



EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

SMALL SCHOOLS BY DESIGN

Strength to Strength

ANNUAL REPORT 2013

Big Picture Education Australia

THE WORK OF BIG PICTURE EDUCATION AUSTRALIA IN 2012/13

“At the end, it is me who is driving the learning...The Big Picture learning system... it’s fantastic”.

**Shona,
Launceston City
Campus**

**To view a video portrait
of Shona click [here](#).**



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“Thinking deeper is the most significant aspect of Big Picture for me.”

**Rachael,
Wanniassa School
ACT**

**To view Rachael's
speech at the Big
Picture conference
[click here](#)**



STRENGTH TO STRENGTH

In 2013 Big Picture Education went from strength to strength.

Big Picture Education continues to support our existing schools and programs with nationwide research and development, network building events and first class support and coaching.

The network has grown steadily with new greenfield schools, academies and programs.

Our influence over the education conversation gets stronger with high level connections with education departments, national education stakeholders and global education leaders.

"The first person in my family to go to university... one of the first Big Picture students to get to university... I feel honoured."

Addison, Launceston City Campus

To view a video portrait of Addison click [here](#).



WHO WE ARE

Big Picture Education Australia is a not-for-profit network of educators implementing a distinctive design for schools in a range of different community settings. Our purpose is to influence vital changes in education. Our motivation is that too many of our young people are not achieving their potential. Many are not engaged in school learning and some do not complete school.

We do not own schools or manage

them. We work with education systems to adapt the innovative Big Picture Education (BPE) design to fit specific schools and communities. Across Australia nearly 40 sites currently explore the BPE design. New schools, existing schools converting to BPE, Big Picture Academies within schools and other sites work to improve learning. Underpinning the BPE design are some important distinguishers (outlined opposite).

We want to make vital changes in education by generating and sustaining innovative, personalised schools that work with the real world of their greater communities.

BIG PICTURE SCHOOL DISTINGUISHERS

There are a number of design elements that, in combination, distinguish Big Picture Education from other designs of schooling. These elements or 'distinguishers' influence everything that advisory teachers, leaders, students and families try to do in a Big Picture school or program.

The distinguishers are:

1. Academic rigour: Head, heart and hand

Big Picture schools have a strong intellectual purpose for each and every student. Students are continually challenged to deepen their learning and improve their performance across five learning goals: quantitative reasoning, empirical reasoning, social reasoning, communication skills and personal qualities. A high standard of academic work is expected of all students.

2. Leaving to learn: Learning through internships

Students work two days a week in an interest-based internship with a mentor from the community on an intellectually rigorous real-world project that is connected to their learning goals.

3. Personalisation: One student at a time

With the help of the advisory teacher and parents, each student develops a learning plan that explores their interests and passions, and identifies personal learning goals, authentic project work and wider curriculum requirements. This plan is reviewed and updated regularly.

4. Authentic assessment

Each term the students exhibit their portfolios of work to a panel made up of the advisory teacher, family, peers, the mentor, and others from the community. They provide evidence of progress against their

learning goals and they reflect on the process of their learning.

5. Collaboration for learning

Students work in one-on-one or small group learning environments around their interests both inside and outside the school. Through internships, the community plays an integral role in the education of the students.

6. Learning in advisory

Students are in an advisory group of no more than 17 students and an advisory teacher. They stay

in the same advisory for much of their secondary education. The advisory teacher manages each student's learning plan and ensures that all learning goals and the National Curriculum are covered.

7. Trust, respect and care

One of the striking things about Big Picture schools is the ease with which students interact with adults in both the school and the wider community. A culture of trust, respect and care is shared between students and adults, as well as among students themselves.

8. Everyone's a leader

In Big Picture Schools, leadership is shared among the principal, staff, students, family, and community partners. Opportunities for leadership are created for everyone.

9. Families are enrolled too

Big Picture schools aim for real family engagement. Parents or carers are regarded as essential members of the learning team, beginning with the application process and progressing through to learning plan development, exhibitions and graduation.

10. Creating futures

All students are expected to graduate from school to further learning. They are prepared for, and connected to, opportunities for learning at university and/or other further education.

11. Teachers and leaders are learners too

New ideas constantly emerge as part of the learning cycle process. Teachers and leaders in Big Picture schools and programs regularly attend to new ideas and learn new ways of working. They develop reflective practice and find ways of sharing this learning with others.

12. Diverse and enduring partnerships

A Big Picture School has a strong focus on building and creating external partnerships. These include partnerships with the family, mentors, local councils, businesses, universities, TAFE colleges and other training providers. These partnerships give students the opportunities to pursue their learning and achieve their goals.

OUR BOARD

Bruce Kiloh - Chair

Bruce is the BPEA public officer. Bruce was the assistant regional director for the Western Metropolitan Region, Department of Education & Training in Victoria; and prior to that was an assistant general manager responsible for a range of social justice initiatives in the Department.

Susan French

Susan is the principal of St Johns Park High School. She has held a number of senior executive positions with the Australian Education Union (AEUACT) and the NSW Teachers Federation.

Joanne Roberts

Joanne is principal of Ascot Vale Primary School, a past board member of Victorian Curriculum Authority and past Victorian State Coordinator of the Australian National Schools Network. She has worked in both primary and secondary sectors of education in Victorian schools. Her current research work in her school is exploring middle years of schooling implementation and looking at Big Picture design principles at the primary end of schooling.

Keith Reams

Keith is a client services principal of Deloitte's Global Transfer Pricing Group and the service line leader for the Asia Pacific Region. He is also the client services principal and lead economist Pacific Rim Global Transfer Pricing for Deloitte's Transfer Pricing Group in San Francisco.

Chris Bonnor

Chris Bonnor AM is a public education consultant and advocate. He is the co-author (with Jane Caro) of "The Stupid Country –

How Australia is dismantling public education" published by UNSW Press in 2007. He has served as principal of two secondary schools in NSW and until 2006 was president of the NSW Secondary Principals' Council.

Marylou Verberne

Marylou Verberne is the CEO of Play for Life, a not for profit using play to bring about social change. Marylou left her role as a director with Social Ventures Australia to start up Play for Life in July 2010. She has many years experience in the not for profit sector as well as being a qualified lawyer and working in state and federal political roles.

Katherine Armstrong

Katherine is the founder and managing director of Lateral Projects. She is an innovator and strategist with a combination of strong analytical skills, sharp commercial acumen and political nous. Katherine's specialist skills include strategic planning, brief development, procurement strategy, design management and cost control, brokering, leadership and team building.

