

# Dorrigo High School Annual Report



2017



8453

## Introduction

The Annual Report for 2017 is provided to the community of Dorrigo High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Samantha Hutton

Principal

### School contact details

Dorrigo High School

Waterfall Way

Dorrigo, 2453

[www.dorrigo-h.schools.nsw.edu.au](http://www.dorrigo-h.schools.nsw.edu.au)

[dorrigo-h.School@det.nsw.edu.au](mailto:dorrigo-h.School@det.nsw.edu.au)

6657 2001

## School background

### School vision statement

Dorrigo High School will be:

Recognised by its community and other schools as a lighthouse school where excellence is demonstrated in all aspects of teaching and learning.

A place where there is a strong commitment to the belief that all children can be successful learners and where all stakeholders have a passion for lifelong learning.

A learning environment that nurtures, guides, inspires and challenges people to build their skills and understanding, and to make sense of their world.

Embraced by the community and be a place where honest and open communication is modelled, valued and respected in everything we do.

### School context

Dorrigo High School is a Years 7–12 comprehensive school with an enrolment of 145 students. Located in the hinterland region of the Bellingen Shire, 70kms from Coffs Harbour, the school is supported by a diverse community, a proactive Parents and Citizens' Association (P&C) and a close relationship with other schools on the Dorrigo plateau.

Students can access a wide range of academic and vocational courses.

The school receives some additional funding based on its Family Occupation and Employment Index (FOEI) of 101 which places the school and its community very near to the state mean of 100. Additional funding is also provided on an index which classifies schools according to their location under the Rural and Remote strategy.

The demographics for the next few years indicate that enrolments in the Dorrigo area will decline further. The school has outstanding facilities including a trade training centre and an agricultural plot. The school currently has the capacity to deliver a number of Vocational Courses including construction, metals and engineering, hospitality and primary industries. A supportive business community provides work placement opportunities for vocational courses and work experience in Stage 5.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

DHS continues to progress in terms of the Learning Domain. An increasing emphasis on Assessment for Learning allows teachers to identify student learning needs and plan for their individual learning paths. An area of growth has been in the Teaching Domain. Teachers are also differentiating the curriculum to meet the needs of students at different learning stages. Teachers use data analysis strategies to inform their practice. Further to this the leadership team analyses student progress and achievement for insights into student learning. This has led to an adjustment of some programs. Targeted teaching of persuasive writing as part of the Literacy and Numeracy strategies has led to greater student growth particularly in the writing section of NAPLAN. Teachers have participated in the Quality Teaching rounds which has seen teachers collaborate across faculties to inform the development of evidence based practice.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:



## Strategic Direction 1

Staff lead a lighthouse school with an expert teaching team

### Purpose

To develop a school which is recognised as passionate, innovative and leading teaching and learning.

### Overall summary of progress

All teachers have completed the Quality Teaching rounds. Staff collaborated across faculty to develop skills for continuous improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have a performance and development plan which aligns with the Australian Professional standards for teachers.  100% of teachers have a common language and set of conceptual standards with which to engage in professional conversations focused on individual and collective practice.  The 8 Drivers of Student Learning from the <i>Tell Them From Me</i> data indicates DHS staff are passionate, innovative and leading learning	\$9000 for casual relief to allow Quality Teaching Rounds	Quality Teaching Rounds completed all staff have now completed the observation of lessons and collegial feedback. Further reading were also supplied.

### Next Steps

Every subject has high quality differentiated learning programs where A for L is embedded and quality teaching is foremost. All teachers use data to inform differentiation of curriculum to meet the literacy and numeracy needs of their students and provide relevant and timely feedback. Assessment data is used to monitor achievements and gaps in learning, which is then used to inform planning.

Students are able to implement a framework that develops their critical thinking skills and write high quality extended responses in classwork, assessment tasks and exams. Students can identify exemplars.

