



Big Picture
EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

LEADING & LEARNING ANNUAL REPORT 2019





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LEADING & LEARNING

Big Picture Education is a leader in educational reform in Australia. The work of our school communities is influencing education policy and practice.

As an organisation Big Picture Education is committed to never stop learning from practitioners, thinkers and stakeholders.



WHO WE ARE

Big Picture Education Australia (BPEA) is a non-profit company whose core business is the transformation of education in response to a rapidly-changing world.

At Big Picture Education we are implementing an innovative design for learning and schools in a range of urban, regional and remote settings around Australia.

Our design for learning puts students at the centre of decisions around what, how and when they learn. And it's amazing what young people achieve when they are happy and engaged.

We are nurturing the next generations of engaged, independent learners.

We work with schools, education departments and curriculum authorities to transform outcomes for young Australians.

At Big Picture Education we go where the interest is – whether that's establishing an academy within an existing school, starting a stand-alone new school, or setting up an innovation hub in partnership with tertiary educators and industry.

BPEA is supported by philanthropy, government, project partnerships, network membership and payment for services.

One student at a time, in a community of learners.

OUR BOARD

Susan French - Chair

Susan is a former principal of High Schools in NSW and ACT. She has held a number of senior executive positions with the Australian Education Union (ACT) and the NSW Teachers Federation and its Health Society. She led the ANSN in NSW and was a founding member of BPEA. She was elected Chair in January, 2019.

Chris Ryan AM

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 NSW Senior Executive Service. He served as Board Chair from 2015-2018.

Bruce Kiloh

Bruce chaired the Board from 2010 to 2014. He was the assistant regional director for the Western Metropolitan Region, Department of Education & Training in Victoria. Prior to that he was an assistant general manager responsible for a range of social justice initiatives in the Department.

Joanne Roberts

Joanne is a retired Primary School Principal, a past board member of the 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 is exploring middle years of schooling implementation and looking at Big Picture design principles at the primary end of schooling.

Chris Bonnor AM

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.

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

Viv White AM

Viv White AM is a co-founder, Managing Director and Company Secretary of BPEA. Prior to leading this 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 a co-founder and director 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. He runs an education consulting business, Redgum Consulting Pty Ltd.

James Walker

James has extensive experience in building businesses and commercialising technology. He has led and managed global companies across a wide range of industries, including hotel marketing, biotechnology and mining and safety services. Over the past fifteen years James has completed multiple capital raisings on both the Australian and London stock exchanges as well as through private equity and other sources. James is a fellow of the Institute of Chartered Accountants in Australia and holds a Bachelor of Commerce from the University of New South Wales.



CEO'S REPORT

Leading and learning

When we started Big Picture Education in 2005 we were inspired not only by the pedagogy of our American colleagues at Big Picture Learning (then known as The Big Picture Company) but also by their refreshing approach to leadership, management and organisational development.

Elayne Walker-Cabral and Joe MacDonald reviewed the Big Picture Company in 1995. In the report the following descriptors were used to explain their leadership style:

- Playing loose
- Concretizing
- No Backsliding
- Laying Wire
- Squatting
- Bouncing Around

Here's an excerpt from this research report:

"The work ethic of this group is people do whatever they have to do whenever they have to do it." Similarly, the BPL team avoids strategic planning in the ordinary sense of the term, that is the effort to lay out goals and objectives in advance and to plan action steps to achieve them within an overall mission. It has a mission, to be sure. But it prefers to use its strong sense of mission as a guide to opportunities

that cannot for the most part be anticipated much in advance of their appearance. The BPL team stirs up these opportunities by engaging in relationships across the system, bouncing from one to another. Meanwhile they cultivate the discipline of knowing an opportunity when it spies one, and the flexibility to reorient operations so as to seize it. The pattern is noticeable only from a distance".

As Big Picture Learning co-founder Elliott Washer reflected on this recently "from a distance, if this doesn't sound like mingling with, muddling through and mattering to, I don't know what does."

In Australia, despite the "best" advice from outside consultants, we have tried our hardest to keep mingling, muddling and mattering. Now, after 15 years in Australia and 25 in the USA, Big Picture has "muddled" its way to a position of international educational leadership. Sounds simple, but we've done this by doing: starting schools, starting academies, coaching, staying engaged with the teachers, families and students that are the reason for the work, and staying true to the design.

As always, our student stories are the most revealing. One student was highly advanced in STEM skills in year 7, but found the scope and

sequence process of mainstream classrooms disengaging and restrictive. He was already creating complex games and apps in his spare time. He wanted to learn theory when he needed to know it to solve a problem, not when it came up in the syllabus.

When considering joining the Big Picture Advisory at his school he thought he'd give the mainstream the benefit of the doubt, he asked his teachers a simple question – "Will it get better?"

What he was asking was, if he stuck with mainstream and kept jumping through the hoops, would the learning get engaging, would it get relevant, would it allow him flexibility to reach beyond. Their answer was simply "no, this is how High School works". So he started in the Big Picture advisory where he pursued a passion for developing AI systems, found an internship and is now commencing a degree in Mathematics and Computer Science.

It did get better, but it took Big Picture to do it.

Stories like these are what keep me energized in our work. Around the country, and the world, there are students looking at the prospect of years of education thinking "will it get better?" - thanks to the work of Big Picture education we can say yes, yes it can.