Angus White

Angus is a director of various philanthropic and not-for-profit organisations such as the Vincent Fairfax Ethics in Leadership Foundation and Milk Crate Theatre. He has a background in outdoor adventure education and humanitarian charitable work with the Australian Red Cross, and holds degrees in commerce and teaching.

Mike Hollings

Mike is the chief executive of New

Zealand's largest school, Te Aho o Te Kura Pounamu, which provides distance education to around 25,000 school-age and early childhood students each year.

Mike has more than 30 years' experience in the education sector, from teaching through to management, policy development and review.

Chris Ryan

Chris Ryan's career in education includes roles as a teacher, school executive member, manager of state equity programs, researcher, policy adviser and an education leader with more than 10 years experience as a member of the state's senior executive service.

Viv White

Viv is the CEO, co-founder and company secretary of Big Picture Education Australia. Prior to leading this innovative venture, Viv was CEO of the Victorian Schools Innovation Commission and the Australian National Schools Network. She has a thirty-year history of international work in educational reform, research, policy and practice.

John Hogan

John is one of the co-founders of BPEA and is engaged as a school consultant. John has extensive experience, expertise and training in consulting, coaching and supervision; action learning and group work; strategic and project planning; curriculum development; and research and evaluation. John runs an education consulting business, Redgum Consulting Pty Ltd.

CEO REPORT



“Big Picture learning has been acknowledged as one of the ten designs that best illustrate the big ideas for education this century.”

2013 has been a year of consolidation for Big Picture Education.

We have formalised relationships with state systems and national stakeholders, reviewed and finetuned our operations and structure and, through it all, kept focused on the important work of starting and supporting innovative schools.

Perhaps our biggest single achievement this year has been the creation of the Cooks Hill Campus, a greenfield Big Picture school in Newcastle, NSW. The Hunter Hub, a group of local educators, connected by Big Picture to innovators in Australia and overseas have a major accomplishment in the creation of Cooks Hill Campus, a Big Picture School with full support and funding of the NSW DEC, Australia’s biggest education department. Big Picture has been with them the whole way, negotiating, coaching and supporting.

Cooks Hill Campus was possible because of the experiences and successes of Big Picture hubs and schools around the country, and it will serve as an example to many more.

In 2013 we undertook a review of our operations. We started with our strategic plan, moved on to our accounts and governance structure.

Big Picture Education Australia operates lightly. We want our resources to flow to the schools and the students. But we also have to be

accountable.

The people who support us need to know where the money is spent. The people who work in the schools want to be assured that we are doing the best with what we have.

The review was positive: we are accounting properly for money and have our plans made clear and plain.

But every organisation can always do better. Our expert reviewer suggested some actions we could take to make the operations more transparent and accountable. And we are doing just that. This year’s experiences have, in my view, made us stronger. We are now in a position of organisational growth, with a plan for further development.

The operational review made some very useful recommendations about our management, and these have been implemented. The most significant has been to restructure our ‘code of accounts’ so that we can monitor spending against our strategic plan and its five key goals.

We are gathering evidence of this increased capacity as we systematically monitor and research our work.

Importantly, our work is being recognised internationally. Big Picture learning has been acknowledged as one of the ten designs that best illustrate the big ideas for education this century.

I am energised by our network

events like our conference in the Tuggeranong Valley, ACT.

The conference was attended by 120 people 50 of whom were students. The event was amazing, thanks to the wonderful work of the local, ACT teachers, principal, students and university interns.

Once again our New Zealand colleagues joined us and shared their story of their growing work. Mike Hollings and Jen McCutcheon are leading this work.

Each day began with a student’s voice. I have a quote just to remind us all (if we need to be reminded) why we do this work.

“Big Picture has really helped me dig deep with my learning and discover who I am as a person. This program has also helped me pick out my interests and goals. My last year of high school has been an amazing journey; Big Picture has really prepared me for the future. I look forward to finishing the year off with my final exhibition.”

Ally, Wanniasa Big Picture

Of most importance of course, is the significant progress our schools are making with the young people that they serve.

New schools are becoming exploring schools and our existing schools are working hard to become sustainable.

Viv White CEO

OUR ACHIEVEMENTS IN 2013

Our schools

BPEA has come a long way. During 2013 we had over 40 schools working with the Big Picture learning design as either:

- A brand new or 'greenfield' Big Picture school.
- A whole school converting to Big Picture.
- Big Picture 'academies' within an existing school.
- A Big Picture 'inspired school'.
- A Big Picture 'inspired academy' within a school.

Our approach with our schools is one school at a time. All of them are connected to our network and we tailor coaching and development plans for each school depending on needs, size of program, availability and budgets.

Some schools are exploring Big Picture ideas with BPEA assistance to decide if the model is good for them. Some stop there; others implement Big Picture ideas.

Some schools are inspired by Big Picture to implement a program or use the ideas to influence their school. We are helping them too.

Other communities are converting whole schools to Big Picture and we are committing to joining them in journeys that may take years.

We offer our schools:

- Getting started consultation
- School visits
- Workshops
- Coaching
- Networking – learning from each other
- Research and communications



Case study - The Cooks Hill Campus in Newcastle

Cooks Hill Campus is a campus of Newcastle High School and is the first Big Picture greenfield school in New South Wales. Housed in a disused primary school building, the campus will accept enrolments for years 9 and 10 in 2014.

Big Picture has been working closely with the NSW Department of Education to make this innovative learning space possible.

A key factor was being able to leverage from the experience of Big Picture campuses in Tasmania. The Tasmanian experience provided a model of implementation, consultation and financing that proved Big Picture school can work, even in Australia's biggest education system.

"Cooks Hill Campus is a major learning innovation for the Hunter area. We're proud to be the first greenfield Big Picture in NSW. We couldn't have achieved it without the high level support from Big Picture Education Australia."

Tracey Breese

Campus Leader - Cooks Hill Campus

How we help

Big Picture Education has been central to the set-up of the Cooks Hill Campus. From leadership coaching, staff selection and development, garnering philanthropic funding, running public information events, and negotiating with government to designing and printing brochures, website support and getting business cards printed, Big Picture has been intimately involved at every stage.



Case study - Murdoch University MAP4U

Big Picture Education Australia and Murdoch University have joined in a far-reaching project with several Western Australian schools.

For four years, the schools will work with the university and Big Picture creating new futures for students and teachers.

Big Picture Education Australia (BPEA) is collaborating with five schools in the Rockingham and Mandurah regions to develop Big Picture Academies. Murdoch University is providing significant funding (approx. \$1 million over the four years from the federal government) for the management and implementation of the project, the training and development of the teachers and leaders involved and the associated research and evaluation.

