids Protective Education Program is an easy-to-follow, comprehensive child protection education program designed to empower children and provide them with the skills that will help protect them from sexual abuse and build their resilience and assertiveness.

The Safe4Kids Protective Education Program is linked to the:

- Early Years Learning Framework for Australia
- National Quality Framework: National Quality Standards (NQS)
- Western Australian Kindergarten Curriculum Guidelines
- Western Australian Curriculum
- Victorian Curriculum
- Australian Curriculum

The Safe4Kids Protective Education Program promotes collaborative partnerships with families and communities. Included in the program is a Families Newsletter for each concept, so families are informed about what the children will be learning each week.





# Our age groups and staff

At Sagewood, we treat each child individually. We understand that all children develop at different ages and stages, so our rooms are defined through the developmental capabilities of the children within it. We also understand and respect that peer teaching and siblings being together can support a love of learning and a sense of belonging in an environment. Children are encouraged to interact across multiple environments at various times of the day to support their transition to the next room, their stage of development and to allow friends and siblings to be together and share their journey. Sagewood educates and cares for children aged 8 weeks to 5 years.

\*centre specific

We follow the National Education and Care Regulations 2012 to ensure that staff to child ratios are met across our rooms:

0-2 years	1-4 ratio
2-3 years	1-5 ratio
3-5 years	1-10 ratio

Play-based early learning encourages the development of five core skills — imagination, language, social, emotional, and math.

Imagination: to inspire increased engagement, independent learning, creativity, hands-on learning, vocabulary enrichment, and expanded perspectives.

Language Development and Vocabulary: learned through increased self-awareness, communication skills, shared experience, social engagement, and bilingual opportunities.

Social: etiquette, independent problem-solving, empathy development, less exposure to negative aspects of technology, emotional intelligence, conflict resolution skills, and the foundational skills for academics.

Emotional development: self-soothing mechanisms, roleplaying, emotional awareness and outlets, expression,

personal empowerment, emotional preparedness and flexibility, and balance.

Math and Spatial Understanding: spatial awareness, foundational vocabulary for math, real-world applications, the perception that math is fun, developmentally appropriate education, and foundational concepts.

It's easy to think that "school readiness" means being able to read, write, and do basic math, but this isn't the case! School readiness is a measure of the knowledge, skills and behaviours that enable children to participate and succeed in school. Specifically, it's about the development of the whole child — their social and emotional skills, physical skills, communication skills and cognitive skills.

Children cannot thrive at school if they haven't developed the skills to manage things like getting along with other children, following instructions, and communicating their needs. At Sagewood, our program sets children up for schooling success.





# safety and security

As a parent entrusting us with your child and their safety, you will want to know

## “how will we do this?”

At Sagewood, children and staff are trained in the “safe 4 kids” child protection program. Children will participate in the program as part of the curriculum, supporting their own knowledge and ability to recognise what is safe and unsafe.

Annual child protection training is undertaken by all staff with ongoing regular check-ins and reflection at all team meetings and day-to-day interactions.

All staff will be first aid trained including how to deal with asthma, anaphylaxis and CPR.

All staff will obtain a National Police Clearance and a Working with Children Check that is checked 4 times per year for validity.

The safety of your child is of the utmost importance to us.

Please help us ensure the safety of your child by:

- Using your access code (centre specific) to enter the centre and keeping this code secure at all times
- Securely closing all gates and doors, as you enter and exit the centre, rooms and playgrounds
- Being conscious of children’s safety in the carpark
- Handing all medications or harmful objects to an educator or taking them home with you
- Keeping your contact details up to date for emergency contact and
- Provide a medical clearance for all sick days after a minimum of 48 hours exclusion or the recommendations from Staying Healthy in Childcare Edition 6.

## Nature play and safe risk

Explorative play is a critical component to a child’s development. When we trust in children’s abilities and give them space for them to investigate their environment and make necessary decisions to navigate risks. This is when a child taps into their innate learning potential. The children will play outside in nature play areas that consist of the following safe risks height, weather elements including water and fire, speed, rough and tumble play and hiding areas. We encourage children to be bare foot when playing at Sagewood to truly feel our playgrounds and nature.



# partnerships with families



As owners and operators, we understand what it takes to run a business. As parents, we understand what it takes to do that from a parent perspective. We fully appreciate the trust and emotion (and even stress) that goes into choosing an early learning centre.

We also know the importance of providing an environment that prepares children for the education system, and life. Collaboration and communication with our families and community is a crucial part of the Sagewood

ethos. We are all in this together and want you to see Sagewood as your second home and second family.

Collaborating with local communities is important to us. We hold incursions and excursions to expand the possibilities for learning and growth. We would encourage families who have skills / talents or just like to contribute to their child's learning to be part of our incursions and excursions.