I'd also like to acknowledge some significant new partners to our work. The Panthera Foundation has



committed to funding our work over a ten year period. This is a wonderful acknowledgement of our achievements and a ground-breaking approach to philanthropic engagement. Research shows that one-off project type grants can often cost charities significantly in overheads and staffing. This consistent long-term funding from Panthera is critical to our future and we thank them sincerely for their support.

We are also partnering with the Assessment Research Centre at the University of Melbourne to develop a system of assessment and recognition of learning for our senior secondary program.

This system will utilise micro credentials and a Learner Profile to develop a 'currency' that references external standards frameworks (such as the AQF/ACSF) so that the attainment of Big Picture graduates can be compared with integrity to attainments of graduates from other designs, for example HSC or IB systems.

This work is exciting and will be one of the final pieces in the puzzle to recognise Big Picture Students' High School journeys and unlock the world of tertiary options when they

graduate.

At a school level we are excited to be partnering with Bundoora High School in Melbourne to create a Victorian Innovative Learning Hub. Since our profile in the Good Weekend (more details on that later in this report) we've registered strong interest for innovative school options in Australia's second largest City. Bundoora is ideally placed to develop this work.

This last year has revealed the extent of Big Picture's educational leadership. Our front-page profile in the Good Weekend under the heading "What if there was a better way of learning?" resulted in a groundswell of support, praise and interest.

We've been front and centre at educational reform events like the UNMOS forum held by the University of Melbourne.

Education Departments and Universities are now approaching us to partner on projects that champion and strengthen the Big Picture Design in Schools.

But we are still always learning. We ran our first Big Picture Coaching workshop in Sydney this year. While it was one of our smallest in numbers, it's also perhaps our

most important for our future. This coaching workshop brought some of our brightest educators together to take the next step into coaching roles for Big Picture Education.

The process was designed to help them refine their invaluable classroom experience and develop the coaching skills to then share their experience with other schools. This practitioner-led approach by John Hogan and Steve Walley to our development is what has always kept Big Picture relevant and do-able. We remain committed to learning from our practitioners. I can't wait to see these "newbie" coaches doing amazing things with Big Picture Schools and Academies.

Ready, fire, aim!

Viv White AM
CEO



BOARD CHAIR'S REPORT

I have been an active big picture education board member for many years and in 2019 I was extremely proud to stand and be confirmed as board chair. It is a position of responsibility and honour and I am looking forward to working with the board, the CEO and school communities to improve educational outcomes for young people across Australia.

I would like to thank Chris Ryan, whose position I will be taking, for his hard work as board chair, a role he has excelled in since 2014. Chris's tenure as chair has seen the organisation grow in capacity and influence and I commend him for his hands-on approach to the position. Chris was a leader with patience, good humour, attention to detail and brought a wealth of experience from his distinguished career in NSW education. He was also keen to visit school communities, attend networking events and work directly with key stake holders and funders. Thank you Chris.

This year also sees the resignation from the board of James Walker.. James came onto the board with keen financial and accounting skills. His work on the finance team and with the accounting staff have clarified and streamlined our financial

and reporting processes. Thank you James for the time you volunteered to make our organisation strong.

While it is sad to see people leave it opens up opportunities to bring new people and perspectives into the organisation. In 2019 we will begin a new policy of ensuring the board includes two current Big Picture School Principals. As a working principal for much of time on the board I think this will be an excellent way to ensure that the voice of educational practitioners, the people actually doing the work, will continue to guide our ongoing success.

This practitioner led approach is what has always set Big Picture Education apart from other Education reform foundations, institutes, departments and thinktanks. While others talk about what could be done to improve educational outcomes we work directly with those who are doing it and I'm proud to be able to support their work in my new role.

Sue French
Board Chair

OUR ACHIEVEMENTS IN 2019

Good Weekend profile

In late 2018 Big Picture Education was featured in the Fairfax press Good Weekend article 'There is a better way of teaching bored Australian students', written by Sharon Bradley.

It told the stories of some of our highly motivated students and carefully examined some of the issues surrounding disengagement of young people from learning and the trajectory of a band of educational reformers that today has evolved into Big Picture Education Australia.

There has been a very positive response to the article from parents, educators and stakeholders. We hope to be able to expand our network of schools in the near future.

We see this as a significant step in achieving our aim to influence the education debate in Australia.

From Micro Credentials to Big Picture Certification

Big Picture has taken the next step of exploring the potential for micro credentials to be used to assess the unique achievements of Big Picture students and to provide 'currency' for their achievements in the wider world.

'Micro credentials' are small units of achievement that measure growth over time, as opposed to a macro credential such as a bachelor's degree or a doctorate.

BPEA is working with the Assessment Research Centre at Melbourne University to create micro-credentials for each of the Big Picture Learning Goals. We have also developed a meta credential



called Learning to Learn. Our aim is to use these credentials along with portfolio work to present a rich and informative Learner Profile for each Big Picture student.

These will provide a certification system that demonstrates the efficacy of the Big Picture Education as a rigorous and innovative learning design. It will provide graduates with a rich record of their achievements, expressed as levels of competence, developed in collaboration with stakeholders (partner universities

and training providers) and linked to a digital record of evidence.

This certification will sit alongside the National ATAR, state based certification systems and private systems such as the International Baccalaureate as a trusted and respected measure of a student's skills, capabilities and experience.