The context for this collaboration is the Review of Australian Higher Education (Bradley, et al. 2008) which wants to increase the capacity for Australia to “have enough highly skilled people able to adapt to the uncertainties of a rapidly changing future” (2008, p xi):

Australia will increase its proportion of 25-34 years olds with a degree from 29% (2008) to 40% by 2020.

(Recommendation #2)

By 2020, 20% of undergraduate enrolments should be students from low-SES backgrounds. (Recommendation #3)

Alternative Entry to University

One of the great aspects of this project will be exploring how Big Picture students can graduate to university using alternative entry mechanisms. BPEA and Murdoch University are working together to explore the possibilities.

Great Potential for Partners

This project is good for all the participants.

Murdoch University wants to increase the number of students from the Kwinana, Rockingham and Mandurah regions who enrol in university and have the capacity, skills and knowledge to succeed when they get there.

BPEA aims to influence school education in Australia through the implementation of a new design for schooling with the purpose of re-engaging students in learning and improving their chances of graduating to university, TAFE or

significant work.

The schools aim to give the best opportunity to the students. They want students to have powerful learning and the opportunity to go on to university. Teachers want to build their opportunities to learn.

Together BPEA, Murdoch University and the schools wish to develop innovative, nationally significant approaches to: student entry to university, and post-graduate study for teachers and leaders.

Student Success

The goal of each Big Picture academy is for students to succeed. That is, they will be in a position to pursue their interests beyond school whether that be university, TAFE, training or substantial work, and when they get there, they will know they have the capacity, disposition and the confidence to succeed.

Exciting Research Project

The funding is going to enable a multi-faceted and multi-method research project.

OUR NETWORK-BUILDING EVENTS

Big Picture schools are doing groundbreaking work. A critical role of Big Picture Education Australia is to provide opportunities for these schools to network and share. We help teachers and school leaders from across Australia share experiences, support each other, develop new ways of working and stay inspired.

National Conference

The conference was attended by 120 people, 50 of whom were students. The event was amazing, thanks to the wonderful work of the local ACT teachers, principal, students and university interns.

There were eloquent presentations from Big Picture students telling their stories of successful learning journeys. And the teachers shared their journeys too.

The conference is a critical element in building a learning network for Big Picture and we are already planning to make it bigger and better in 2014.

USA Study Tour

Ten educational leaders worked with Viv White and Elliot Washor in the US from 12th-19th January, 2013. They worked together in three schools.

Professional Development

We ran 6 x 1 day induction program in WA for those involved in the Murdoch University Big Picture Academy Program.

We ran foundation training in Newcastle to support the development of Cooks Hill Campus.

Our training programs are based

around personalising learning; we model the same skills, techniques and approach to learning that we teach our students.

Our registered training organisation is developing finely honed courseware that meets Big Picture learning principles as well as national VET standards.

Support from Schools and Citizens

Philanthropy, business and communities are supportive of our work.

Organisations that want to help disadvantaged communities can see how Big Picture Schools re-engage kids with learning and make the school a hub for engaging family and community.

Business can see how the Big Picture model prepares kids for the 21st century workplace, helping students become the catalyst for their own learning and pursue their passions.

With real world projects Big Picture students develop superior thinking skills, employability skills and technical expertise.

In 2013 Big Picture forged new relationships with the Vincent Fairfax Family Foundation and The Snow Foundation.

Even though Big Picture schools are relatively new, the evidence that they work is impressive. Attendance and engagement measures show students and families are engaging and learning. Discipline problems are greatly improved. Student work and exhibitions are rich and authentic.

A Seat at the Table

Big Picture Education is now a recognised stakeholder in Australian education. In 2013, we have MOUs with the systems of education in Tasmania and NSW. We work with national standards bodies ACARA and AITSL to develop innovative policies and practices. Big Picture students and teachers presented their work to GELP - the Global Educational Leaders Program. GELP recognises Big Picture learning design as one of 10 designs globally that meet the needs of 21st century learning and 21st century learners.

Government Financial Support

Although BPEA is not directly funded by government at this point in time, we must acknowledge that our schools get enormous support from their relevant state and federal departments.

This comes through student funding, priority funding, teacher relief for professional development and specific project grant monies. Government funding of BPEA schools amounts to many millions of dollars. One of the priorities in the coming financial year is to account for and acknowledge this incredible support.

PARTNERS, STAFF AND CONTRACTORS

Australian National Schools Network (ANSN)

ANSN offers professional development for teachers and school communities across Australia.

In 2013 the ANSN brought educational experts from the UK to work with Australian teachers and continued working with Dimensions of Learning in Queensland.

Play4Life

BPEA auspices Play4Life and they work together on several projects including a Play Research Circle in Victoria.

Big Picture New Zealand (BPNZ)

New Zealand colleagues join us and share their growing work. Our 2014 conference will be held in Wellington NZ in collaboration with BPNZ and Big Picture Learning USA.

Big Picture Learning

We have close and ongoing ties with the US organisation.

Staff

BPEA operates with a small and dedicated management team.

Viv White is CEO of BPEA. Her job is to execute the strategy of the board.

We have three part-time positions in the management team including:

- Operations
- Communications
- Accounts

Key Contractors

Big Picture Education Australia maximises the value of donations and funding by minimising the number of staff directly employed by the organisation. Contractors who work within agreed budgets and projects carry out a large proportion of the work. Contractors also bring new work and projects into the organisation.

John Hogan - Redgum Consulting

Redgum Consulting is responsible for school coaching, new opportunities and government relations in WA, SA and the ACT.

In 2013 Redgum brought in significant contracts with Yule Brook College, SMYL School and several ACT high schools in the Lake Tuggeranong Project.

John was integral to the significant MAP4U project with Murdoch University.

John has represented Big Picture Education with state and federal governments. Redgum is currently negotiating significant new work with Murdoch University and remote schools in WA.

Peter Morgan

Peter Morgan has been working with the hub of Big Picture schools in the Hunter Region of NSW. He has been integral in supporting schools in Newcastle, as well as pursuing new opportunities with local government and community stakeholders.

Joe Wickert and Peter Flynn - Summer Hill Media

Summer Hill Media is responsible for the communications needs of Big Picture Education. They maintain and develop the website, film and edit moving images, write and design publications, as well as crafting communication with internal and external stakeholders.

Bruce Kiloh

Bruce Kiloh is responsible for school coaching, new opportunities and government relations in Victoria.

