If we can’t see the future what should we teach? Common teachable, transferrable ways of thinking that can be used over and over again in the course of a life time.

https://www.youtube.com/watch?v=swJY_qYjRg
Linking Pedagogy and Space within Bishop’s Hanna’s Framework

From Kindergarten through to Year Six, our learning and teaching framework stands firmly on the foundation of the Bishop’s mandate. This foundation underpins everything we do in the Catholic School. This foundation is how we encounter and engage with Jesus and his message today.
The documentation set out below in the following pages is based on the diagram below. Our core priority areas are linked with the CSO system, the school Annual Improvement Plan and classroom plans for improvement in student faith formation by enhancing the teaching of religious education, curriculum that engages, motivates and challenges all students which is complemented by contemporary advances in pedagogy, literacy, numeracy and analytical skills that support creativity, critical thinking, problem solving, collaboration and inquiry. (See our school curriculum framework on the website) and finally a culture self renewal and improvement lead by using evidence based approach, Principal and the School Executive.
The quality of our St Patrick’s depends on the quality of our teachers that teach and care for all students. Our parents look to us to support them in their education in the faith and to gain the knowledge and skills to help them fulfil their potential and go on to make a difference to their community in Griffith and beyond. In the Diocese of Wagga Wagga and our school, St Patrick’s Primary School the following support documents exist to support our teachers in understanding our vision and mission and measure their professional progress and the growth of their students:

(1) Bishop’s Mandate : “Continuing the Adventure”
(2) Student Learning: A Framework for Learning (CSO Wagga Wagga), the Australian Curriculum and the National Safe Schools Framework
(3) St Patrick’s Primary School Learning and Teaching Policy
(4) St Patrick’s Primary School Curriculum Framework
(5) Principles of Assessment and Reporting: Powerpoint on how does assessment and reporting work - Zones of learning and Teaching
(6) Collaboration and Inquiry: Building Cultures to Last (Defour and Fullan), Making time for great teaching (Jensen) Spirals of Inquiry (Timperley 2012)
(7) Results Orientation: SRI using the National School Improvement Tool (NSIT)
(8) Powerpoint Broad Goals for 2015 and beyond.
(9) Australian Institute for Teaching and School Leadership  http://www.aitsl.edu.au/
Explicit Statements for Professional Development for 2015

**Goal 1:** To develop a spiral of inquiry approach that constitutes and improves teacher quality (effective teaching by making explicit the knowledge, practice and engagement) at St Patrick’s Primary School.

- The staff will engaged in Professional development session on the spiral of inquiry on January 28th with other schools being invited to attend. The SSO will facilitate the session with the staff.

- To continue the thread of spiral of inquiry approach (mindset) throughout the year where the staff will learn about the philosophy of inquiry based learning and the theory behind it.

- The staff will engage in monthly curriculum meetings (professional development) as per the calendar to ensure teachers move from being theory or idea driven to being a practice that becomes a driver for change

- Knowledge: is knowing the students and how they learn, Knowing the content and how to teach it.
- Practice: The art of teaching in planning for and implement effective and teaching and learning, creating and maintaining safe learning environments and to assess, provide feedback and report on student learning.
- Engagement: Engage fully in professional learning and engage professionally with colleagues parents/carers and the community.

- **Completion date Ongoing**
Goal 2: To develop our school Charism-Faith Witness and story that will lead to a renewed Vision and Mission statements for the school.

How?

Professional development sessions will be held throughout the year that will provide opportunities for staff to develop and implement a new school vision and mission statement that is supported by the school’s core values. These sessions will build upon the previous work in 2013 and 2014.

Gratuitous Care: Key Phrases-The professionalism and care shown by staff with the students: Loving to come to school each day.

Meaningful work: Children make me laugh make me think, I learn from them and I am honoured to be teaching them. “I can come to work each day and get paid to do a job I love.”

Unity and Diversity: Treasuring the diversity, cultural differences and beliefs that are present at St Patrick’s.

Inspiring People and Experiences: Unique opportunity to shape the future of the world –the classroom is a creative outlet.

Stewardship: A place of being. Communal sense of giving and welcome. A sense of history and connectedness. The audacity of hope!

Faith Filled Community: Appreciation for those who look for the best in all and are willing to lend a hand to others that struggle.

