



Bairds Mainfreight Primary School Charter, Strategic & Annual Plan 2022-2024

**Ko te kura o Bairds Mainfreight, e tū ana
Kei Ōtara mātou, e noho ana
Ko Te Puke ō Tara, te maunga kōhatu
Ko Tāmaki te awa, e rere ana
Ko Tara Te Irirangi te rangatira e!**

**Ko Ngāti Ōtara te iwi nei,
Ko Tāmaki Makaurau te hāpori whānui,
Mai ngā hau e whā, haere mai kia kotahi ai.
Mā te mahi pai, ka ora ai te iwi,
Tātou whāia te iti kahurangi e!**

**Bairds Mainfreight is our school,
Ōtara is our home,
Ōtara is our ancient mountain,
Tāmaki is our river that runs through Otara,
Our chief is Tara Te Irirangi!**

**Ōtara is our community,
Auckland is our wider community,
People from all areas, come together and unite as one.
Through hard work the people and community will flourish,
Children pursue your dreams!**



Tena Koutou Katoa

It is my pleasure to present the BMPS Charter, Strategic and Annual Plan. This is the Board of Trustees guiding document in which we set our vision, goals and aspirations for our learning community.

Bairds Mainfreight Primary School is an incredible learning community. Ōtara or Te Puke ō Tara (The Hill of Tara) was developed in the 1960s and became the place where many Maori families settled when they moved to Auckland from their whenua across Aotearoa. Later our Pasifika families started to move to Aotearoa.

Education in Ōtara area is provided by many pre-schools, ten primary schools one intermediate, one year 1 to 13 collegiate, one year 7 to 13 College and several secondary schools.

BMPS has a proud, 60 year history. We value great relationships between home and school and believe that this partnership is imperative for the success of our tamariki. We are committed to providing a fun and engaging learning community which is focused on preparing our students for our ever-changing world in which they live.

Our Board is committed to an ongoing programme of reporting, self-review and community consultation. The strategic goals for the period of 2022-2024 reflect consultation with our school community and priorities that have arisen, with importance placed on equity, excellence and the development confident citizens who have the beliefs, resilience and attitudes to help them succeed..

BMPS is committed to ensuring success for all learners. Our goal is that all of our tamariki know and believe that “Anything is Possible.”

**A great place to learn.
A fun place to be.**

Fiona McAree-Ngaau: Tumuaki

Martin Kaipo: BMPS Board Chairperson

Our Purpose:
To develop a community of learners who know and
believe that:

“Anything is Possible.”



A great place to learn.
A fun place to be.



Te Tiriti o Waitangi and Cultural Responsiveness

Māori dimensions and Cultural Responsiveness

BMPS recognises and acknowledges the significance of Te Tiriti o Waitangi and works hard to ensure that Te Tiriti is adhered to. A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our school community. Bairds Mainfreight Primary School will be inclusive and responsive of all cultures, as appropriate to its community. We have developed policies, plans and practices that reflect New Zealand's cultural diversity and unique position of Māori. In recognising the unique position of Māori, we will continue to strive to provide learning which allows Māori to succeed as Māori. BMPS is committed to growing a community of successful lifelong learners; including Māori, Pasifika and all of our tamariki.

A Little of What Happens at BMPS

Honouring Te Tiriti	Cultural Diversity	Inclusiveness for All
<ul style="list-style-type: none"> Whānau engagement regarding the strategic direction of BMPS All tamariki learning Te Reo through Wai Ako Kapa Haka available for tamariki Develop the relationship with our iwi and marae All tamariki learning their pepeha Authentic experience of Te Ao Maori e.g. powhiri, speaking in Te Reo, etc All tamariki learning about our NZ History Developing teacher practice through MAC A focus on Te Wiki o Te Reo Māori A focus on Te Tiriti for learners, staff and the BOT Teacher development on Cultural Responsiveness. A focus on Māori succeeding as Māori. 	<ul style="list-style-type: none"> Whānau engagement regarding the strategic direction of BMPS Culture festival Pasifika Language weeks are celebrated Cultural responsiveness is a learning focus for all teachers. Opportunities for tamariki/whanau to celebrate their culture Incorporating the languages of our tamariki Feedback from our learners on how BMPS can better meet their needs BMPS has an inclusive culture where all are respected and valued 	<ul style="list-style-type: none"> All tamariki have the opportunity to achieve success at BMPS. All tamariki are able to access The New Zealand Curriculum and their progress and achievement will be monitored effectively in relation to curriculum levels. Effective partnerships between the BOT, school personnel, specialists and whānau will provide a strong platform towards meeting the special education needs of all tamariki. Inclusive practices which engage all tamariki Kaiako and whānau work in partnership for our tamariki. Home and school work together for the hauora/wellbeing of all tamariki