Booksworm

Booksworm is responsible for accounting services, budgeting and financial reporting.

"My grades, from a year a City Campus, have shot up a mile. It's a great feeling that I'm now doing well at school."

Alex, Launceston City Campus

Pictured on internship at the Sydney Opera House

[To view a video portrait of Alex click here.](#)



WHERE TO FROM HERE

In 2014 we will be working at consolidating our success.

We will be reporting on a major three year research project with our schools.

We will use the annual conference, school visits, PD, e-news, the website, public relations and research reports to measure and review progress each quarter and demonstrate the Big Picture effect.

We will continue to support our schools with direct contact and local support, as well as continuing high level discussions with government, business and the media.

Working with Regional and Remote Schools

In partnership with several schools in NSW and WA we are exploring how the Big Picture learning design can improve learning outcomes for students in rural and remote contexts.

Big Picture International

Our next major conference will be in New Zealand. We are working with prospective schools in the UK. We are partnering with Big Picture Learning USA with the aim of strengthening the network of Big Picture schools around the globe.

AUDITED DIRECTORS AND FINANCIAL REPORTS

2012/13

The directors present their report, together with the financial statements, on the company for the year ended 30 June 2013.

Directors

The following persons were directors of the company during the whole of the financial year and up to the date of this report, unless otherwise stated:

Vivienne Mary White
Frank Bruce Kiloh
Susan Denise French
Joanne Marie Roberts
Keith Alan Reams
Christopher Richard Bonner
John Stuart Hogan
Michael John Hollings
Christopher Kenneth Ryan (appointed 8 May 2013)
Katherine Anne Armstrong (resigned 20 June 2013)
Marylou Denier Verberne (resigned 5 September 2012)

Objectives

Big Picture Education Australia (BPEA) is a non-profit company aiming to stimulate vital changes to Australian education by starting innovative and successful schools and changing the conversation around education. It wants to make schools better. Its philosophy is grounded in educating "one student at a time". We promote the creation of personalised education programs that are unique for each student. BPEA believes that too many of our young people are failing in our schools. This is because for too many young people school is not relevant to lives and needs and they do not become engaged in learning. We want to make vital changes in education by generating and sustaining innovative, personalised schools that work with the real world of their greater communities.

Strategy for achieving the objectives

In 2006, Big Picture Company Australia (BPCA) was established, in partnership with the Big Picture in the US. BPCA aims to bring the proven benefits of the Big Picture philosophy to Australia through customising the Big Picture ideas and methodologies to suit the needs of Australian students and their communities. We know we can do this within the current curriculum and assessment context for the same level of funding that each of these students would obtain in larger schools. This can be achieved by establishing systems of small schools.

In Australia, we are seeking to work with other interested parties to customise the American ideas, practices and principles for Australian students and their communities. While there are differences between the Australian and American education systems, the design principles of BPC (USA), which have been developed over the past 20 years, have strong resonance with the Australian reform context.

We are ready to start schools with a proved concept. We seek significant support to expand Big Picture learning to more schools so that the design will reach take-off stage in each state and territory.

New Big Picture Schools

By 2015 we aim to create two start-up schools in each state to demonstrate the power and utility of the model and to create an understanding and acceptance in the community.

Rural and remote

We aim to develop four rural and remote Big Picture schools to demonstrate how the design works in such settings.

Academies in Schools

We aim to develop Big Picture Academies in existing schools. We aim to show that, in any given school, some students choose to learn in different ways.

Principal activities

During the financial year the principal continuing activities of the company consisted of:

- Not for profit educational provider

Performance measures

There is significant room to improve educational outcomes in Australia. Currently over 14% of teenagers in Australia are not in full-time learning or work (Dusseldorp Skills Forum, 2006). In addition, 20% of young Australians fail to complete year 12 or its equivalent (Business Council of Australia, 2005). This level of education is not high in comparison to other Organisation for Economic Co-operation and Development (OECD) countries (Sweet, 2006; Kelly, 2006). Nor are educational outcomes equitable. Indigenous people, rural populations and low economic, social and cultural status groups are all disadvantaged by Australia's education system (ABS, 2006; ABS, 2003).

Information on directors

Name: Vivienne Mary White
Title: Director and National Coach
Qualifications: 30 years experience in Education & Policy Making Sector
Experience and expertise: Former head of VSIC Victorian Schools innovation Commission
Special responsibilities: Manages staff and contractors, coordination of national projects.

Name: Frank Bruce Kiloh
Title: Director and Secretary
Qualifications: 35 years experience in the Education Sector in Victoria.
Experience and expertise: State Coordinator of Disadvantaged Schools Program for 5 years, Assistant General Manager in the Victorian Department of Education and Training, and then Assistant Regional Director in Western Metropolitan Region.
Special responsibilities: Manage VIC based projects, provide educational consulting services and develop teacher materials, plan and run training workshops in various locations across Australia.

Name: Susan Denise French
Title: Director
Qualifications: Principal of St Johns Park High School
Experience and expertise: Executive member and Vice President of NSW Teachers Federation and Australian Education Union (ACT), board member and Chair of Teachers Federation Health, Teachers Career Service Taskforce. Formerly Principal of Kaleen High School ACT, President of ACT Secondary Principals Council and NSW Coordinator Australian National Schools Network.
Special responsibilities: Manage some NSW based projects

Name: Joanne Marie Roberts
Title: Director
Qualifications: Principal of Ascot Vale Primary School and current board member of Victorian Curriculum Authority.
Experience and expertise: Formerly Victorian State Coordinator of Australian National Schools Network, Joanne has worked in both primary and secondary sectors of education in Victorian schools.

Special responsibilities:

Name: Keith Alan Reams
Title: Director
Qualifications: Principal of Deloitte's Global Transfer Pricing Group and Service Line Leader for the Asia Pacific region.
Experience and expertise: Principal and Lead Economist for Deloitte's Transfer Pricing Group in San Francisco.
Special responsibilities:

Name: Christopher Richard Bonner
Title: Director
Qualifications: Chris Bonner AM is a public education consultant and advocate. He is co-author with Jane Caro of "The Stupid Country - How Australia is dismantling public education" published by UNSW Press in 2007.
Experience and expertise: Chris has served as principal of two secondary schools in NSW and former President of the NSW Secondary Principals' Council. He is especially known in the education community and occasionally to the wider public through published articles in newspapers, various online publications and through media commentary on education issues, especially as these relate to public secondary schools.