The Leadership team maintains a focus on instructional leadership to sustain a culture of ongoing improvement seen by A for L and differentiated instruction.

## Strategic Direction 2

Staff lead a culture that actively promotes student learning

### Purpose

To promote and maintain an environment reflective of the deep belief that all students can be successful learners.

### Overall summary of progress

Staff have completed initial professional development for Assessment for Learning. Teachers have embeded persuasive writing tasks into their year 7 to 10 programs. RAP data has been used to inform teaching practice.

PBL continues to be a focus with an emphasis on Right Time Right Place Right Thing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student welfare data reflects an understanding and adherence to the core PBL values.</p> <p>100% of teachers actively involved in lesson study.</p> <p>All ATSI students and students identified as (disability data) have Personalised Learning and Support Plan.</p> <p>All students have a personalised learning plan.</p> <p>Every student is engaged in extracurricular activity identified in his/her Personalised Learning Plan.</p> <p>Utilise self-assessment data and other data sources to validate growth in student learning performance.</p>	<p>\$6500 for course costs accommodation and casual relief.</p> <p>\$1200 for resources.</p>	<p>RAP and SMART data has been used to analyse student achievement. This informs planning. AFL practises have been used in Teaching. At least four workshops completed.</p> <p>Executive also attended Carol Tomlinson's Differentiation workshop in Sydney.</p> <p>Students have completed self assessments as part of the report writing process.</p> <p>PBL lessons continue to be delivered during year meetings</p>

### Next Steps

Classroom teachers, will develop skills where they can explicitly use A for L strategies and differentiated instruction to engage students in learning. This should develop a collaborative whole school approach to future focused learning.

**Differentiation** – Establishment of a Learning Hub model in the classroom to cater more effectively for the needs of individuals and small groups of students. Professional learning delivered for all teachers by executive on models of differentiation.

**Innovation** – Ongoing involvement in professional learning on highly effective, research-based and emerging practices, to deepen teachers' understanding of pedagogy. Targeted A for L strategies are taught in two meetings per term. Growth mindset and specific PBL lessons are taught. Technology is used that enhances learning.

### Strategic Direction 3

Staff lead a school community where honest and open communication is modelled, valued and respected.

### Purpose

To promote a positive and productive school culture where every member of the school community can contribute and be confident that they are valued.

### Overall summary of progress

The school has rolled over to Sentral very effectively and has recently accelerated aspects of the program which looked at the school reporting structure. There has been an increase in parent participation at P&C nights and parents are actively involved in student activities. Candidature for student leadership has not increased. Despite this, the student body has run a number of important events including the Wellbeing Day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>Tell Them From Me</i> data indicates improved response in students' interest and motivation from 13% in year 9 to the state average of 20%.</p> <p>All school teams are filled through an open and inclusive process and include all relevant stakeholders.</p> <p>Candidature for student leader positions increases in Stage 4 &amp; 5 to ensure an election is required.</p> <p>The school has a systematic method of recording and monitoring student progress and wellbeing.</p> <p>All members of the leadership team are expert in the use of data to drive the reform agenda.</p>	<p>\$4200 Sentral software</p> <p>\$4900 Tribal software</p> <p>LMBR training \$8200</p>	<p>Administration systems have rolled over to Sentral successfully. Exceeded original goal and moved student reports over to Sentral during the semester 2 reporting period.</p> <p>Staff were active participants in analysing and using data to drive curriculum and subject improvements.</p> <p>Staff were kept informed of the reform agenda. SASS and SAM trained with new LMBR systems.</p>

### Next Steps

**A standardised approach to learning with** – Learning intentions clearly established at the beginning of each lesson so that there is an absolute clarity about a learning destination. All work units include a glossary of terms. Pre-tests are used to establish what students know, understand and can do. Pre-tests are then used to tier the activities. Hook events for Inquiry Based Learning (IBL) draw on the strengths and expertise in the community. Huddle, Hub and Pod structures are used for IBL. Enhanced connection with parents as a result of the 360 interviews led by students with discussion of their portfolios. A for L strategies are used ie exit strategies, no hands up and hinge point questions to show where students are along the way.