BMPS Values

Our values are integral to who we are at BMPS. These values create our positive, inclusive, collaborative culture.

Reliable Leaders Team Players Engaged Citizens Change Makers	Active Learning Reflective Self Managing Determined Growth Mindset Orientated	Kind Empathetic Courteous Inclusive Kaitiaki (self, others & environment)	Courageous Resilient Responsible Trustworthy Honest	Curious Innovative Risk-Takers Problem Solvers Adventurous



BMPS Strategic Plan 2022-2024

Goal 1: A future focused curriculum that enables success for all learners

2022

Create a draft BMPS curriculum

2023

Review and trial our BMPS curriculum

2024

Review and implement our BMPS Curriculum

Initiatives

- PLD on curriculum design for all teachers, with Evaluation Associates
- Staff and community workshops to discuss, develop and design the Bairds Mainfreight way
- Design a BMPS curriculum that is responsive to the needs and interest of our learners and community
- Target teachers trial implementing the BMPS way across BMPS
- Clarity for Learning will be a focus for all teachers
- Assessment for Learning will be part of practice

- PLD support for the integration of our BMPS curriculum
- Create coherence across year levels and curriculum levels to ensure that tamariki skills and knowledge are developed
- Reflect and review practice collaboratively and make changes as necessary
- Integrate BMPS vision and values into our BMPS curriculum
- Assessment for Learning will be an integral part of practice
- Clarity for learning will be part of practice

- PLD as required for teachers and staff
- Review and refine the BMPS curriculum content to reflect the BMPS learner and the community
- Embed the teaching and learning of NZ Histories
- Clarity for learning will be an integral part of practice



BMPS Strategic Plan 2022-2024

Goal 2: Create a Vision that represents who we are and is owned by all

2022

Revise our BMPS Vision

2023

Reflect and trial our BMPS Vision

2024

Review and implement our BMPS Vision

Initiatives

- PLD for staff with Evaluation Associates to explore and develop our Vision
- Begin the journey of designing our Vision
- Consultation with tamariki regarding our BMPS Vision
- Consultation with our community regarding our BMPS Vision
- Refine our Vision
- Integrate our Values authentically across teaching and learning

- PLD support for the integration of our BMPS Vision
- Create coherence across BMPS with our Vision
- Reflect and review collaboratively and make changes as necessary
- Integrate BMPS vision and values into our BMPS curriculum
- Tamariki, staff and whanau feedback on the integration of our BMPS Vision

- PLD as required for teachers and staff
- Review and refine the BMPS Vision to reflect the BMPS learner and the community
- Tamariki, staff and whanau feedback on the integration of our BMPS Vision
- BMPS Vision is an authentic part of all teaching and learning



BMPS Strategic Plan 2022-2024

Goal 3: Practices are inclusive, respectful and culturally responsive

2022

2023

2024

To develop our cultural responsiveness

An emphasis on language, culture, identity and achievement

Culturally responsive teaching and learning for all tamariki

Initiatives

- Begin the learning journey as part of the Māori Achievement Collaborative (MAC)
- Develop knowledge and understanding of the impact of Te Tiriti o Waitangi
- Unpack Ka Hikitia to inform practice
- Draft action plan for
- 'Māori achieving as Māori'
- Teacher focus on cultural responsive practices as part of inquiry
- A focus of tamariki and staff hauora/well-being

- Māori achieving as Maori Plan is implemented across BMPS
- Te Reo, Tikanga and Te Ao Māori is an everyday part of BMPS
- BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning
- Visiting and learning about our history at the marae
- Developing a BMPS relationship with Mana Whenua

- Culturally responsive learning contexts and systems for all learners
- Culturally responsive effective teaching for Māori learners
- Māori enjoying and achieving education success as Māori.
- Te Reo Māori proficiency across BMPS
- Tamariki being taught the curriculum in Te Reo
- Critical review and strategic planning to ensure sustainability
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BMPS Strategic Plan 2022-2024

Goal 4: An actively engaged learning community

2022

2023

2024

What is an actively engaged learning community?