Special responsibilities:

Name: John Stuart Hogan
Title: Director
Qualifications: John runs an education consulting business, Redgum Consulting Pty Ltd.
Experience and expertise: John has extensive experience, expertise and training in consulting, coaching and supervision, action learning and group work, strategic and project planning, curriculum development, and research and evaluation.

Special responsibilities: Consultant to Schools

Name: Michael John Hollings
Title: Director
Qualifications: Mike is the Chief Executive of New Zealand's largest school, Te Aho o Te Kura Pounamu, which provides distance education to around 25,000 school-age and early childhood students each year.
Experience and expertise: Mike has more than 30 years' experience in the education sector, from teaching through to management, policy development and review.

Special responsibilities:

Name: Christopher Kenneth Ryan
Title: Director (appointed 8 May 2013)
Qualifications: Chris Ryan's career in education includes roles as a teacher, school executive member, manager of state equity programs, researcher, policy adviser and an education leader with more than 10 years experience as a member of the state's senior executive service.

Experience and expertise: As Executive Director of the NSW Department of Education, Chris was a member of the peak executive body reporting directly to the Director-General. His areas of responsibility included communications, media, risk, information management, senior executive support and parliamentary liaison. In 2012 he acted as Chief Executive of the Public Education Foundation. In 2013 he became a board member of the Foundation and a trustee of the Arts Education Foundation Trust. In 2013 he also served as an advisor to the Chief Executive of the Australian Curriculum, Assessment and Reporting Authority (ACARA). He is a proud graduate of a NSW public school and indebted to public education for funding both his undergraduate and post-graduate studies. His passion for and commitment to public education has been widely acknowledged. In 2010 he was awarded the Director-General's Award for Excellent Service to Public Education and Training. In the Australia Day 2012 Honours List he was awarded a Public Service Medal for service to public education and training in NSW.

Special responsibilities:

Name: Katherine Anne Armstrong (resigned 20 June 2013)
 Title: Former Director
 Qualifications: Katherine is the founder and Managing Director of Lateral Projects.
 Experience and expertise: She is an innovator and strategist with a combination of strong analytical skills, sharp commercial acumen and political nous. Katherine's specialist skills include strategic planning, brief development, procurement strategy, design management and cost control, brokering, leadership and team building.

Special responsibilities:

Name: Marylou Denier Verberne (resigned 5 September 2012)
 Title: Former Director
 Qualifications: Marylou is a qualified lawyer.
 Experience and expertise: She has many years experience in the not for profit sector as well as being a qualified lawyer and working in State and Federal political roles.

Special responsibilities:

Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') held during the year ended 30 June 2013, and the number of meetings attended by each director were:

	Full Board	
	Attended	Held
Vivienne Mary White	4	4
Frank Bruce Kiloh	4	4
Susan Denise French	3	4
Joanne Marie Roberts	4	4
Keith Alan Reams	3	4
Christopher Richard Bonnor	4	4
John Stuart Hogan	4	4
Michael John Hollings	3	4
Christopher Kenneth Ryan	1	1
Katherine Anne Armstrong	-	4

Held: represents the number of meetings held during the time the director held office.

Contributions on winding up

In the event of the company being wound up, ordinary members are required to contribute a maximum of \$250 each. This amount has already been contributed to the company. Honorary members are not required to contribute.

The total amount that members of the company are liable to contribute if the company is wound up is \$Nil, based on 8 current ordinary members.

Big Picture Education Ltd
Directors' report
30 June 2013

Auditor's independence declaration

A copy of the auditor's independence declaration as required under section 307C of the Corporations Act 2001 is set out on the following page.

This report is made in accordance with a resolution of directors, pursuant to section 298(2)(a) of the Corporations Act 2001.

On behalf of the directors



Vivienne Mary White
Director



Frank Bruce Kiloh
Director

16 October 2013
Level 1, 5 Saywell Street, Marrickville NSW 2204

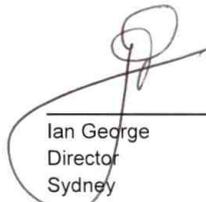
Auditor's Independence Declaration

Auditor's independence declaration to the directors of Big Picture Education Ltd

In accordance with section 307C of the Corporations Act 2001, as auditor for the audit of Big Picture Education Ltd for the financial year ended 30 June 2013, to the best of my knowledge and belief, there have been:

- No contraventions of the auditor independence requirements of the Corporations Act 2001 in relation to the audit ; and
- No contraventions of any applicable code of professional conduct in relation to the audit.

Countplus One Audit Pty Ltd



Ian George
Director
Sydney

16 October 2013

FINANCIAL REPORT 2012/13

General information

The financial report covers Big Picture Education Ltd as an individual entity. The financial report is presented in Australian dollars, which is Big Picture Education Ltd's functional and presentation currency.

The financial report consists of the financial statements, notes to the financial statements and the directors' declaration.

Big Picture Education Ltd is a not-for-profit unlisted public company limited by guarantee.

The financial report was authorised for issue, in accordance with a resolution of directors, on 16 October 2013.

**Statement of profit or loss and other comprehensive income
For the year ended 30 June 2013**

	Note	2013 \$	2012 \$
Revenue	3	1,028,241	1,120,150
Expenses			
Employee benefits expense		(345,800)	(360,006)
Depreciation and amortisation expense		(2,569)	(3,261)
Impairment of assets		-	25,880
Subcontracted expenses		(585,509)	(531,657)
Travelling expense		(87,532)	(120,364)
Other expenses		<u>(165,882)</u>	<u>(191,714)</u>
Deficit before income tax expense		(159,051)	(60,972)
Income tax expense		<u>-</u>	<u>-</u>
Deficit after income tax expense for the year attributable to the members of Big Picture Education Ltd	12	(159,051)	(60,972)
Other comprehensive income for the year, net of tax		<u>-</u>	<u>-</u>
Total comprehensive income for the year attributable to the members of Big Picture Education Ltd		<u>(159,051)</u>	<u>(60,972)</u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

**Statement of financial position
As at 30 June 2013**

	Note	2013 \$	2012 \$
Assets			
Current assets			
Cash and cash equivalents	4	656,847	620,057
Trade and other receivables	5	30,270	63,059
Income tax refund due	6	-	6,960
Other	7	9,625	9,625
Total current assets		<u>696,742</u>	<u>699,701</u>
Non-current assets			
Property, plant and equipment	8	<u>3,271</u>	<u>5,840</u>
Total non-current assets		<u>3,271</u>	<u>5,840</u>
Total assets		<u>700,013</u>	<u>705,541</u>
Liabilities			
Current liabilities			
Trade and other payables	9	276,003	134,208
Employee benefits	10	<u>33,925</u>	<u>22,197</u>
Total current liabilities		<u>309,928</u>	<u>156,405</u>
Total liabilities		<u>309,928</u>	<u>156,405</u>
Net assets		<u>390,085</u>	<u>549,136</u>
Equity			
Reserves	11	2,000	2,000
Retained surpluses	12	<u>388,085</u>	<u>547,136</u>
Total equity		<u>390,085</u>	<u>549,136</u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