## code of conduct

Our Code of Conduct aims to provide a framework for all stakeholders of Sagewood to ensure an understanding of the standards of conduct and appropriate behaviour expected at all times. Our Services are committed to creating and maintaining an environment that promotes the safety of all children and embeds the National Principles for Child Safe Organisations. All staff volunteers and visitors are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

### Families, Visitors and children will:

- treat all children at the Service equally and respectfully
- report any suspicious behaviour to the Nominated Supervisor or Approved Provider and encourage and actively support a safe and supportive Service environment
- respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background
- refrain from bullying, harassing or discriminating against any child or adult at the Service
- respect the decisions of educators and staff members and teach children (if adults) to do likewise.

- tell an educator (if a child) or the Approved Provider or Nominated Supervisor if witness to any instances of bullying, harassment or discrimination at the Service
- cooperate and follow classroom routines and procedures
- listen to educators' instructions and follow them
- speak to an educator, Nominated Supervisor or Approved Provider if worried, concerned, or have a grievance about something.

### Families, Visitors and children will NOT:

- use abusive, derogatory or offensive language
- be physically threatening in any way to staff or children in the service.
- drink alcohol or use illicit substances while on the Service's premises or come to the Service under their influence
- smoke on the Service's premises including in the car park
- remove a child from the premises without advising a staff member.
- Intimidate threaten or make a staff member feel uncomfortable in anyway.
- Make sexual or racial remarks about a staff member, parent or persons at Sagewood.

# documentation and communication

We know you're the expert on your child's needs. At Sagewood, we want to partner with you to ensure that you and your child's needs are met — Storypark is an online community platform we use to achieve this.

Through Storypark, we can ensure that when there is not time for a chat (for example, if you're rushing off to work or school drop-offs), you're still a part of your child's journey at the centre. It allows us to stay connected — our educators can send you real-time updates, photos, and videos throughout the day.

Storypark is a secure online platform which you as the parent and guardian have full control of. There is no cost and you can keep your child's learning journey for as long as you wish.

We choose Storypark to:

- improve understanding of a child's interests and abilities
- deepen relationships, strengthen communication
- share children's learning through videos, photos and text
- capture family culture
- involve the children in their learning
- create smooth transitions and effective communication when children move rooms

We embrace open communication and any participation you can contribute is highly valued.





# nutrition

So, what exactly is 'healthy' eating? There are so many different viewpoints on this topic that it is extremely easy to get caught up in the confusion and just throw it into the "too hard" basket. This is particularly evident around the family dinner table, as well as early childhood services and schools where time and money are both limited resources.

We ensure we meet the nutritional requirements of children in our care. All menus at Sagewood Early Learning centres can be modified to cater for individual dietary and medical needs. Breastfeeding is supported and we will work with you in your preferences for what is best for your baby. A solids guide is provided to all families upon enrolment and as your child changes their age and stage, to ensure that foods are introduced to your child in collaboration with you. Menus are served based on the developmental needs of children whether that be purée, finger food or allowing children to serve themselves. Our on-site chefs will be available each morning to discuss any dietary or food needs.

It all starts with: The Whole Food Principle.

## SIMPLISTIC - NOURISHING EDUCATIONAL - JOYFUL

We believe that healthy eating comes down to a combination of things that make up your food philosophy or food values. It's not simply about the food you eat. At Sagewood you will see your children grow and develop into healthy children with strong food values and a healthy relationship with food for life.




Our Joondalup centre requires families to provide a packed lunchbox that meets the nutritional guidelines for children. The Centre director will provide you on enrolment your healthy lunch box guide.

Due to allergies and anaphylaxis parents are not permitted to provide food in any other Sagewood centre to ensure the compliance to the Food safety program and the wellbeing of our children in care.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING TEA	Super smoothies & bliss balls	Crunch platter - selection of fruit, vegetables, cheese & pita bread	Fruit crumble with yoghurt / milk	Crunch platter - selection of fruit, vegetables, cheese & pita bread	Toasted muesli with fruit & milk / yoghurt
LUNCH	Burrito platters with quinoa rice	Ginger fish & vegetable stir fry	Beef stew with mashed potato	Chicken & pea risotto with pumpkin pesto	DIY beef & vegetable noodle bowls
VEGETARIAN OPTION	Burrito platters with quinoa rice	Ginger tofu & vegetable stir fry	Lentil stew with mashed potato	Chickpea & pea risotto with pumpkin pesto	DIY tofu & vegetable noodle bowls
AFTERNOON TEA	Cheese & herb scones with fruit	Carrot & oat biscuits with fruit & milk / yoghurt	Homemade dips with vegetable sticks, pita dippers & fruit	Strawberry drizzle cake with milk / yoghurt	Fruit & vegetable platter with cheese, boiled eggs, corn cobs & pita pieces



# practical matters



We are regulated by the National Quality Standard and National Quality Framework.