Empower tamariki and whanau to be actively part of the learning journey

Teachers/tamariki/whanau sharing responsibility for the learning journey

Initiatives

- A community focus on attendance
- BMPS explore the roles, responsibilities and actions to enable an actively engaged learning community
- Seek opportunities for student agency
- A community focused event held each term
- Seeking opportunities for community communication and feedback
- Using our school management system for real time reporting
- Tamariki in Y5-6 using HERO to reflect on their learning/create goals

- Empower tamariki to take more responsibility for their learning
- Provide learning environments that enable tamariki to develop skills and attitudes to be active learners
- Provide opportunities for more student agency
- Tamariki in Y3-6 using HERO to reflect on their learning/create goals
- A community focus on attendance
- Whanau engagement initiatives to encourage a strong partnership
- A community focused event held each term

- Seek opportunities for tamariki and parent voice on how to further develop our BMPS learning partnership
- A community focus on attendance
- Whanau engagement initiatives to encourage a strong partnership
- A community focused event held each term
- Initiate activities and events that are of interest to whanau
- HERO is used effectively by tamariki, teachers and whanau for teaching and learning

BMPS Strategic Goals and Initiatives 2022

Goal	Initiative	Action
A future focused curriculum that enables success for all learners.	To begin the journey of creating a local curriculum for BMPS	<ul style="list-style-type: none"> • PLD on curriculum design for all teachers, with Evaluation Associates • Staff and community workshops to discuss, develop and design the Bairds Mainfreight way • Target teachers trial implementing the BMPS way across BMPS • Clarity for Learning will be a focus for all teachers • Assessment for Learning will be an integral part of practice
Create a Vision that represents who we are and is owned by all	To continue to refine our BMPS Vision	<ul style="list-style-type: none"> • PLD for staff with Evaluation Associates to explore and develop our Vision • Begin the journey of designing our Vision • Consultation with tamariki regarding our BMPS Vision • Consultation with our community regarding our BMPS Vision
Practices are inclusive, respectful and culturally responsive	To continue to extend and embed cultural understanding and opportunities	<ul style="list-style-type: none"> • Begin the learning journey as part of the Maori Achievement Collaborative (MAC) • Develop knowledge and understanding of the impact of Te Tiriti o Waitangi • Unpack Ka Hikitia to inform practice • Draft action plan for 'Maori achieving as Maori' • Teacher focus on cultural responsive practices as part of inquiry • A focus of tamariki and staff hauora/well-being
An actively engaged learning community	Further engagement with tamariki, whanau, community and staff to strengthen learning partnerships	<ul style="list-style-type: none"> • A community focus on attendance • BMPS explore the roles, responsibilities and actions to enable an actively engaged learning community • Seek opportunities for student agency • A community focused event held each term • Seeking opportunities for community communication and feedback • Using our school management system for real time reporting • Tamariki in Y5-6 using HERO to reflect on their learning/create goals