STUDENT STORIES 2019



Jazmin Miller
From: Cooks Hill Campus, NSW
Studying: Bachelor of Law University of Newcastle

As part of her Graduation Portfolio, Jazmin worked on developing an app for NSW youth on their legal rights and laws surrounding recreational activities they often partake in. She worked with a mentor from the Faculty of Law at the University of Newcastle.

She also completed the High Performing Students Program University Students: BUSN1001 Globalisation and International Management for early credit during Year 12.

Jazmin is doing a double Business/Law degree and hopes to explore civil law, human rights and intellectual property.

She is passionate about ensuring that women have equal professional opportunities and is already actively involved in women's associations at the university.



Poppy Olsen
From: Cooks Hill Campus, NSW
Studying: Bachelor of Creative Industries University of Newcastle

Already a world champion skateboarder aiming for the 2020

Tokyo Olympics, Poppy also produces a line of jewellery that she exhibits and sells online.

As an elite athlete in a traditionally male-dominated sport, Poppy has long had an interest in advocating for equity for women's sports.

For her Senior Project in the Graduation Portfolio, Poppy produced an animation that portrayed famous female skaters and presented the issues of inequity that they have faced.

As much of Poppy's time is spent overseas training and competing, she has built up a network of adult mentors in her sphere of interest who have enabled her to develop her capacities while balancing the demands of an elite sport and study.



Annika Ritchie
From: Fitzroy Valley District High School, WA
Studying: Bachelor of Veterinary Science Murdoch University

Annika has always loved animals... especially dogs. For her Year 12 Senior Project, she researched the impact of 'zoonotic' diseases in remote communities. Zoonotic diseases are those spread between animals and humans.

Annika produced a well-written academic report that analysed all the available resources on the topic.

While at school Annika also obtained her Cert 3 in Animal Studies and interned with a kennels business in

Broome, accumulating over 300 hours of practical experience in her chosen field.

Now at university studying Animal Health, Annika also has a casual job at a local dog daycare centre to help support herself during her studies.



Jack Kennedy
From: Launceston Big Picture School
Studying: Bachelor of Psychological Sciences University of Tasmania

Jack has a strong desire to become a practising psychologist. For his Senior Project he researched the current relevance of Freud and Jung's theories on modern psychological practice. He interviewed four practitioners and demonstrated an outstanding ability to comprehend, analyse and synthesise the responses.

Jack had a psychological counsellor/trainer as a mentor throughout Year 12.

Jack showed a high ability to self-direct his learning throughout his senior years and received a first round offer to study a Bachelor of Psychological Sciences at UTAS on the basis of his Graduation Portfolio.



Darby Smith
From: Esperance Anglican Community School, WA
Studying: Bachelor of Cyber Security /Counter Terrorism Murdoch University

Darby is passionate about all things security, with a special interest in cyber security.

The research for her Senior Project focussed on cyber security and security surrounding air travel.

While internships were difficult to obtain for reasons of security and confidentiality, Darby thought laterally and worked with a mentor from the armed services.



Tylah Kennedy
From: Esperance Anglican Community School, WA
Studying: Bachelor of Education - Primary Teaching Murdoch University

Tylah plans to be a primary school teacher.

The research for her Senior Project focussed on child development, key



development theorists and age-appropriate learning activities.

She completed an internship at a local primary school in a Year 3/4 class.

Ayla Rae-Anthonysz
From: Esperance Anglican Community School, WA
Studying: Bachelor of Education Physical Education Teaching Murdoch University

Ayla plans to be a PE teacher.

Her research has centred around the major body systems and on diet protocols for optimum performance, health and sporting prowess.

She worked with a specialised netball program, implementing their warm-up routines and coaching drills, while interning with a PE teacher at a primary school.



Demi-Lee Barker
From: Esperance Anglican Community School, WA
Studying: Bachelor of Graphic Design Murdoch University

Demi-Lee is passionate about inspiring girls to follow their dreams within male-dominated sports, specifically skating and surfing.

Her ultimate goal is to create a surf/skate magazine for young women.

Photography is also an area that she loves and she has her own blog that showcases this. She did an internship with a graphic designer who produces a magazine based in Esperance WA.

EMMA'S STORY

When I started at Canberra College, I was doing part time because I had tried a full load of mainstream classes and it just wasn't working for me.

With the part-time load it would have taken me three years to complete my requirements for my year 12 certificate.

I found out about Big Picture late 2017 and decided that I wanted to try it. My mum wasn't completely sure about it at first, but when she realised that I still had an opportunity to go to university, she had decided that it was a good idea. My Dad took a little while to realise that Big Picture is what is best for me but eventually came around. It took a lot of convincing on my behalf that this was the right option for me to complete my schooling with support and the opportunity to explore future pathways.

I got into Big Picture in February 2018, a couple of my other friends were also accepted, I was working hard at school, trying to get into Beauty Therapy as a career, working three shifts a week at a salon for experience, and one shift a week at my other job. So as you can imagine, it was pretty hectic. I overloaded myself because I was desperate to succeed because I thought the only way to achieve my goals and prove to others that I was worthy learner was do more.

Of course trying to keep up this lifestyle, as well as a social life and trying to fit in time for myself, wasn't sustainable. In May of 2018 I got admitted into a mental health facility. I was there for four weeks and

during that four weeks, my friends had given me work to do however on the strict instructions that I was to only do it if I was up to it. Big Picture was incredibly supportive during the whole process, and made sure that

I wasn't pressured to do any work, I had worked pretty hard at school before the admission so I didn't fall too far behind.