**Statement of changes in equity
For the year ended 30 June 2013**

	Contributed equity \$	Reserves \$	Retained profits \$	Total equity \$
Balance at 2 July 2011	-	2,000	608,108	610,108
Deficit after income tax expense for the year	-	-	(60,972)	(60,972)
Other comprehensive income for the year, net of tax	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total comprehensive income for the year	-	-	(60,972)	(60,972)
	<u>-</u>	<u>-</u>	<u>(60,972)</u>	<u>(60,972)</u>
Balance at 30 June 2012	<u>-</u>	<u>2,000</u>	<u>547,136</u>	<u>549,136</u>
	Contributed equity \$	Reserves \$	Retained profits \$	Total equity \$
Balance at 1 July 2012	-	2,000	547,136	549,136
Deficit after income tax expense for the year	-	-	(159,051)	(159,051)
Other comprehensive income for the year, net of tax	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total comprehensive income for the year	-	-	(159,051)	(159,051)
	<u>-</u>	<u>-</u>	<u>(159,051)</u>	<u>(159,051)</u>
Balance at 30 June 2013	<u>-</u>	<u>2,000</u>	<u>388,085</u>	<u>390,085</u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

Statement of cash flows
For the year ended 30 June 2013

	Note	2013 \$	2012 \$
Cash flows from operating activities			
Receipts from customers (inclusive of GST)		1,048,370	1,112,421
Payments to suppliers and employees (inclusive of GST)		<u>(1,031,200)</u>	<u>(1,101,403)</u>
		17,170	11,018
Interest received		12,660	7,728
Income taxes paid		<u>6,960</u>	<u>(2,860)</u>
Net cash from operating activities		<u>36,790</u>	<u>15,886</u>
Cash flows from investing activities			
Net cash from investing activities		<u>-</u>	<u>-</u>
Cash flows from financing activities			
Net cash from financing activities		<u>-</u>	<u>-</u>
Net increase in cash and cash equivalents		36,790	15,886
Cash and cash equivalents at the beginning of the financial year		<u>620,057</u>	<u>604,171</u>
Cash and cash equivalents at the end of the financial year	4	<u><u>656,847</u></u>	<u><u>620,057</u></u>

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

Notes to the financial statements 30 June 2013

Note 1. Significant accounting policies

The principal accounting policies adopted in the preparation of the financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

New, revised or amending Accounting Standards and Interpretations adopted

The company has adopted all of the new, revised or amending Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') that are mandatory for the current reporting period.

Any new, revised or amending Accounting Standards or Interpretations that are not yet mandatory have not been early adopted.

Any significant impact on the accounting policies of the company from the adoption of these Accounting Standards and Interpretations are disclosed below. The adoption of these Accounting Standards and Interpretations did not have any significant impact on the financial performance or position of the company.

The following Accounting Standards and Interpretations are most relevant to the company:

AASB 1053 Application of Tiers of Australian Accounting Standards

The company has early adopted AASB 1053 from 1 July 2012. This standard establishes a differential financial reporting framework consisting of two Tiers of reporting requirements for preparing general purpose financial statements, being Tier 1 Australian Accounting Standards and Tier 2 Australian Accounting Standards - Reduced Disclosure Requirements. The company being classed as Tier 2 continues to apply the full recognition and measurements requirements of Australian Accounting Standards with substantially reduced disclosure in accordance with AASB 2010-2 and later amending Standards, as relevant.

AASB 2010-2 Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements

The company has early adopted AASB 2010-2 from 1 July 2012. These amendments make numerous modifications to a range of Australian Accounting Standards and Interpretations, to introduce reduced disclosure requirements to the pronouncements for application by certain types of entities in preparing general purpose financial statements. The adoption of these amendments has significantly reduced the company's disclosure requirements.

Basis of preparation

These general purpose financial statements have been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and Interpretations issued by the Australian Accounting Standards Board ('AASB'), and the Corporations Act 2001, as appropriate for not-for-profit oriented entities.

Historical cost convention

The financial statements have been prepared under the historical cost convention, except for, where applicable, the revaluation of available-for-sale financial assets, financial assets and liabilities at fair value through profit or loss, investment properties, certain classes of property, plant and equipment and derivative financial instruments.

Critical accounting estimates

The preparation of the financial statements requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the company's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements, are disclosed in note 2.

Notes to the financial statements

30 June 2013

Note 1. Significant accounting policies (continued)

Revenue recognition

Revenue is recognised when it is probable that the economic benefit will flow to the company and the revenue can be reliably measured. Revenue is measured at the fair value of the consideration received or receivable.

Sale of goods

Sale of goods revenue is recognised at the point of sale, which is where the customer has taken delivery of the goods, the risks and rewards are transferred to the customer and there is a valid sales contract. Amounts disclosed as revenue are net of sales returns and trade discounts.

Rendering of services

Rendering of services revenue from membership, consulting, seminars and workshops is recognised by reference to the stage of completion of the contracts.

Stage of completion is measured by reference to labour hours incurred to date as a percentage of total estimated labour hours for each contract. Where the contract outcome cannot be reliably estimated, revenue is only recognised to the extent of the recoverable costs incurred to date.

Interest

Interest revenue is recognised as interest is received.

Rent

Rent revenue from a sub-lease is recognised as the rent is received on a straight line basis.

Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

Donations

Donations are recognised at the time the pledge is made.

Income tax

As the company is a charitable institution in terms of subsection 50-5 of the Income Tax Assessment Act 1997, as amended, it is exempt from paying income tax.

Cash and cash equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

Trade and other receivables

Trade receivables are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment. Trade receivables are generally due for settlement within 30 days.

Collectability of trade receivables is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off by reducing the carrying amount directly. A provision for impairment of trade receivables is raised when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of the receivables. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation and default or delinquency in payments (more than 60 days overdue) are considered indicators that the trade receivable may be impaired. The amount of the impairment allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the original effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial.