Strategic Implementation Plan 2022

Goal	Initiative	Purpose	
A future focused curriculum that enables success for all learners.	To begin the journey of creating a local curriculum for BMPS	<ul style="list-style-type: none"> Develop a curriculum that reflects our learners and community Unpack NZ Curriculum Increasing use of culturally responsive practices Review and revise our learning pathways-teaching as inquiry model Clarity for Learning to ensure that we are meeting the needs of our tamariki 	
Action	Success Measure	Responsibility	On-going Evaluation and Evidence
To begin the design of the BMPS local curriculum	<ul style="list-style-type: none"> Curriculum review begins and change is evident 	Principal SLT	<ul style="list-style-type: none"> PLD on curriculum design for all teachers, with Evaluation Associates Consultation has occurred with all stakeholders Feedback from consultation is evident in the emerging curriculum All teachers upskill knowledge of local histories Local histories is implemented into teaching and learning plans Ka Hikitia, Tapasa and PEP aspects are implemented into teaching practice Learning pathways is trialled, reflected on and reviewed Teachers will be developing and improving practice through PGC/Clarity for Learning focus A4L will be used to inform teaching practice. Evident in maths inquiry, PGC goal and in teacher evaluations
Staff and community workshops to discuss, develop and design the Bairds Mainfreight way	<ul style="list-style-type: none"> Hui and surveys with all stakeholders on BMPS curriculum content will take place 	Principal SLT	
Unpack Te Tiriti and local histories	<ul style="list-style-type: none"> Evident in teaching and learning across BMPS 	Principal SLT	
Target teachers trial implementing aspects of the BMPS way across BMPS	<ul style="list-style-type: none"> Teachers implementing draft 2022 learning pathways model 	Principal SLT	
Clarity for Learning will be a focus for all teachers	<ul style="list-style-type: none"> Evident in teaching practice, through PGC goals and reflections and from student feedback 	Mentor Team leaders DP/AP	
Assessment for Learning will be an integral part of practice	<ul style="list-style-type: none"> Evident in planning, teaching and learning and from tamariki feedback 	Team Leaders Teachers	

Strategic Implementation Plan 2022

Goal	Initiative	Purpose	
Create a Vision that represents who we are and is owned by all	To continue to refine our BMPS Vision	<ul style="list-style-type: none"> Our Values will be evident in all that we do and who we are A shared ownership of BMPS:our beliefs, values and teaching and learning Our BMPS environment will reflect our vision 	
Action	Success Measure	Responsibility	On-going Evaluation and Evidence
To review our current vision	<ul style="list-style-type: none"> Evidence of reflection on current vision and changes to show a new vision emerging 	Principal DP/AP	<ul style="list-style-type: none"> Evidence of BMPS Values are woven authentically through teaching and learning Evidence of our Vision and values are celebrated at assemblies, through culture festivals, etc Seeking opportunities to meet with the community to get feedback Student, staff and community feedback will be evident in our emerging vision Student, staff and community feedback will be evident in changes to teaching and learning Student, staff and community feedback will be evident in changes to the school grounds, as possible On-going PLD for teachers
Begin the BMPS journey of designing our Vision	<ul style="list-style-type: none"> Evidence of work to unpack current vision Evidence of emerging vision through planning and implementation of learning 	Principal DP/AP	
Consultation with tamariki regarding our BMPS Vision	<ul style="list-style-type: none"> Both in-class sessions and online survey to seek student feedback 	Principal DP/AP teachers	
Consultation with our community regarding our BMPS Vision	<ul style="list-style-type: none"> Both a hui and online survey for community voice and feedback 	Principal DP/AP	

Strategic Implementation Plan 2022

Goal	Initiative	Purpose
Practices are inclusive, respectful and culturally responsive	To continue to extend and embed cultural understanding and opportunities	BMPS recognises and acknowledges the significance of Te Tiriti o Waitangi. A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our school community. Bairds Mainfreight Primary School will be inclusive and responsive of all cultures,

Action	Success Measure	Responsibility	On-going Evaluation and Evidence
Begin the learning journey as part of the Maori Achievement Collaborative (MAC)	Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning	Principal	<ul style="list-style-type: none"> • Kapa haka available for all tamariki • Culture weeks are an authentic part of BMPS • Teams have a focus on cultural responsive practices as part of their inquiry • PLD for staff and BOT • Reflection and change as part of PGC • Seek opportunities for community feedback • Te Reo being integrated into learning • Te Reo signage around BMPS • Celebrating our Cultures at every opportunity • Celebrating success at every opportunity • Adapting and changing teaching, learning and assessment requirements depending on the climate of what is happening with the pandemic • Supporting tamariki, staff and whanau who are affected by COVID
Develop knowledge and understanding of the impact of Te Tiriti o Waitangi	Evidence in teaching and learning and through PGC and PS reflection and evaluations	SLT	
Unpack Ka Hikitia to inform practice	Evidence of at least one change to practice	Team leaders	
Draft action plan for 'Maori achieving as Maori'	An action plan is developed and is ready for implementation for 2023	Principal DP/AP	
Teacher focus on cultural responsive practices as part of their inquiry	Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning	Mentor Team Leaders DP/AP	
A focus of tamariki and staff hauora/well-being	Evidence of deliberate teaching and learning and actions to promote hauora/well-being A well-being survey for tamariki and staff	Principal SLT	