I knew I was connected to school and my learning and so returning to school would not be difficult because the advisory would be there to support me, emotionally, socially, physically and educationally.

I left the mental health facility feeling better than I have in a long time. I quit the salon after changing my mind for what I wanted to do as a career. I was able to talk through this without fear of judgement from my advisors as they see all learning as valuable and the skills you learn in one experience can be transferred into another.

This had given me some time to relax, and my boss at my second job was considerate of my journey back to wellness and started me off with shorter shifts and gradually getting back to longer shifts. I went back to school in Term 3 and I had decided that I wanted to go to university. My mum and I had brainstormed on what I should study, and we decided something in media and communications. This was a relatively easy decision as my personal passion projects were on beauty through the medium of blog writing. I continued throughout the year to develop my blog and understand how to write for this audience.

I called the University of Canberra and asked about the bridging course, the lady that helped me told me that I didn't need to do a bridging course and that I could actually do a diploma that would count as my first year in media and communications. She told me to find her at the University of Canberra Open Day.

I told my Big Picture Advisors about changing my mind and they were

incredibly supportive, and offered to help me with my application for the Diploma. They were also not surprised at my decision as they knew that I needed more to sustain me. I needed more mental challenging and my Advisors gave me the time and space to figure this out for myself.

There was no right and wrong pathway to the future just guidance to extend myself to explore and do my best in what I chose to do.

The process of applying to University of Canberra was fairly straightforward and I felt confident as it was clear to me why I chose this course and how to express my abilities, strengths and needs in an open manner. In Big Picture we are encouraged to develop both written and verbal skills to articulate what we know about ourselves and what we want from our future.

I was always competent at school, able to write well, research and get assignments done, what I needed was the time to think and learn to manage all of me...the good, the bad and sometimes sad.

The last two years have been extremely turbulent and I have been through a lot. The thought of going to university seemed so out of reach and at times so did my Year 12. What I have learnt is that I am resilient and with the help of others I can manage my mental health as well as achieve an independent and fulfilling life.

Without Big Picture and my family I don't think I would have the confidence and independence to be who I am today. Big Picture has helped me to further my studies in an area which I am passionate and create a better life for myself. Most of all I have hope for myself.

GRADUATION PORTFOLIO WORK

The Graduation Portfolio has been one of the key breakthrough pieces of work for Big Picture Education in recent years.

In May 2019 Big Picture brought together over 100 educators, students and academics to refine the Graduation Portfolio process.

The event was held at the historic Newcastle Town Hall over two days.

The program contained a mix of keynotes and interactive sessions including:

- Professor John Fishcetti's work on the Old School - New School Paradigms
- Senior students from Cooks Hill Campus and Tomaree High School presenting their progress panels focussing on three main elements of the Graduation Portfolio - the Senior Thesis, the Autobiography and the Post-School Project.
- Graduate Student Panel - Big Picture graduates shared how they have used their portfolios to pursue different pathways - university, TAFE and apprenticeship
- Sharing student work samples - building professional judgement. A collective process to build our understanding and develop confidence around consistency of teacher professional judgements.
- A micro-credentials workshop exploring the development



of learning progressions to capture the deep learning that the Big Picture students demonstrate through their graduation portfolios, leading to a trusted means of credentialing that will have national, and potentially international, relevance and acceptance. Led by members of the University of Melbourne Assessment Research Centre the workshops took participants through a series of processes to draw on combined knowledge and experience in BPEA-designed learning environments to develop progressions, focussing initially on the construct of Knowing How to Learn.

(NAP). The NAP was formed to ensure the ongoing rigour of the Big Picture Graduation Portfolio and includes members from partner universities and Big Picture Schools

Events like this clearly demonstrate our open approach to rigorous standards and student achievement.

By mixing the latest academic research, teacher practice and student voice we are confident the Big Picture Graduation portfolio will go from strength to strength.

- The latest updates from the National Accreditation Panel

OUR NETWORK-BUILDING EVENTS

Big Picture schools are doing ground-breaking work. A critical role of BPEA 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 Graduation Portfolio Networking meeting

Held at the Newcastle Town Hall, this event allowed stakeholders in the Graduation Portfolio project to meet network and plan.

Academics, Advisory Teachers and students worked together to strengthen the processes and procedures for portfolio graduation from Big Picture High Schools.

Professional Development

We continue to run professional development workshops around Australia.

We ran 5 & 6 Day Foundation training programs in:

- Canberra (July 2018)
- Mandurah (November 2018)
- Brisbane (December 2018)
- Newcastle (December 2018)
- Perth (April 2019)
- Melbourne (May 2019)

In WA the following additional training was held:

- A 5 day Graduation Portfolio workshop.
- Network Days each term hosted by different schools to grow and deepen

understandings of the BPEA design, to share issues and collaborate on solutions.

School coach course

In 2019 we launched our inaugural School Coach program.

The aim of the School Coach program is to give experienced Advisory teachers the skills and opportunity to step-up into school coaching roles.

The experience that Advisory teachers have is invaluable. Providing a way for them to transition into coaching roles is a critical strategy for ensuring quality throughout the network and for organisational succession planning.

The first program ran as a mix of face-to-face workshops in Sydney and follow-up by national video conferences.



BIG PICTURE PEOPLE

Founders:

Big Picture Education was co-founded by Viv White And John Hogan.