Informed decisions guide students in their transition from school and they regularly engage in self-reflection and work-place opportunities to guide academic, social and career choices.

Develop and maintain vocational expertise to deliver high quality industry specific standards in the curricula and forge continuing alliances with business groups.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Additional staffing \$10400.</p> <p>Purchase of resources \$500</p>	<p>A team has worked to develop Individual Learning Plans (ILPs). ILPs have been developed for all Indigenous students. These plans have been prepared in consultation with the students, their parents and teachers.</p> <p>Learning and support staff have been assigned to assist targeted junior Indigenous students in identified classes.</p> <p>Resources have been purchased to support Aboriginal perspectives in faculty programs resulting in a wider variety of culturally appropriate resources being available to all faculties. 0.1 used to employ a teacher to support students complete assessment tasks.</p>
<b>Low level adjustment for disability</b>	<p>Used to fund support for in school support.</p> <p>Additional time \$9600.00</p>	<p>The LaST has facilitated:</p> <ul style="list-style-type: none"> <li>• Collaborative meetings between the Learning and Support Team and parents/carers to develop and review personalised learning and support plans.</li> <li>• Collaboration with teachers to develop differentiated programs across the curriculum.</li> <li>• Additional SLSO time was used to enhance participation and engagement in learning. This was provided through support in classrooms, assessment tasks and examinations.</li> <li>• Systematic approach to benchmarking has enabled learning disabilities to be identified more quickly so that individual planning and support can be provided to student and teachers.</li> </ul>
<b>Socio-economic background</b>	<p>Wages LaST .5 \$55000.00 plus \$ 10400 addition Integration top up \$4000.00</p> <p>Resources \$9800</p> <p>Student support-\$4100.00</p>	<p>To enhance student participation in opportunities offered by the school, including peer support camps and school representative sport, student assistance funding was used. Further, to improve curriculum access, additional curriculum resources were purchased specifically technology. Additional time was also given to the LaST a 0.1 increase in LaST load to further support students and teachers.</p>
<b>STEM</b>	<p>\$3060- wages</p> <p>Resources -\$1070</p>	<p>Resources purchased to allow for improved delivery of STEM based activities. Funds were also used for teacher professional learning. Staff were partnered with another school to help with the development of resources.</p>

## Student information

principal implements appropriate school intervention (interviews, LST referral) or refer the case to the HSLO.

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	87	90	86	79
Girls	78	83	82	75

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	2
Employment	2	2	7
TAFE entry	0	0	0
University Entry	0	0	8
Other	2	4	3
Unknown	0	3	4

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.7	92	91.6	88.9
8	91.3	86	88.8	87.7
9	91.3	91.4	89.8	90.9
10	87.9	88.8	87.2	87.5
11	84.4	90.5	89.5	91.9
12	91	87.2	91.5	89.5
All Years	89.7	89.6	89.6	89.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Year 12 students undertaking vocational or trade training

Dorrigo High School has a compressed curriculum model, which enables students in Year 11 and Year 12 to complete a dual accredited vocational education course in one year.

Completed a VET course.

Of the enrolled 48 senior students: 18 completed a VET course i.e. 37.5 %

The courses offered:----- were Hospitality and Primary Industries.

### Year 12 students attaining HSC or equivalent vocational education qualification

In the compressed model, 24/29 students successfully completed their HSC, which is 82.8% of the candidature.

### Management of non-attendance

Year advisers monitor any student with less than 85% attendance (whole days) on a fortnightly basis and send home letters of concern to parents/carers if a student's attendance falls below 85%. Year advisers request additional documentation from parents/carers, such as medical certificates detailing the nature and duration of the sickness if there are concerns about notes provided by the parents/carers or the period of sickness exceeds the period of extended absence.