Staff and Days to be identified  

**Completion date December 2015**
BROAD IDENTIFIED GOALS FOR 2015

Goal Three: To implement the National Strategy for Improvement Tool in Domains 5

Domain 5: The school aims to continue to the development of building better futures by way of a school-wide, professional teams of highly able teachers, including teachers who take an active leadership role beyond the classroom.

- Develop strong procedures to encourage a school-wide, shared responsibility for student learning through agreed processes for curriculum programming.

- To celebrate success and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning by ensuring opportunities are created for teachers to work together and to learn from each other.

- To implement formal processes to manage satisfactory performance by implementing and monitoring professional learning plans and goal setting linked to ATSIL and the system.
BROAD IDENTIFIED GOALS FOR 2015

Goal Three: To implement the National Strategy School Improvement Tool in Domain 8

Domain 8: Effective pedagogical practices

The principal and other school leaders including the Executive recognise that highly effective teaching is the key to improving student learning throughout the school. They (Leadership Principal, Assistant Principal Religious Education Coordinator, Executive and Curriculum Coordinators) take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

- The school leadership team keeps abreast of research on effective teaching practices by embedding Research articles as part of formation for all Year Level, Stage Based and curriculum meetings.
- The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school via professional development explicitly aimed at improving pedagogy in key learning areas of Mathematics and Science and Technology.
- School leaders provide teachers with ongoing detailed feedback on their classroom practices through semester meetings with teachers, feedback through reviews on programming and through the Walk Through program.
### Priority Area 1: Catholic Identity and Religious Education (REC and Alan Coordinators and Group 1 of Staff)

<table>
<thead>
<tr>
<th>School Review and Improvement Priority</th>
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<th>When (When will the action be done)</th>
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<tbody>
<tr>
<td>Catholic Identity and Religious Education 1.2 Major Project FSW Broad goal #1 and CSO 1</td>
<td>To develop school vision and mission statement through the background of Faith Story and Witness • Story/charism • Witness. • Biblical Literacy</td>
<td>Provision of pupil free days allocated. Regular discussion at year level and stage level meetings. Twilight Sessions Speakers nominated</td>
<td>All staff familiar with school’s FWS Staff experienced in FSW Inducting new staff to our FWS Preamble to our employment Process</td>
<td>Term 4 Twilight sessions 25/ Feb 29/April 22/July 14/10 October Term 4 Lau</td>
<td>CSO Staff Prin REC Assistant Principal. Assistant Director Catholic Church Mission CSO SSO RE</td>
<td>$2000 (cost to printing) 7 challenges of Pope Francis</td>
</tr>
<tr>
<td>Revisit school vision and mission statements Broad goal #1</td>
<td>To develop a new Vision and Mission Statement for the school</td>
<td>Staff Spirituality day and twilight sessions CSO and Consultant Consolidation with staff and community</td>
<td>New vision and mission rewritten and shared across the community. Celebration Mass with community in October</td>
<td>Term Ongoing Mass in Term 4 17 October</td>
<td>Executive REC Parish Priest and CSO</td>
<td>$1,000</td>
</tr>
<tr>
<td>Implementation of new RE Policy Broad goal #1</td>
<td>To develop a new Religious Education Policy focused on Teaching and Learning RE.</td>
<td>REC and School Council Sub Committee will develop draft and seek review from community</td>
<td>Published Policy on the website Promote through newsletters</td>
<td>Term 1-2 2nd Thursday each month</td>
<td>Priest REC and School Council Sub Committee</td>
<td>None</td>
</tr>
</tbody>
</table>
## ANNUAL PLAN FOR 2015