Strategic Implementation Plan 2022

Goal	Initiative	Purpose	
An actively engaged learning community	Further engagement with tamariki, whanau, community and staff to strengthen learning partnerships	BMPS values great relationships between home and school and believe that this partnership is imperative for the success of our tamariki.	
Action	Measures	Responsibility	On-going Evaluation and Evidence
A community focus on attendance	Evidence of engagement and initiatives to improve student attendance	Principal DP/AP	<ul style="list-style-type: none"> • Term one zui to discuss covid • Term one virtual report meetings • Term two art exhibition • Regular updates and newsletters • Seeking opportunities to invite whanau to be part of BMPS-even if it needs to be virtual • Ensuring that our whanau are connected and accessing HERO • Good communication through modes that are used by our whanau • Student voice is evident on HERO • An open door policy to meet with whanau regarding teaching, learning or anything to support tamariki and whanau
BMPS explore the roles, responsibilities and actions to enable an actively engaged learning community	Evidence of hui and PLD as part of Vision and BMPS curriculum, to explore and discuss whanau engagement Evidence within class of student feedback	Principal DP/AP Teachers	
A community focused event held each term	Evidence of a community/teaching and learning event each term	Principal SLT	
Seeking opportunities for community communication and feedback	Evidence of hui and or surveys to seek feedback An open door policy	Principal DP/AP	
Using our school management system for real time reporting	Tamariki assessment, goals and learning will be uploaded and shared with whanau	DP/AP	
Tamariki in Y5-6 using HERO to reflect on their learning/create goals	Tamariki will reflect against their learning and goals-by term 3	SLT Teachers	

Curriculum NAG 1

Teaching and learning will be differentiated and will promote learning for all tamariki

Support programmes will compliment class teaching and learning

Physical activity will be an integral part of each class's daily programme

Reporting to parents will occur twice per year.

Self Review & Community NAG 2

Community feedback and opportunities to come together will be a focus

Complete policy and self review as per review schedule

Effectively communicate and consult with our school and local community

Human Resources NAG 3

BMPS complies with the Equal Employment Opportunities policy for all staff

All new tamariki, their whanau and staff will be welcomed to our school

All staff are part of a rigorous professional growth cycle

All staff will be part of professional learning opportunities linked to strategic and focused learning goals

Finance & Property NAG 4

Resourcing will be prioritised and allocated to annual goals

New classroom build (MoE)

New playground-SIPs

%YA projects-toilet upgrades, roofing, classroom refurbishment

Health & Safety NAG 5

Tamariki and staff wellbeing is a priority

A positive school culture promoting our vision and values will be promoted and implemented, with a focus on respect, care and hauora

All staff will be responsible for the Health and Safety of ourselves and others'

Legislation NAG 6

BMPS complies with all legislation

BMPS will adhere to any change in Government Policy

BMPS will continue with the Government Donation Scheme

BMPS will ensure that it is open for instruction the required number of half days

Charter NAG 7&8

BMPS Charter and Strategic plan will be submitted to the MoE on time

BMPS Annual Report and AoV will be submitted to the MoE on time

Annual targets are set and target groups will be identified from term one 2022 data

BMPS Annual Plan Overview 2022



School:	Bairds Mainfreight Primary School	School Number:	1218
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Strategic Aim:	<p>To increase the number of tamariki working at and above the expected level of the NZC in Reading.</p> <p>To target and accelerate the progress of tamariki working below the expected level of the NZC in Reading.</p>
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Reading.
Targets:	80% of BMPS tamariki at or above the expected NZC level.
Baseline Data:	Not available as no assessment was carried out.