Partners:

Big Picture New Zealand (BPNZ)

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

Big Picture Learning

We have close and ongoing ties with the USA organisation, working to expand our international work.

Dusseldorp Skills Forum

Dusseldorp Forum has a 25 year history of working to improve the educational and life opportunities of children and young people throughout Australia.

Origin Foundation

The Origin Foundation continues to support Big Picture with public relations services and advice.

Panthera Foundation

The Panthera supports our work with a focus on financial literacy.

Staff:

BPEA operates with a small and dedicated management team.

Viv White AM

Managing Director of BPEA. Her job is to execute the strategy of the board and support the network.

Katie Thorburn

Katie operated as executive assistant until leaving for another position in 2019

Cigdem Zabaraz

Cigdem joined BPEA as administration officer in early 2019.

Kate Dass

Executive assistant to the Managing Director. Kate joined BPEA in early 2019 to manage board matters, executive functions and strategic partnerships..

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.

Redgum Consulting

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

The Redgum consulting team includes John Hogan, Brooke Burns and Eric Radice.

Steven Walley

Steven Walley has been critical to the strength and success of Big Picture Education in Tasmania. He is a past principal of a Big Picture school and coaches in, and networks with, schools in Tasmania. He also works nationally as a coach.

Joe Wickert and Joanne Pettit Summer Hill Media

Summer Hill Media is responsible for the communications needs of BPEA. Joe and Joanne maintain and develop the website, film and edit moving images, write and design publications, as well as crafting communication with internal and external stakeholders. They also develop training resources and manage the Registered Training Organisation (RTO) for BPEA.

Ann Hill

Recently retired from a teaching career spanning forty years, Ann has worked in collaborative curriculum projects between BPEA and ACARA and is currently project coordinator for the Graduation Portfolio project, BPEA school coach and training provider.

Bruce Kiloh

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

James Price

James Price is a former principal of Launceston Big Picture School and is currently operating as coach for Queensland schools.

Booksworm

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



WHERE TO FROM HERE?

In 2020 we will be working at consolidating our success.

We will work with education systems, government and funders to ensure a model of sustainability for the future.

We will use the annual conference, school visits, professional development, 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.

Our goal is to establish a Big Picture stand-alone school in each of the broad urban districts of major cities, and in major regional centres (where there are at least three other high schools).

International Networks

We are joining with our international colleagues to grow the network in India, China, and the UK.

IMBLAZE

We are working with our partners in the USA to bring a groundbreaking online internship management tool to Australian schools.

Graduation Portfolio Resources

We are developing print and electronic resources to help students and Advisory Teachers build accurate, engaging and academically rigorous graduation portfolios.

AUDITED DIRECTORS AND FINANCIAL REPORTS

2018/19

Big Picture Education Ltd
Statement of Profit and Loss and Other Comprehensive Income
As at 30 June 2019

	Note	2019	2018
		\$	\$
Revenue	3	942,701	981,845
Expenses			
Employee Benefit Expense		(166,844)	(118,242)
Depreciation and Amortisation Expense		(521)	(1,331)
Subcontracted Expense		(593,072)	(492,450)
Travelling Expense		(8,604)	(11,800)
Other Expense		(232,012)	(234,929)
Loss Before Income Tax Expense		<u>(58,352)</u>	<u>123,094</u>
Income Tax Expense			
Loss after Income Tax Expense for the year attributable to the owners of Big Picture Education Ltd.		<u>(58,352)</u>	<u>123,094</u>
Other Comprehensive Income for the Year, Net of Tax			
Total Comprehensive Income for the Year attributable to the Owners of Big Picture Education Ltd.		<u>(58,352)</u>	<u>16,463</u>

The above statement of Profit and Loss and Other Comprehensive Income should be read in conjunction with the Accompanying Notes.

Big Picture Education Ltd
Statement of Financial Position
As at 30 June 2019

	Note	2019	2018
		\$	\$
Assets			
Current Assets			
Cash and Cash Equivalents	4	90,007	214,706
Trade and Other Receivables	5	161,788	132,773
Other	6	16,007	9,625
Total Current Assets		<u>267,802</u>	<u>357,105</u>
Non- Current Assets			
Property, Plant and Equipment	7	1,651	445
Total Non- Current Assets		<u>1,651</u>	<u>445</u>
Total Assets		<u>269,453</u>	<u>357,550</u>
Liabilities			
Current Liabilities			
Trade and Other Payables	8	68,405	102,885
Leave Provision	9	19,351	14,616
Total Current Liabilities		<u>87,756</u>	<u>117,501</u>
Total Liabilities		<u>87,756</u>	<u>117,501</u>
Net Assets		<u>181,697</u>	<u>240,049</u>
Equity			
Reserves	10	2,030	2,030
Retained Profits	11	179,667	238,019
Total Equity		<u>181,697</u>	<u>240,049</u>

The above Statement of Financial Position should be read in conjunction with the Accompanying notes

Big Picture Education Ltd
Statement of Changes in Equity
As at 30 June 2019

	Reserves	Retained Profits	Total Equity
	\$	\$	\$
Balance at 1 July 2017	2,030	113,594	116,955
Profit after Income Tax Expense for the year	-	124,425	124,425
Total Comprehensive Income for the year	2,030	238,019	241,380
Balance at 30 June 2018	2,030	238,019	241,380