These include requirements for:

- the number of staff and their qualifications
- ensuring children's health and safety
- service space and layout
- the quality of developmental and learning experiences for children

We will always communicate to you any changes in fees; incidents; injury and illness; infectious disease; medication and medical conditions relevant to your child; policies and procedures; quality improvement plans.

## settling your child

Here are some suggestions that can help with settling your child:

- Tell your child about the centre and make sure you attend at least two orientation sessions. Spend some time familiarising yourself and your child within the centre.
- Always reassure the child that you will return.
- Make sure you say goodbye to them every time. If you suddenly disappear, the child may become more anxious about staying as they have not been reassured that you will return.
- To assist them settling in, if they wish, let them take a special toy or other possession, so that they will feel more comfortable.
- Spend some quality time with your child after you have picked them up each day. Ask them what they did, how they felt etc. Try not to introduce too much change at the same time.
- Make sure you provide Sagewood with all relevant information regarding your child and their specific needs, including routines and moods. Give us a call as often as you feel necessary. Very soon your child will be absorbed in the activities and experiences of the centre and will feel quite at home.





## what to bring

Please bring the following items along on a daily basis:

- A hat
- A water bottle
- An extra set of clothes; more if toilet training
- Nappies if your child wears them
- A bag to keep personal belongings with a small special item from home
- Wet bag and linen that is supplied and
- Any other items specified by your centre director.

## toilet training

We want to ensure that you and your child are supported for toilet training. To assist your child please ensure that they have comfortable clothing that is easy to remove. For example elastic shorts and pants, not overalls. Please provide lots of changes of clothes when your child is toilet training.

## clothing

Please dress your child in clothing that is comfortable, and that you don't mind getting messy! Children should be able to dress easily, so avoid overalls and items that have lots of zips and buttons which can be challenging to get on and off, especially with toilet training. As we are a Sun Smart centre clothing needs to ensure that shoulders and most of the body is covered for outdoor play. Singlets, sleeveless tops and dresses are not appropriate.

Children will go outside in the colder weather, so it is always advisable to layer your child's clothing.

Wellington boots for wintertime are great for jumping in muddy puddles!

Puddle suits are available in the centre if you would prefer your child to wear one when they are engaging in messy play.

Wet bags are provided upon enrolment for you to transport your child's wet and soiled clothing to be washed at home.

Please ensure that all of your child's belongings are clearly labelled.

## sun protection

Sunscreen is provided by the centre and will be applied to your child throughout the day. We would like all parents to be part of applying their child's sunscreen on arrival at the centre. Children with sensitivities to sunscreen will need to provide their own with a Material Safety Data Sheet and appropriate documentation to support the administration of the cream.





## exclusions

To ensure that we are maintaining a healthy and safe environment for children, there might be times when we ask you to keep your child at home. At Sagewood we follow the recommendations from Staying Healthy in Childcare for all illness and communicable diseases. Should your child present with any symptoms that might appear to be a condition in the guidelines, you will be asked to collect your child or keep them at home. A medical clearance will be required to return to care. We understand this can be an inconvenience for families, but we need to ensure that we are minimising the risk of infection for all children and staff.

We believe if your child is ill and not 100% the best place for them to recover is at home, where they can recover faster and get back to their normal self.

Parents, staff and visitors who do not engage in appropriate conduct in the centre or that pose a risk to the safety and wellbeing of all will be asked to leave or refused entry. For further information on our Code of Conduct and Grievance Procedure please see our Policies.

## fees and childcare subsidy

We are an approved provider to receive the Childcare Subsidy. Each family's entitlements are specific to them, based on income and activity hours. All families will need to confirm their enrolment through myGov for any Childcare Subsidy to be applied to their fees.

All fees are required to be paid in advance. Direct debit is the only payment option to pay for fees.

Holiday discount will be made available to families with 4 weeks' notice given and fees up to date. All booked in days need to be paid for to ensure that your child's place is secured at the centre. Casual days will be accepted and charged for on the day of booking. This may be a separate transaction to your normal payment day.

Two weeks' notice must be given to cancel or change any bookings. Failure to attend on the final booked in day/s will result in full fees being charged.

Late fees are payable on the day if a child is not collected at closing time. Continuous late collection will result in Department of Communities being called and advised.

Parents will be given at least two weeks' notice (14 days) of any fee increase as per the National Education and Care Regulations. The same fee will be charged for all families for equivalent care arrangements. Full fees charged will always be displayed in the centre accessible to parents for their viewing.



## arrival

We encourage all children to be at the centre by 9am to ensure that they get the most out of the program.

- Sign your child in via the daily sign in app in your child's centre
- Communicate with the educators in the centre on our child's care needs and relevant information for the day, alternatively use the conversation app in Storypark to your child's educators.
- Parents to apply sunscreen.

