



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Sagata Ana Childcare

Profile Number: 55362

Location: Newtown, Wellington

## 1 ERO's judgement of Sagata Ana Childcare is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

Sagata Ana is a total immersion Gagana Samoa service located on the grounds of St Anne's Catholic Primary School. The aoga promotes a mixed-age learning programme and is governed by the Sagata Ana Incorporated Society. The staff are long-serving and fluent Samoan speakers, supported by an experienced certified supervisor who oversees daily operations and administration. The philosophy of the service celebrates and preserves the fa'asamoa and follows a Catholic faith-based curriculum. It also acknowledges Te Tiriti o Waitangi.

## 4 Progress since the previous ERO report

The service has made good progress in addressing the key next steps outlined in the 2017 ERO report. Faiaoga (teachers) and leaders have deepened their understanding of internal evaluation through ongoing professional learning and development. This has supported improvements in overall centre operations and enhanced teachers' capabilities. The service has also developed a system to monitor and review its policies and procedures, ensuring alignment with legal requirements is maintained.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Tamaiti (children) thrive in a mana-enhancing, culturally responsive curriculum that promotes bilingual language development, social and emotional growth, and respects the unique identity of tamaiti.

- A culturally responsive curriculum is embedded, within a well-resourced learning environment to support children's play and provide opportunities for tuakana-teina relationships to flourish. The daily programme is beginning to reflect the other diverse cultures of children attending.
- Leaders and faiaoga provide opportunities for parents to contribute to the curriculum. They are engaged in learning-focused partnerships.
- The service is yet to create systems that monitor how planning and assessment documentation show the impact of teachers' practice on the learning of tamaiti.

## **Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio**

Leaders and faiaoga are effectively supported through relevant professional learning including internal evaluation that collaboratively builds their teaching capabilities to provide a rich curriculum for all tamaiti.

- Leaders and faiaoga practices purposefully reflect the values of fa'asamoa and their faith-based practices.
- A process for the professional growth cycle of faiaoga is embedded and is clearly aligned to the aoga's learning priorities. In addition, it contributes to the improvement of teachers' practice.
- The teaching team are intentional about implementing useful teaching strategies that respond to the learning of tamaiti. They are yet to more consistently identify impact of these on outcomes for learners.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Relational trust enables collaboration and sustained improvement.

- Opportunities for distributed leadership among faiaoga have enabled them to lead specific curriculum areas. As a result, this has significantly strengthened the service's capacity for improvement.
- Improvement-focused leadership meaningfully enacts the service's internal evaluation findings informed by aiga input, that promotes positive outcomes for learners. Further refinement of the internal evaluation framework is required to better build collective capability.
- Leaders seek external expertise to inform progress and decision-making against their improvement plan.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Governance and leaders have a shared commitment to the philosophy, vision and priorities for the learning and wellbeing of tamaiti.

- Resources are well allocated in ways that are clearly aligned to the philosophy, vision and goals for learning. Aiga aspirations are well reflected in plans and priorities for the learning and wellbeing of tamaiti.
- A positive working environment promotes low staff turnover among faiaoga and fosters the development and maintenance of mana-enhancing relationships with the wider community.
- A policy framework to guide practice is in place. However, better monitoring of practices and processes on aspects of health and safety is required.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Sagata Ana Childcare completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

## 8 Where to next for improvement?

Sagata Ana Childcare will include the following actions in its quality improvement planning:

- Faiaoga to consistently show the impact of teaching practices through assessment documentation on children's learning progress over time.
- Increase the capability and collective capacity to do and use evaluation for improvement.
- Faiaoga to better reflect the diverse range of cultures through the daily programme.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)

Lisa Oldridge

Lisa Oldridge  
Director of Early Childhood Education (Acting)

1 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 5 aged under 2
Percentage of qualified teachers	0-49%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%, NZ European/Pākehā 32%, Samoan 84%, Tokelau 8%, Fijian 4%, other ethnic groups 16%
Service roll	25
Review team on site	November 2024
Date of this report	1 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review June 2017; Education Review, April 2012

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	<b>Below the threshold for quality</b>
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.