	Reserves	Retained Profits	Total Equity
	\$	\$	\$
Balance at 1 July 2018	2,030	238,019	240,049
Profit after Income Tax Expense for the year	-	(58,352)	(58,352)
Total Comprehensive Income for the year	2,030	179,667	181,697
Balance at 30 June 2019	2,030	179,667	181,697

Big Picture Education Ltd
Statement of Cash Flows
As at 30 June 2019

	Note	2019	2018
		\$	\$
Cashflow from Operating Activities			
Receipts from Customers (inclusive of GST)		908,134	883,621
Payments to Suppliers and Employees (inclusive of GST)		(1,031,564)	(828,491)
		<u>(124,824)</u>	<u>55,130</u>
Interest Received		<u>126</u>	<u>79</u>
Net Cash from/(used in) Operating Activities		(124,698)	55,209
Cashflows from Investing Activities			
Net Cash from Investing Activities		<u>-</u>	<u>-</u>
Cash from Financing Activities			
Net Cash from Financing Activities		<u>-</u>	<u>-</u>
Net Increase/(Decrease) in Cash and Cash Equivalents		<u>(124,698)</u>	<u>55,209</u>
Cash and Cash Equivalents at the beginning of the Financial Year		<u>214,706</u>	<u>159,497</u>
Cash and Cash Equivalents at the end of the Financial Year		<u>90,007</u>	<u>214,706</u>

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

Big Picture Education Ltd.

Notes to the Financial Statements

30 June 2019

Note 1. Significant Accounting Policies

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.

And 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 are disclosed now. 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.

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 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.

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.

Note 1. Significant Accounting Policies (continued)

Recoverable amount is the higher of an asset's fair value less costs of disposal 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

Short-term employee benefits

Liabilities for wages and salaries, including non-monetary benefits, annual leave and long service 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 liabilities are settled.

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 judgments 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 positions.

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 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

30 June 2019

Note 2. Critical Accounting Judgements estimates and assumptions (continued)

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 in value-in-use calculations. These calculations require the use of assumptions including estimated discount rates based on the current cost of capital and growth of the estimated future cash flows.

Note 3. Revenue

	2019 \$	2018 \$
Sales Revenue		
Rendering Services	764,246	829,288
Interest	126	79
Rent	25,021	33,900
Donations	100,555	105,000
Other Revenue	52,753	13,578
Revenue	<u>942,701</u>	<u>981,845</u>

Note 4. Current Assets: Cash and Cash Equivalent

	2019 \$	2018 \$
Cash at Bank	90,007	214,706
	<u>90,007</u>	<u>214,706</u>

Note 5. Current Assets: Trade and Other Receivables

	2019 \$	2018 \$
Trade Receivables	167,948	138,933
Less: Provision for Impairment of Receivables	(6,160)	(6,160)
	<u>161,788</u>	<u>132,773</u>

Note 6. Current Assets – Other

	2019 \$	2018 \$
Rental Bond 5 Saywell St	9,625	9,625
Prepayments	6,382	-
	<u>16,007</u>	<u>9,625</u>

Note 7. Non-Current Assets: Property, Plant and Equipment

	2019 \$	2018 \$
Plant and Equipment – at cost	18,582	16,855
Less: Accumulated Depreciation	(16,931)	(16,410)
	<u>1,651</u>	<u>445</u>

Note 8. Current Liabilities: Trade and Other Payables

	2019 \$	2018 \$
Trade Payables	39,972	75,851
Deferred Revenue	18,234	17,030
Other Payables	10,199	10,004
	<u>68,405</u>	<u>102,885</u>

Note 9. Current Liabilities: Leave Provision

	2019 \$	2018 \$
Leave Provision	19,351	14,616
	<u>19,351</u>	<u>14,616</u>

Note 10. Equity Reserve

	2019 \$	2018 \$
Capital Reserve	2,030	2,030
	<u>2,030</u>	<u>2,030</u>

Note 11. Equity: Retained Profits

	2019 \$	2018 \$
Retained Profits at the beginning of the financial year	238,019	113,594
Less: after income tax expense for the year	(58,352)	124,425
	<u>179,667</u>	<u>238,019</u>

Note 12. Related Party Transactions

Transactions with related parties

The following transactions occurred with related parties

	2019 \$	2018 \$
Payment for services (salary and superannuation)		
Viv White	87,600	87,600
Redgum Consulting Pty Ltd (John Hogan is director)	288,857	206,702
Payment for other expenses (consulting fees and expense reimbursements)		
Bruce Kiloh - Director	1,662	9,497
Joanne Roberts - Director	1,475	780
John Hogan	2,479	940
Viv White	10,020	8,454
Chris Bonnor	850	-

Note 13 Events after the reporting period

No matter or circumstances has arisen since 30 June 2019 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 the future financial years.