The Deputy Principal sends letters home to inform parents/carers of fractional and whole day truancy and places students on Attendance Monitoring Cards for persistent truancy.

Parents/carers are contacted when extended unexplained absences have occurred if initial monitoring does not improve attendance. Deputy

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	10.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.38
Other Positions	1

\*Full Time Equivalent

The school has one teacher who identifies as Aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

A significant proportion of professional learning focused on the products and practices identified in the school plan. All mandatory training requirements, which include training in WHS, child protection, emergency care and anaphylaxis, and the code of conduct, have been met. Professional learning identified by teachers in their Performance and Development Plans (PDP), and not directly related to the school plan, has been addressed through an application process. One teacher has applied and has been selected to complete the highly accomplished teacher accreditation that has come with professional development and mentoring. Head Teachers have participate in the Mid Coast Central Curriculum Leadership Networks. Professional development priority has also been given for those faculties that are implementing a new syllabus.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>156,908</b>
Global funds	333,614
Tied funds	204,312
School & community sources	24,376
Interest	2,550
Trust receipts	3,614
Canteen	0
<b>Total Receipts</b>	<b>568,466</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	41,133
Excursions	16,888
Extracurricular dissections	15,668
Library	2,904
Training & Development	8,000
Tied Funds Payments	124,109
Short Term Relief	60,981
Administration & Office	40,406
Canteen Payments	0
Utilities	33,094
Maintenance	19,243
Trust Payments	3,841
Capital Programs	0
<b>Total Payments</b>	<b>366,267</b>
<b>Balance carried forward</b>	<b>359,107</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	397,320
Appropriation	359,357
Sale of Goods and Services	0
Grants and Contributions	31,561
Gain and Loss	0
Other Revenue	6,199
Investment Income	203
<b>Expenses</b>	-175,067
Recurrent Expenses	-174,906
Employee Related	-80,674
Operating Expenses	-94,232
Capital Expenses	-161
Employee Related	0
Operating Expenses	-161
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	222,253
<b>Balance Carried Forward</b>	222,253

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school has a Finance team to review and overlook finances and budgeting.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,726,959
Base Per Capita	25,675
Base Location	33,972
Other Base	2,667,313
<b>Equity Total</b>	159,346
Equity Aboriginal	13,533
Equity Socio economic	59,289
Equity Language	0
Equity Disability	86,524
<b>Targeted Total</b>	47,810
<b>Other Total</b>	40,604
<b>Grand Total</b>	2,974,720

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

### Year 7

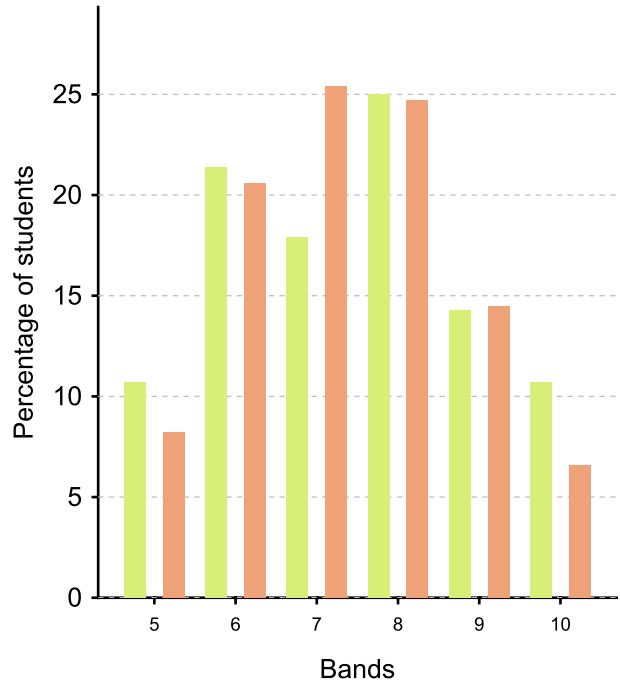
- 55% showed a better than expected growth in reading
- 52.6% showed a better than expected growth in writing
- Improved number of students reaching band 6 and above in writing, compared to previous years which is reflective of the increased focus on persuasive and creative writing across faculties
- There has been an improvement in school results over a number of years, particularly in reading results
- Writing results have also improved due to the inclusion of embedded text type writing in both

years 7 and 9.