Note 1. Significant accounting policies (continued)

Property, plant and equipment

Plant and equipment is stated at historical cost less accumulated depreciation and impairment. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Depreciation is calculated on a straight-line basis to write off the net cost of each item of plant and equipment (excluding land) over their expected useful lives as follows:

Plant and equipment	2-7 years
---------------------	-----------

The residual values, useful lives and depreciation methods are reviewed, and adjusted if appropriate, at each reporting date.

Leasehold improvements and plant and equipment under lease are depreciated over the unexpired period of the lease or the estimated useful life of the assets, whichever is shorter.

An item of property, plant and equipment is derecognised upon disposal or when there is no future economic benefit to the company. Gains and losses between the carrying amount and the disposal proceeds are taken to profit or loss. Any revaluation surplus reserve relating to the item disposed of is transferred directly to retained profits.

Impairment of non-financial assets

Goodwill and other intangible assets that have an indefinite useful life are not subject to amortisation and are tested annually for impairment, or more frequently if events or changes in circumstances indicate that they might be impaired. Other non-financial assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount.

Recoverable amount is the higher of an asset's fair value less costs to sell and value-in-use. The value-in-use is the present value of the estimated future cash flows relating to the asset using a pre-tax discount rate specific to the asset or cash-generating unit to which the asset belongs. Assets that do not have independent cash flows are grouped together to form a cash-generating unit.

Trade and other payables

These amounts represent liabilities for goods and services provided to the company prior to the end of the financial year and which are unpaid. Due to their short-term nature they are measured at amortised cost and are not discounted. The amounts are unsecured and are usually paid within 30 days of recognition.

Employee benefits

Wages and salaries, annual leave and sick leave

Liabilities for wages and salaries, including non-monetary benefits, annual leave and accumulating sick leave expected to be settled within 12 months of the reporting date are recognised in current liabilities in respect of employees' services up to the reporting date and are measured at the amounts expected to be paid when the liabilities are settled. Non-accumulating sick leave is expensed to profit or loss when incurred.

Note 1. Significant accounting policies (continued)

Goods and Services Tax ('GST') and other similar taxes

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the tax authority. In this case it is recognised as part of the cost of the acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the tax authority is included in other receivables or other payables in the statement of financial position.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities which are recoverable from, or payable to the tax authority, are presented as operating cash flows.

Commitments and contingencies are disclosed net of the amount of GST recoverable from, or payable to, the tax authority.

Note 2. Critical accounting judgements, estimates and assumptions

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the reported amounts in the financial statements. Management continually evaluates its judgements and estimates in relation to assets, liabilities, contingent liabilities, revenue and expenses. Management bases its judgements, estimates and assumptions on historical experience and on other various factors, including expectations of future events, management believes to be reasonable under the circumstances. The resulting accounting judgements and estimates will seldom equal the related actual results. The judgements, estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities (refer to the respective notes) within the next financial year are discussed below.

Provision for impairment of receivables

The provision for impairment of receivables assessment requires a degree of estimation and judgement. The level of provision is assessed by taking into account the recent sales experience, the ageing of receivables, historical collection rates and specific knowledge of the individual debtors financial position.

Estimation of useful lives of assets

The company determines the estimated useful lives and related depreciation and amortisation charges for its property, plant and equipment and finite life intangible assets. The useful lives could change significantly as a result of technical innovations or some other event. The depreciation and amortisation charge will increase where the useful lives are less than previously estimated lives, or technically obsolete or non-strategic assets that have been abandoned or sold will be written off or written down.

Goodwill and other indefinite life intangible assets

The company tests annually, or more frequently if events or changes in circumstances indicate impairment, whether goodwill and other indefinite life intangible assets have suffered any impairment, in accordance with the accounting policy stated in note 1. The recoverable amounts of cash-generating units have been determined based on value-in-use calculations. These calculations require the use of assumptions, including estimated discount rates based on the current cost of capital and growth rates of the estimated future cash flows.

Note 6. Current assets - income tax refund due

	2013 \$	2012 \$
Income tax refund due	-	6,960

Note 7. Current assets - other

	2013 \$	2012 \$
Other deposits	9,625	9,625

Note 8. Non-current assets - property, plant and equipment

	2013 \$	2012 \$
Plant and equipment - at cost	12,119	12,119
Less: Accumulated depreciation	(8,848)	(6,279)
	<u>3,271</u>	<u>5,840</u>
	<u>3,271</u>	<u>5,840</u>

Reconciliations

Reconciliations of the written down values at the beginning and end of the current financial year are set out below:

	Plant \$	Total \$
Balance at 1 July 2012	5,840	5,840
Depreciation expense	<u>(2,569)</u>	<u>(2,569)</u>
Balance at 30 June 2013	<u>3,271</u>	<u>3,271</u>

Note 9. Current liabilities - trade and other payables

	2013 \$	2012 \$
Trade payables	87,733	99,912
Deferred revenue	179,624	14,267
Other payables	8,646	20,029
	<u>276,003</u>	<u>134,208</u>

Note 10. Current liabilities - employee benefits

	2013 \$	2012 \$
Annual leave	<u>33,925</u>	<u>22,197</u>

Note 11. Equity - reserves

	2013 \$	2012 \$
Capital reserve	<u>2,000</u>	<u>2,000</u>

Note 12. Equity - retained surpluses

	2013 \$	2012 \$
Retained surpluses at the beginning of the financial year	547,136	608,108
Deficit after income tax expense for the year	<u>(159,051)</u>	<u>(60,972)</u>
Retained surpluses at the end of the financial year	<u>388,085</u>	<u>547,136</u>

Note 13. Key management personnel disclosures*Compensation*

The aggregate compensation made to directors and other members of key management personnel of the company is set out below:

	2013 \$	2012 \$
Aggregate compensation	<u>159,916</u>	<u>191,135</u>

Note 14. Contingent liabilities

The company had no contingent liabilities as at 30 June 2013 and 30 June 2012.

Note 15. Related party transactions*Key management personnel*

Disclosures relating to key management personnel are set out in note 13.

Transactions with related parties

The following transactions occurred with related parties:

	2013 \$	2012 \$
Payment for other expenses:		
Consulting fees paid to key management personnel	223,969	153,918

Note 15. Related party transactions (continued)*Receivable from and payable to related parties*

The following balances are outstanding at the reporting date in relation to transactions with related parties:

	2013	2012
	\$	\$
Current receivables:		
Trade receivables from key management personnel	400	-
Current payables:		
Trade payables to key management personnel	45,625	37,462

Loans to/from related parties

There were no loans to or from related parties at the current and previous reporting date.