Note 14 Cash Flow Information

	2019	2018
	\$	\$
(a) Reconciliation of cash flows from operating activities with profit after income tax		
Net Profit	(58,352)	123,094
Non-cash flows in profit (loss)		
- Depreciation	521	1,331
Changes in assets and liabilities		
- (Increase) decrease in trade and other receivables	(29,014)	53,394
- (Increase) decrease in other assets	(1,726)	-
- (Increase) decrease in prepayments	(6,382)	10,000
- Increase/(decrease) in trade and other payables	(34,469)	(129,525)
- Increase/(decrease) in deferred income	1,204	-
- Increase/(decrease) in provisions	4,735	(3,084)
- Increase/(decrease) in deferred expenses	(1,198)	-
- Increase/(decrease) in gst	(17)	-
Net cash provided by operating activities	<u>(124,698)</u>	<u>55,209</u>

Directors Declaration

Big Picture Education Ltd

30th June 2019

In the directors' opinion

- The attached financial statements and notes there to 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 2019 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



Director: Vivienne Mary White

Dated: **24 January 2020**



Director: Susan French

Level 1, 5 Saywell Street, Marrickville NSW 2204

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 2019, to the best of my knowledge and belief, there have been;

No contraventions of the audit 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.

Watkins Coffey Martin



Richard Watkins

Partner

65 Hill Street

Roseville NSW 2069

Dated: 24 January, 2020.

Independent Auditors' Report to the Members of Big Picture Education Ltd

Opinion

We have audited the financial report of Big Picture Education Ltd (the Company), which comprises the statement of financial position as at 30 June 2019, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion, the accompanying financial report presents fairly, in all material respects, (or gives a true and fair view of) the financial position of the Company as at 30 June 2019, and (of) its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

Basis of opinion

We conducted our audit in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Act 2001. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report.

We are independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia, and we have fulfilled our other ethical responsibilities in accordance with the Code.

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

Information other than the financial statements and auditor's report thereon

The directors are responsible for the other information. The other information comprises the information included in the annual report for the year ended 30 June 2019, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance 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 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 gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- ☐ Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ☐ Obtain an understanding of internal control relevant to the audit 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 Company's internal control.
- ☐ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- ☐ Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- ☐ Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide the directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

From the matters communicated with the directors, we determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. We describe these matters in our auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, we determine that a matter should not be communicated in our report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

Name of Firm: Watkins Coffey Martin
Chartered Accountants

Name of Partner:


Richard Watkins, Partner

Address: 65 Hill Street Roseville NSW 2069

Dated this 24 day of January 2019 2020.

Big Picture Education Ltd.

Notes to the Financial Statements

30 June 2019

The directors present their report, together with the financial statements. On the company for the year ended 30 June 2019.

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
- Christopher Richard Bonner AM
- John Stuart Hogan
- Michael John Hollings
- Christopher Kenneth Ryan PSM

Big Picture Education Australia (BPEA) is a non-profit company whose core business is the transformation of education in response to a rapidly-changing world.

At Big Picture Education we are implementing an innovative design for learning and schools in a range of urban, regional and remote settings around Australia.

Our design for learning puts students at the centre of decisions around what, how and when they learn. And it's amazing what young people achieve when they are happy and engaged.

We are nurturing the next generations of engaged, independent learners.

We work with schools, education departments and curriculum authorities to transform outcomes for young Australians.

At Big Picture Education we go where the interest is – whether that's establishing an academy within an existing school, starting a stand-alone new school, or setting up an innovation hub in partnership with tertiary educators and industry.

BPEA is supported by philanthropy, government, project partnerships, network membership and payment for services.

"Every child deserves the opportunity to learn in a way that speaks to their strengths, gives them a sense of belonging, connects them to the real world and excites them about their future prospects." (quote - Vivienne White)

The final report of the panel for the Review to Achieve Educational Excellence in Australian Schools Chaired by David Gonski AM was released back in April 2018 and the Big Picture design for learning was highlighted as a 'pocket of innovation'.

Our 44 schools around Australia were noted for the ability to deliver personalised learning, promote the acquisition of the general capabilities and strengthen community engagement through internships, outlearning and mentoring.

For over 10 years Big Picture schools and academies have progressed beyond the old industrial model of education with a focus on one student at a time in a community of learners.

Our goal is to establish a Big Picture stand-alone school in each of the broad urban districts of major cities, and in major regional centres (where there are at least three other high schools).

Academies in Schools

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 Organisations 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 disadvantages by Australia's education system (ABS 2006: ABS.2003).

Information on directors

Susan French BSc (Chemistry), Dip Ed Chair

Susan French was a member of the board of Australia's largest restricted membership health fund (\$770 million turnover) for 16 years including 8 years as Chair and Deputy Chair. Susan's responsibilities included reporting, negotiating staff awards and contracts, and negotiating with the industry regulator and other funds. Susan has held several honorary governance positions with prominent industrial organisations and was chair of the boards of Taxforce and the Teachers Career Service. A high school principal for 15 years at Kaleen High School (ACT) and St Johns Park High School (NSW). She was active in principal professional associations and the NSW Teachers Federation at executive level, and is a Life Member of both organisations. Susan is currently working as Strategic Projects Officer for the NSW Department of Education. In this role, she was responsible for the design and delivery of the Invictus Games Sydney 2018 Education Project and is currently engaged in the development of policy and professional learning in high potential and gifted education and the review of educational provision in NSW Juvenile Justice Centres. Susan is a proud Birpai woman whose family originates on the NSW mid-north coast.

Joanne Roberts Dip Teaching, Cert A Grad Dip (Computers in Ed), Special Cert (Clinical Teaching) Deputy Chair

Joanne Roberts is a former board member of the Victorian Curriculum and Assessment Authority and a past state coordinator of the Australian National Schools Network. Joanne has worked as a teacher and a principal in both primary and secondary sectors of education and her career has included work as a curriculum consultant in the Victorian education system. Joanne held a substantial education and administrative role with the Victorian Schools Innovation Commission. Joanne's current research interests include Big Picture learning in the primary years of schooling, and the development of personalised curricula.