## departure

We encourage collection of your children from 3pm.

- Come into the center foyer and greet your child and your child will be brought into the foyer/ collection area by their educators, please discuss your child's day.
- Your child's educator will collect your child's belongings including drink bottles, hats, shoes and clothes and bring with your child to the foyer.
- Sign your child out on the sign out app in the Foyer/ drop off area.

We will only allow your child to leave the centre with the custodial parent or an authorised person nominated on your enrolment form. If you wish someone other than those listed to collect your child, we require this request in writing. The following details are required regarding a person nominated to collect your child:

- Full names and
- A photo ID or driver's license must be presented to staff to verify identity upon collection.

Only an adult can collect your child. Siblings that are under 18 are not permitted to collect your child for safety reasons.



## sleep and rest

At Sagewood we will ensure that all babies and children in our care sleep in a safe sleeping environment to reduce the risk of Sudden and Unexpected Death in Infancy (SUDI) including SIDS and fatal sleeping accident through best safe sleeping practises. Educators will closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring that they are always within sight and hearing distance.

Educators will collaborate with families in regard to sleep and rest. Individual care needs forms must be completed on enrolment to communicate to staff what the individual needs of the child are when it comes to sleep and rest. As the child transitions or changes stages of development, updated documentation and communication will be required to ensure that the child's sleep needs are met.

Children will never be forced to sleep. Children will be encouraged to rest through the Daily Rhythm which might involve yoga, reading of stories, mindfulness or laying on cushions and mattresses.

## hygiene

Sagewood has the duty of care to provide and maintain a healthy and safe environment for all staff, children and families, and to minimise the risk of anyone in the centre contracting an infectious disease. Hand sanitisers are placed at the entrance of each environment. Handwashing is always supported and encouraged. Policies and procedures are implemented, communicated and reviewed to ensure that we are always meeting the highest standard when it comes to hygiene and children's safety.

## confidentiality and privacy

We value everyone's privacy and understand there will be conversations and documentation that will need to be kept confidential. Our centre has systems and processes in place to ensure that we meet with the Privacy act and maintain your privacy. Further information can be obtained by reading our Privacy and Confidentiality Policy.





## accident and injury management

The safety of your child is paramount for Sagewood Early Learning. Should an incident or injury occur first aid will be administered by a suitably qualified person in the centre. All incidents and injuries will be advised on the day with a written incident form for you to sign on collection of your child. In emergency situations where centre based first aid is not suitable to treat injuries or the wellbeing of the child, an ambulance will be called. As per the enrolment agreement all charges for medical treatment and services will be the responsibility of the parent to pay.

## medication

If your child is unwell, we will ask you to keep home until they can actively participate in the program. Where a medical practitioner has cleared the child to return to group care we will administer medication if it is prescribed by the medical practitioner, and includes the child's full name, dosage, and a pharmacy dispensing label. Any medication not prescribed or supported with a letter from the doctor will not be administered. Long term medication, e.g. asthma medication, will need to be accompanied by an Action Plan prescribed by a medical practitioner. Children will not be permitted to attend the centre without their medication.

Panadol will only be administered in emergency situations where a child's temperature has exceeded 38 degrees.

All medications including creams need to be removed from your child's bag and given to an educator on delivery of your child.

Nappy creams and sunscreen will be provided by the centre.



## inclusion

We believe in respect and understanding of all cultures, diversity, and disabilities. We will embed a culture of inclusion through our program and practise. Children will be given an environment to explore culture, language, and difference to celebrate the society in which we live.

Celebrations will include Mother's Day, Father's Day, Christmas, Easter and other spiritual and community events relating to our centres.

## feedback

We encourage all families to be active participants in our centre. Raising concerns or grievances are important for open communication and you enjoying your time at Sagewood. To ensure that we can support your needs and those of your child please raise any questions or concerns with the Centre Director. All concerns will be treated in a confidential manner and with sensitivity. If you feel that the Centre Director has not addressed your concerns our Chief Operating Officer will happily speak with you. Furthering this the relevant authority can be contacted with all details located in the centre foyer.





# commitment

Sagewood Early Learning has been formed by an experienced team of passionate professionals within the Australian childcare profession. Through a unique blend of learning programs, we deliver bespoke, boutique learning experiences that are personalised to each child. Everything we do is based on our three foundational values: nurture, love, inspire.

As owners and operators, we understand what it takes to run a business. We fully appreciate the trust and emotion (and even stress) that goes into choosing an early learning centre.

Our educators also know the importance of providing an environment that prepares children for the education system, and life. Collaboration and communication with our families and community is a crucial part of the Sagewood ethos. We're all in this together and want you to see Sagewood as your second home and second family.

Our values — nurture, love, inspire — are our daily promise to the families and children of Sagewood. We truly hope you have an amazing experience here.







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