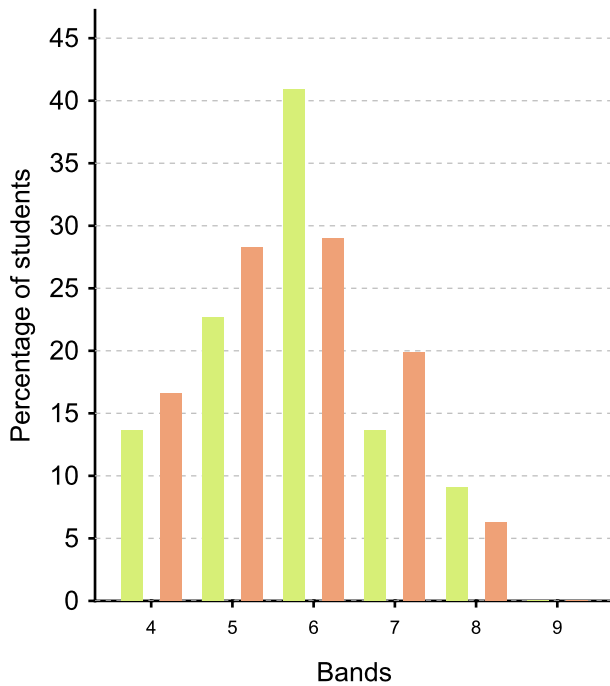
**Year 9**

- 63% showed a better than expected growth in reading
- 55.6% showed a better than expected growth in writing
- A greater number of students reaching band 7 and above in writing, compared to previous years which is reflective of the increased focus on persuasive and creative writing across faculties.

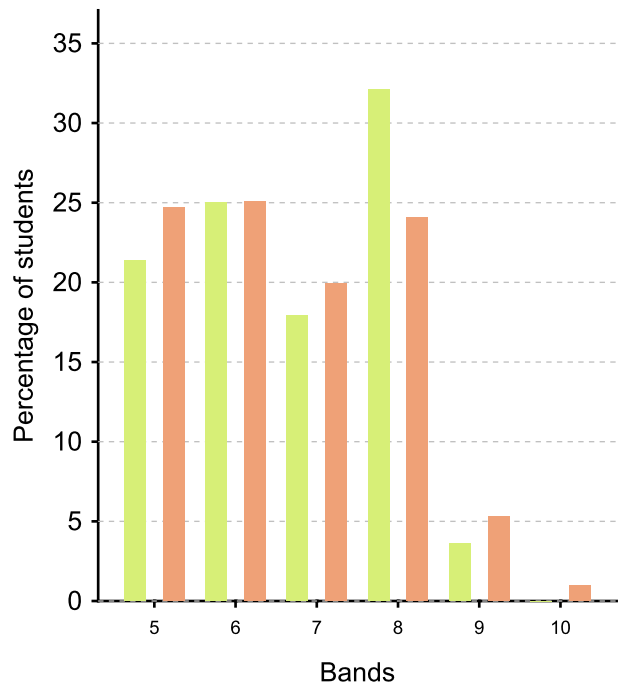
**Percentage in bands:  
Year 9 Reading**



**Percentage in bands:  
Year 7 Writing**



**Percentage in bands:  
Year 9 Writing**



The available numeracy data based on NAPLAN results shows a very satisfactory proportion of students above expected growth.

The average scaled growth in numeracy from 2017 NAPLAN for Year 9 students at Dorrigo High School is 51.5, this compares to 50.7 at all Department of Education schools.