### Priority Area 2: Student Learning (Peter, Carrie and Staff group 2)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Professional learning inquiry cycle approach</td>
<td>To engage the spiral of inquiry as a driver for change.</td>
<td>Provision of identified professional development days Curriculum learning times each month that engages depth and supports teachers in inquiry and knowledge building processes Focused Readings on spiral of inquiry (Seminar Series 234)</td>
<td>Teacher programs Curriculum Reviews Feedback to teachers about programs with completed checklists Learning outcomes in classroom. Survey feedback from students leadership team and parents Language used by staff /usage of spiral of inquiry</td>
<td>Term 1 Ongoing January 28 PD</td>
<td>Executive team CSO and Curriculum Coordinators</td>
<td>$1,000-release for teacher Seminar Series 234 by Helen Timperley</td>
</tr>
<tr>
<td>Teachers are focused on the development of knowledge and skills required to improve student learning</td>
<td>To expand teachers knowledge in key learning areas of Mathematics and Science /Technology</td>
<td>Staff development Days focusing on and consolidating Math Science &amp; History Use reflection d notes provided in programs Days nominated on calendar for Staff explicit PD</td>
<td>Evidence of opened ended tasks inquiry based tasks for units of learning documented in teacher programs Students improve Biblical literacy</td>
<td>Term Ongoing Term 3 Australian Curriculum History Day</td>
<td>School Support Officer Out sourced speaker</td>
<td>$2,000</td>
</tr>
<tr>
<td>School ensures PIC opportunities are created for teachers to work together and learn from each other’s practices</td>
<td>To develop a consistent framework for teachers to work together and to gain the best use of partners expertise.</td>
<td>Teaching staff released for 2 hours a week at each year level Provision of a learning space that encourages teacher curriculum conversation Year based meetings once a month /feedback from staff at meetings. .4 Release funding Student surveys</td>
<td>Evidence of staff planning, programming found Assessments and reporting evident in programs and feedback from staff at year based meetings. Leadership team meetings with staff once a semester from goal setting Feedback from student surveys/visits to classrooms Collection of NAPLAN &amp; PAT data from staff</td>
<td>Ongoing</td>
<td>Executive Team and Classroom Teachers Leadership AP Prin and REC</td>
<td>.4 Funding in the staffing schedule</td>
</tr>
</tbody>
</table>
ANNUAL PLAN FOR 2015

Priority Area 3: Pedagogy (A) (Kate and Carrie and staff group 3)

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<tr>
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<tbody>
<tr>
<td>The school has an explicit and sequenced plan for curriculum delivery CR: Domain # 8</td>
<td>To develop a inquiry coherent sequenced plan for curriculum delivery across all years of school which make clear what and when teachers teach and students learn using inquiry approaches and mindset.</td>
<td>CSO online courses provided for staff that are registered with BOSTES. PD –Theory and Philosophy of Inquiry learning. Practical examples of scope and sequence Stage and Year Level meetings that focus on professional reading and conversations. Staff use the school Policy and Procedures for Programming Feedback from Staff on programming updating Q&amp;A section. PD shared throughout the year for Curriculum Coordinators – updates throughout the year. Information from K-6 Curriculum network days Explicit time allocated for PD ie Google docs /AISTL Peer Observation and visits to classrooms Relevant PD</td>
<td>Collegial feedback from Stage and Year Level meetings and visits to classrooms. Examples of collaborative work/units shared at specified times such as stage and year level meetings. Shared multi modal techniques and resources at Curriculum PLT. (specified time allocated for teachers to share openly with colleagues) Student Reports end of each semester Completed Australian syllabus in NSW program meets the required standards that follow school policy and procedure on Programming. Feedback from CC to staff at meetings and through staff development days. Obvious usage of spiral of inquiry in their planning and conversations</td>
<td>Ongoing-staff development days Principal Student Surveys each Term</td>
<td>Curriculum Coordinators &amp; CSO SSO AP &amp; CC – development of student surveys and timetables for teacher sharing Executive Team</td>
<td>$500 for lunches Pupil Free Days nominated</td>
</tr>
</tbody>
</table>

Curriculum documentation/programs CR: Domain # 8
### Priority Area 3: Pedagogy (B) (Kate and Peter and staff Group 3)