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>PLD with Louise Dempsey to develop teacher practice.</p> <p>Individual PLD as required to develop practice.</p> <p>Board funded money to purchase reading resources.</p> <p>Teachers observing other teachers to develop practice.</p> <p>Focus on using data to determine next steps in learning.</p>	<p>We were unable to assess due to the global pandemic and lockdown.</p>	<ul style="list-style-type: none"> • Global pandemic • Extended lockdown • Return to school in November with only limited tamariki • Focus on mental well-being with the limited tamariki who did return to school 	<p>All tamariki will be assessed term one 2022. This will give baseline data and will determine goals and next steps for all tamariki and will help to create our 2022 targets.</p>

Planning for next year: Teacher release to develop and improve practice. A focus on Cultural competency-choosing learning that meets the interests of our tamariki. A focus on accelerated progress. Board funding to ensure resources.

School:	Bairds Mainfreight Primary School	School Number:	1218
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Strategic Aim:	<p>To increase the number of tamariki working at and above the expected level of the NZC in Writing.</p> <p>To target and accelerate the progress of tamariki working below the expected level of the NZC in Writing.</p>
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in writing.
Targets:	70% of BMPS tamariki at or above the expected NZC level.
Baseline Data:	Not available as no assessment was carried out.

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>PLD with Louise Dempsey to develop teacher practice.</p> <p>Individual PLD as required to develop practice.</p> <p>Team focused writing inquiry.</p> <p>Writing incorporated into PGC.</p> <p>Board funded money to purchase writing resources.</p> <p>Teachers observing other teachers to develop practice.</p> <p>Focus on using data to determine next steps in learning.</p>	<p>We were unable to assess due to the global pandemic and lockdown.</p>	<ul style="list-style-type: none"> • Global pandemic • Extended lockdown • Return to school in November with only limited tamariki • Focus on mental well-being with the limited tamariki who did return to school 	<p>All tamariki will be assessed term one 2022. This will give baseline data and will determine goals and next steps for all tamariki and will help to create our 2022 targets.</p>

Planning for next year: Teacher release to develop and improve practice. A focus on accelerated learning. Board funding to ensure resources. PLD as required.

School:	Bairds Mainfreight Primary School	School Number:	1218
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Strategic Aim:	<p>To increase the number of tamariki working at and above the expected level of the NZC in Maths.</p> <p>To target and accelerate the progress of tamariki working below the expected level of the NZC in Maths.</p>
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Maths.
Targets:	70% of BMPS tamariki at or above the expected NZC level.
Baseline Data:	Not available as no assessment was carried out.

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>Board funded money to purchase appropriate resources.</p> <p>Teachers observing other teachers to develop practice.</p> <p>Focus on using data to determine next steps in learning.</p>	<p>We were unable to assess due to the global pandemic and lockdown.</p>	<ul style="list-style-type: none"> • Global pandemic • Extended lockdown • Return to school in November with only limited tamariki • Focus on mental well-being with the limited tamariki who did return to school 	<p>All tamariki will be assessed term one 2022. This will give baseline data and will determine goals and next steps for all tamariki and will help to create our 2022 targets.</p>

Planning for next year: Teacher release to develop and improve practice. Each team will have a maths inquiry to develop and improve practice. There will be a focus on accelerated learning.



BMPS Academic Target 2022

We have aspirational targets that we track in line with our assessment process. With a focus on teaching and learning of the core subjects we will endeavour to meet our end of year targets which are:

- 80% at and above in Reading
- 70% at and above in Writing
- 70% at and above in Mathematics

Due to the pandemic and lockdowns, we do not have baseline data for 2021 but will collect this data during term one 2022.

For 2022 there will be professional learning on:
Clarity for Learning
Creating a culturally responsive curriculum
Maori succeeding as Maori
Accelerating learning

There will be release for teachers to observe and learn from best practice.
There will also be a teacher released full time to focus on tamariki who were most impacted academically by the 2020/2021/2022 pandemic.

Through this professional learning and through the Professional Growth Cycle which will be in place for all teachers, we will endeavour to meet our curriculum targets.