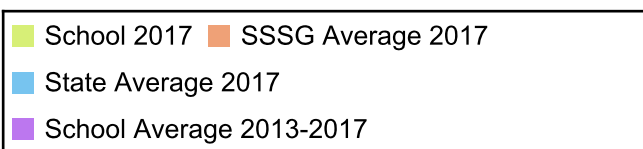
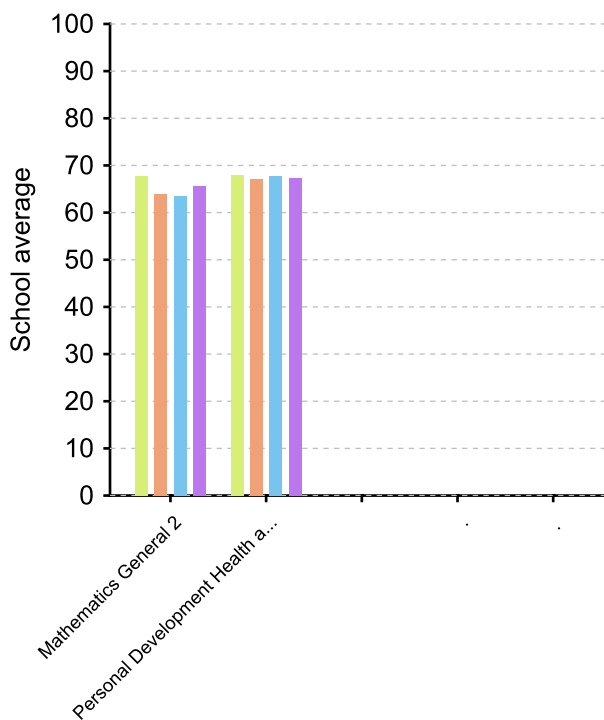
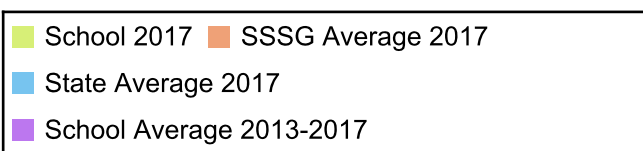
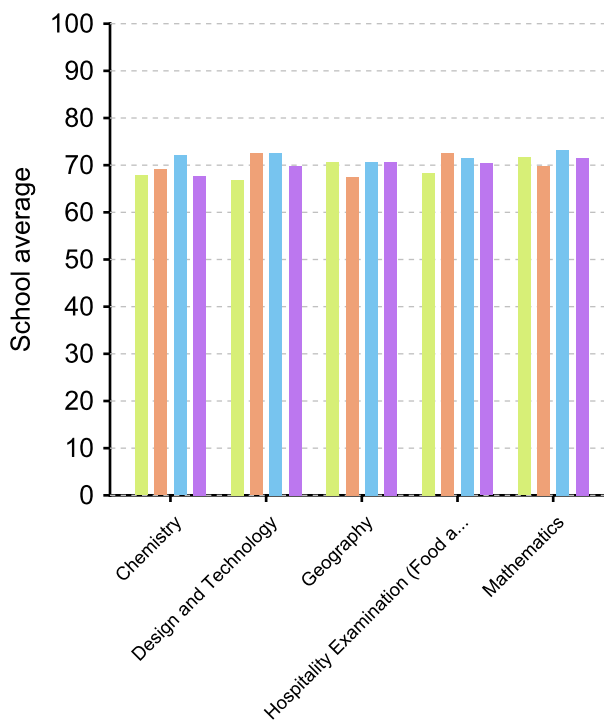
The average scaled growth in numeracy from 2017 NAPLAN for Year 7 students at Dorrigo High School is 47.5, this compares to 59.0 at all Department of Education schools.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

Students achieved well above state mean with 50% of year 7 students achieving in the top band in reading compared to state of 11.8. In Year 7 numeracy 50% of students achieved in the top band compared to the state average of 17.1. Trend data reflects a significant upward trend in 2016 Aboriginal school data for writing was 497.3 compared to 2017 where it is 546.2.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Dorrigo High School had 49 students enrolled in twelve subjects in the 2017 Higher School Certificate.