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<tr>
<td>Literacy and numeracy improvements across whole school</td>
<td>To provide PD re analysis, interpretations and application of data. Teachers collect Data from literacy and numeracy tests from Naplan and PAT testing in 2014 and 2015.</td>
<td>Curriculum learning times allocated for PD on Analysis etc. data collected from 2014 Naplan and PAT at Year and Stage level meetings. School uses Best Start Sena ACER PAT Tests to monitor student progress. Data collected to inform teacher practice at year and stage level meetings/student surveys. Audit Tool NSIT. Survey staff Continuum Literacy and numeracy. Year Level explicit literacy and numeracy plans using the spiral of inquiry.</td>
<td>Survey students/ staff regarding use of data. Stage base meetings –time tabled Feedback about results. Language around data used frequently in staff gatherings. Templates of Student Surveys at class level are submitted to Executive as an indication of success. Changes in teacher programs highlighting data used. Increased frequency of language used around the spiral of inquiry.</td>
<td>Ongoing Monthly curriculum meetings.</td>
<td>Ongoing Monthly curriculum meetings.</td>
<td>Ongoing PLC days allocation.</td>
</tr>
<tr>
<td>CR: Domain # 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ACARA explicit questions around learning.</td>
</tr>
<tr>
<td>CR: Domain # 5</td>
<td>To develop a whole school plan for formation as part of improving teacher and leader quality.</td>
<td>At each Year level and Stage/curriculum level meetings a time frame will be introduced for Formation reading. Professional reading provided to staff.</td>
<td>Increased conversations based on readings at stage group meetings. Reflection notes in programs. Executive feedback from Stage and Year level meetings.</td>
<td>Once a term</td>
<td>Curriculum Coordinators /Secretaries and AP.</td>
<td>Photocopying of readings to include.</td>
</tr>
<tr>
<td>School leaders and staff keep abreast of latest research about student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Executive Team.</td>
<td>Cultures built to last.</td>
</tr>
<tr>
<td>CR: Domain # 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hattie Know thy impact-teaching learning and leading.</td>
</tr>
<tr>
<td>CR: Domain #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PLC a brief guide Making time for great teaching.</td>
</tr>
</tbody>
</table>
Priority Area 4: Knowledge Management and ICT (Michael and Sandra and Staff Group 4)

<table>
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<tr>
<td>4.1 Enabling staff and to become skilled at navigating the internet.</td>
<td>To deliver a triad of professional development programs to improve staff knowledge skills and understanding in how to use technologies</td>
<td>Google Docs Survey staff on skills and knowledge of various technologies- twitter,instagram and incorporate them into explicit PD dates for action Provision of allocated time for PD sessions on Google Docs and Internet searches Survey staff to identified needs</td>
<td>Staff engaging and sharing information in Google Docs New Leaders will emerge to assist others Increased range of communication between all staff.</td>
<td>Ongoing – specific training times allocated to all staff</td>
<td>Chair of IT Committee and the Committee Members</td>
<td>CSO Officer IT Coordinator</td>
</tr>
<tr>
<td>4.2 Responding strategically to the demands of contemporary information management and ICT for learning and management.</td>
<td>To develop a ICT strategic plan for the school To ensure that the hard ware in the school is adequate for all community users</td>
<td>IT Committee formulates the plan at monthly meetings Replace 30 -40 XP operating systems within the school Purchase and install a dedicated media file server</td>
<td>IT Plan submitted to staff IT plan endorsed by CSO and School New machines purchased</td>
<td>Terms 1 and 2</td>
<td>Chair of IT Committee and the Committee members</td>
<td>P&amp;F identified goal Budget CR to budget</td>
</tr>
</tbody>
</table>
### Priority Area 5: Employee Services (Alan and David and Staff Group 5)

<table>
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</table>
| Communication for staff, students and parents | To improve communication strategies for all staff | School staff Surveys  
Student Surveys  
Parent Surveys  
Weekly e-notes /Weekly bulletins  
Website/imovies/ Staff intranet site  
Facebook  
Newsletter –class activities highlighted.  
Notice boards/Monthly letters to parents  
Voice Staff gatherings | Refinement of school’s Induction Program for new and current staff  
Data studied and analysed from surveys provided at professional learning times for staff dates fixed in calendar  
All Behaviour issues reported and recorded on Admin drive and feedback provided to staff | Once a semester | AP Principal and Executive | Cost of website |
| Inherent Responsibilities of staff | To improve staff usage of procedures pertaining Code of Professional Standards as an employee of the Catholic Schools Office  
Employment procedures with the emphasis of hiring staff aligned to Catholic School Ethos | Sections highlighted each term from the document of Code of Professional Standards in weekly e notes.  
Updates in staff handbook and induction material.  
PHRISS  
Monday meetings with staff  
Update procedures for employment of staff | Weekly e notes –sections from booklet CPS included.  
Returned completion of on line learning –focus on Code of Professional Standards.  
Feedback of issues raised on school procedures at staff meeting times once a month  
Increased updates/reminders in regular e notes bulletins  
Employment procedure published | Ongoing | AP Principal and Executive | |
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## Priority Area 6: Finance and Resources (David and Christine and Staff Group 6)