Chris Ryan PSM BA, Dip Ed MA

Chris Ryan has had extensive experience as an educator, researcher, policy advisor and administrator. He was a member of the senior executive of the NSW public education system for more than ten years. As executive director, his responsibilities included the management of communications, media, information and risk. He has also served as an advisor to a number of peak state and national education authorities. Chris was a long serving director of the NSW Talent Development Program and is currently a director of the Public Education Foundation. He has been the recipient of a number of awards recognising his service to education and training, including the Public Service Medal.

Bruce Kiloh M Ed Studies, BA TPTC TACTC

Bruce Kiloh is a former Assistant General Manager in education policy development and operations in the Victorian Department of Education and Training. Bruce had responsibility for the development of policy and guidelines in education areas including Social Justice, Middle Years of Schooling Strategy and Youth Development. Bruce has had numerous regional responsibilities including curriculum programs, school improvement and accountability, and community network building. He has had responsibility for up to 60 professional officers and budgets up to \$35 million. Bruce has served on government committees at federal and state levels including the State Joint Health and Education Working Party. Bruce is a founding member of the Big Picture Board, serving as chair from 2011 to 2014. He continues to support the development of Big Picture in Victoria.

Mike Hollings MA Applied Linguistics, Dip TESOL Dip Teaching

Mike Hollings has wide-ranging experience in the education sector from teaching through to management, policy development and review. For the past twelve years he has been the chief executive of Te Kura, managing 550 staff to provide distance education to more than 25 000 students. Prior to joining Te Kura, Mike was the national manager of analysis and policy at the Education Review Office with responsibility for evaluating the quality of education in New Zealand schools and he was the acting chief executive between June 2005 and May 2006. He was chief executive of Te Mangai Paho, the Maori Broadcasting Funding Agency, from 1996 to 1999 and has held various senior management positions at Te Puni Kokiri, the Ministry of Maori Development.

John Hogan MA (London), B Ed, B App Sc (Mathematics and Statistics), Dip Teach

John Hogan is co-founder of Big Picture Education Australia. He was made a Distinguished Alumni at Murdoch University in 2015. In 1993/94 he was a Commonwealth Relations Trust Fellow at the University of London. He is currently Honorary Research Fellow at Murdoch University. Over 25 years John worked as a primary teacher, a secondary mathematics teacher and in pastoral care before working with the Education Department of Western Australia where he has been superintendent of mathematics education (K-12) and worked in school development, research, directing national projects and policy. Since 1997 John has run an education consulting business - Redgum Consulting Pty Ltd - developing innovative approaches to leading school development, classroom observation, peer support, and numeracy. He helped lead the work of the Australian National Schools Network for nearly 20 years. John has extensive experience, expertise and training in consulting, coaching and supervision; organisation, school and network development; action learning and group work; strategic and project planning, project management; curriculum development; and research and evaluation.

Viv White AM - BA Dip (Teacher Librarianship), Teaching Cert Executive Director

Viv White AM is co-founder and CEO of Big Picture Education Australia (BPEA), a non-profit company established in Australia in 2006, whose core business is 're-imagining education' in response to a rapidly-changing world. Big Picture's innovative and internationally recognised design for personalised, student-driven learning is being implemented in over 40 schools around Australia. BPEA is Australia's only international reform and redesign Network.

In 2018 Viv was appointed to the Order of Australia for her services to education and to the reengagement of young people in learning for life.

Viv's dynamic public speaking skills, combined with her networking and advocacy with government and education systems, has seen the Big Picture design for learning create breakthrough opportunities for thousands of young people around Australia. For example, in 2017 she established a new pathway to tertiary education, known as the Graduation Portfolio, which sees Big Picture graduates negotiate entry to a network of over 12 universities around Australia without requiring an ATAR. Prior to leading BPEA, Viv was CEO of the Victorian Schools Innovation Commission and CEO of the Australian National Schools Network. She has a thirty-year history of international work in educational reform, research, policy and practice. Viv taught primary and secondary education for 13 years, worked in tertiary research for five years as a research fellow at Macquarie University and Victoria University, and served as an adjunct professor at the University of Western Sydney.

Viv is a Fellow of the Australian Council of Education and was admitted in 2014 to the Australian Businesswomen's Network Hall of Fame.

She is currently working with the University of Melbourne on establishing a system of micro-credentials for Big Picture secondary students that will measure and accredit achievement.

She is Sydney-based but regularly travels interstate as part of her role as CEO of BPEA.

Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') held during the year ended 30 June 2019, and the number of meetings attended by each director were:

Full Board	Attended	Held
Christopher Richard Bonnor	3	4
Susan Denise French	4	4
Michael Stuart Hollings	3	4
John Stuart Hogan	2	4
Bruce Kiloh	4	4
Joanne Marie Roberts	4	4
Christopher Kenneth Ryan	4	4
Vivienne Mary White	4	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 for 8 members and \$10 each for three members. 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 \$2,030 based on 11 current ordinary members.

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

Dated: 24 January 2020



Susan French

Director





Big Picture

EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

Address: Big Picture Education Australia PO Box 544 Strawberry Hills NSW 2012

Phone: (02) 9590 5341 **Email:** info@bigpicture.org.au

Website: www.bigpicture.org.au