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 17.9% of the Bands awarded to our students were Bands 5 and 6.

## Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The results for Dorrigo High School are compared with those of other NSW government schools information below.

**Parents** School Mean 8.0 (NSW Govt Norm) (6.6) If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 8.4 Reports on my child's progress are written in terms I understand. 8.8. I am informed about my child's behaviour at school, whether positive or negative. 8.8. The teachers would inform me if my child were not making adequate progress in school subjects. 7.5. I am well informed about my child's progress in school subjects 8.1. I am informed about opportunities concerning my child's future. 8.1. I am informed about my child's social and emotional development. 6.1.

**Students** 123 students completed the *Tell Them From Me* survey which included measures of student engagement. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. In the Effort results "Students try hard to succeed in their learning" year 12 was above at 70 compared to the NSW Govt mean of 66, whilst year 7 was below with a school mean of 60 compared to a state mean of 78.

## Policy requirements

### Aboriginal education

During 2017 Dorrigo High School continued with a whole school approach to addressing the needs of Indigenous students. This approach facilitated the implementation of the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 (ATSIEAP). Dorrigo High School remains focused on accelerating improvements in the educational outcomes of Aboriginal students. The school is very proud of the achievements realised in Aboriginal education during 2017. These achievements are a result of a spectrum of strategies that have been implemented including: Targeted assistance from the learning and support team, Norta Norta tuition, Personalised Learning Plans, careers advice and National Aborigines and Islanders Observance Day Committee (NAIDOC) Day.

Senior students at Dorrigo High school were able to

access individual tutoring through the Norta Norta funding program. These students were able to work on a regular basis with qualified tutors in specific subject areas.

All Indigenous students were given access to high quality laptop computers that they were able to use during school hours or borrow for periods of up to two weeks for take home use. A number of students including those studying for HSC examinations took advantage of this opportunity.

Indigenous students and their parents engaged with school staff in developing personalised learning plans. These plans were communicated to all relevant staff members, allowing teachers of Indigenous students to implement strategies identified as beneficial to students.

Head Teachers were consulted to ensure that Aboriginal perspectives continued to be included in teaching programs especially those working on the implementation of the National Curriculum. Staff continually received support and advice in implementing these perspectives. This ensured that all students were engaged by quality teaching programs that enhanced their knowledge and understanding of Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Our school played a central role in developing and implementing NAIDOC celebrations that highlighted positive aspects of Indigenous culture and allowed further development of cultural knowledge, understanding and awareness throughout the school community. The event involved students from the high school and all partner primary schools participating in workshops designed and facilitated by members of the local and broader Indigenous community. The day was organised in collaboration with the local Aboriginal Land Council and the Indigenous community. Indigenous students from Dorrigo High School played a major role in planning, organising and facilitating the day's activities. The NAIDOC activities strengthened partnerships and promoted genuine collaboration between our school, Aboriginal families and Aboriginal community organisations and further developed and sustained the positive and inclusive school culture.

Dorrigo High School targets the delivery of information for post school options for Indigenous students. Opportunities including university programs, scholarships and apprenticeships are identified and brought to the attention of Indigenous students and their families and carers.

High rates of Indigenous student involvement in student leadership roles were a feature of Dorrigo High School during 2017.

### Multicultural and anti-racism education

Dorrigo High School is committed to developing student understanding and competencies in multicultural education. All teaching and learning programs are regularly audited to ensure significant and appropriate

inclusion of multicultural perspectives. The school has appointed a fully trained Anti-racism contact officer(ARCO). A small number of minor issues reported to the ARCO during 2017. These issues were dealt with by the ARCO in a timely and professional manner and to the satisfaction of all parties including