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<tr>
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<tr>
<td><strong>6.1 Strengthening financial planning, accountability and reporting system for teachers.</strong></td>
<td>To develop classroom budgets for each year level. Employment of one extra administration SAS for Office with specific role descriptions</td>
<td>Procedure for ordering and monitoring resources. Quarterly variance reports each term Employment of SAS person for one extra day. Develop role description</td>
<td>Year Level balanced budgets for Year Levels Employment of one additional staff member Processes for administration refined</td>
<td>Term 1 Ongoing Terms 1-4 Term 1 Term 1</td>
<td>Principal and SSO and School Council Finance Committee Principal/Finance committee</td>
<td>Costing for amount per student is $100. Extra staff projected in budget 2015 draft.</td>
</tr>
<tr>
<td><strong>6.4 Ensuring effective oversight of future capital works and the progressive update of school infrastructure.</strong></td>
<td>To provide open learning spaces to support current pedagogical practise.</td>
<td>Tender process for a builder to complete the project of Kindy to Year 2 Submit application for Block Grant Authority in 2015 Apply and submit for BGA application to for 2015 round Budgeted item in profit and lost</td>
<td>BGA meetings with CSO and NSW Catholic Education Commission Successful tender process and commencement of work Successful application round for funding in 2016. Completion of work</td>
<td>Term 4 (2014) complete scope of works Term 1 begin refurbishment</td>
<td>Principal CSO and NSW Catholic Education Commission. School council</td>
<td>Unknown –cost to date.</td>
</tr>
<tr>
<td>Update computers in school CR to IT priority.</td>
<td>To transition new computers into school as part of renewal process</td>
<td>IT planning. Costings Timeline for transition</td>
<td>New computers in classroom</td>
<td>Terms 1 and 2</td>
<td>IT Committee and SSSO/ P&amp;F</td>
<td>TBA</td>
</tr>
</tbody>
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### Priority Area 7: Strategic Leadership and Partnerships (David and Alan and Staff Group 7)

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<th>When</th>
<th>Responsibilities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnering with parents and families</td>
<td>The school will build on partnerships with parents and families to improve opportunities and outcomes for students</td>
<td>Introduction of Kids Matter Program. Fortnightly Newsletters/Facebook Walk through program P&amp;F functions/information day IEP meetings Process for enrolment Process for class lists Kindergarten dinner</td>
<td>Feedback from Parent Surveys Feedback from Student Surveys Feedback from Facebook Feedback and Attendance of parents and staff at the Art Show/Concerts/special events Published new enrolment procedure timeline Staff feedback</td>
<td>Ongoing Term 1</td>
<td>Wellbeing committee AP Principal and Executive P&amp;F and Staff SSO Enrolments Teachers</td>
<td>P&amp;F budget</td>
</tr>
<tr>
<td>Enhancing student learning with local businesses and community organizations</td>
<td>To develop partnerships with other educational institutions such as Child Care and Preschools Centres</td>
<td>Visiting Preschools and Child Care in set time frames. Year Five students visiting Preschools with Chaplain Orientation and transition days-Radio program Catholic Schools Week Visiting retirement homesGlee Club and Leaders</td>
<td>Feedback from students and Chaplain Feedback from Preschools –survey Increased enrolments from Preschools.</td>
<td>Terms 1-3 School Chaplain Early Years Teachers Year Five Teachers and Students</td>
<td>$500-00</td>
<td></td>
</tr>
<tr>
<td>Empowering staff</td>
<td>All staff will engage in goal setting in 2015</td>
<td>Part of induction program &amp; ATSIL/Standards for teachers only. at staff meetings Meetings with Staff throughout the year .Meeting with staff Collection of data from staff</td>
<td>Staff complete goal setting Teachers complete ATSIL Standards online goal setting Staff meeting with Leadership Team Data collected determines future changes and planning</td>
<td>Term 1 Term 1 Term 2 and 4 AP REC and Principal Principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Signed Off By:
This annual plan is fluid and is review every term: Please make notes below.

Signed by: Chair of School Council: Anthony Salmon TBC

Signed by School’s Consultant: Carolyn Matthews TBC

Signed by Principal: David Adams-Jones TBC

Signed by Assistant Principal: Alan Wedesweiler TBC

Religious Education Coordinator: Michael Morell TBC

Fr Andrew Grace: Fr Grace