Terms and conditions

All transactions were made on normal commercial terms and conditions and at market rates.

Note 16. Events after the reporting period

No matter or circumstance has arisen since 30 June 2013 that has significantly affected, or may significantly affect the company's operations, the results of those operations, or the company's state of affairs in future financial years.

Big Picture Education Ltd
Directors' declaration

In the directors' opinion:

- the attached financial statements and notes thereto comply with the Corporations Act 2001, the Australian Accounting Standards - Reduced Disclosure Requirements, the Corporations Regulations 2001 and other mandatory professional reporting requirements;
- the attached financial statements and notes thereto give a true and fair view of the company's financial position as at 30 June 2013 and of its performance for the financial year ended on that date; and
- there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of directors made pursuant to section 295(5)(a) of the Corporations Act 2001.

On behalf of the directors



Vivienne Mary White
Director



Frank Bruce Kiloh
Director

16 October 2013
Level 1, 5 Saywell Street, Marrickville NSW 2204

Independent auditor's report to the members of Big Picture Education Ltd

Report on the financial report

We have audited the accompanying financial report of Big Picture Education Ltd, which comprises the statements of financial position as at 30 June 2013 the statements of comprehensive income, the statements of changes in equity and the statements of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the directors' declaration.

Directors' responsibility for the financial report

The directors of the company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards – Reduced Disclosure Requirements and the Corporations Act 2001 and for such internal control as the directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risk of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluation the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

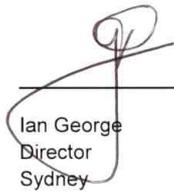
In conducting our audit, we have complied with the independence requirements of the Corporations Act 2001. We have given the directors of Big Picture Education Ltd a written Auditor's Independence Declaration, a copy of which is included in the financial report.

Opinion

In our opinion the financial report of Big Picture Education Ltd is in accordance with the Corporations Act 2001, including;

- I. Giving a true and fair view of the company's financial position as at 30 June 2013 and of its performance for the year ended on that date; and
- II. Complying with Australian Accounting Standards – Reduced Disclosure Requirements and the Corporations Regulations 2001.

Countplus One Audit Pty Ltd



Ian George
Director
Sydney

16th October 2013

chartered accountants ■ audit services

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*“Being in an internship,
I can see why I need
to know things like
algebra.”*

**Sameer, Launceston
City Campus**

**To see a video portrait
of Sameer click here.**



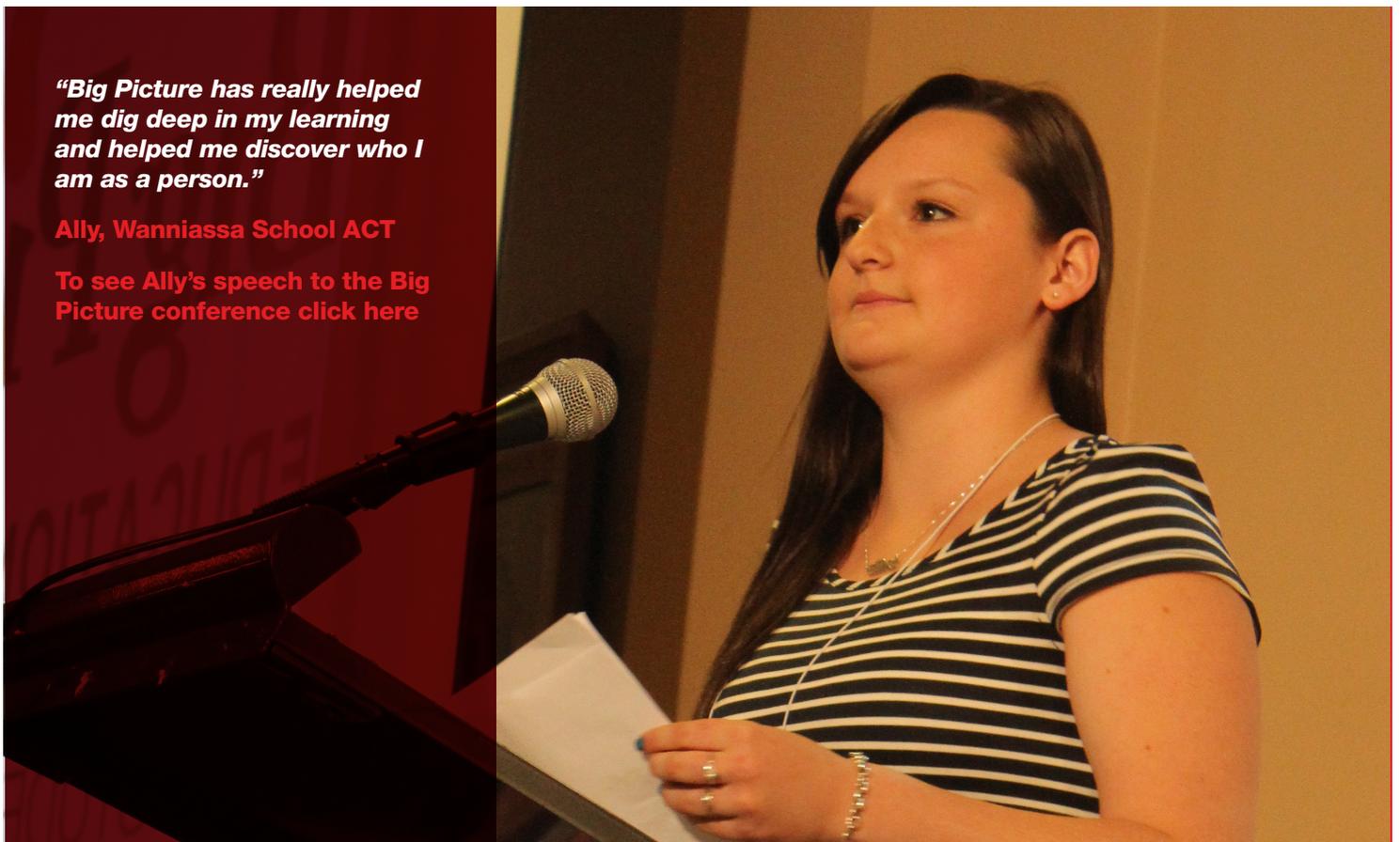
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ONE STUDENT AT A TIME IN A COMMUNITY OF LEARNERS

"Big Picture has really helped me dig deep in my learning and helped me discover who I am as a person."

Ally, Wanniassa School ACT

To see Ally's speech to the Big Picture conference click [here](#)



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