



**Big Picture**  
EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN  
A COMMUNITY OF LEARNERS

# CHANGING THE GAME

## ANNUAL REPORT 2017





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# CHANGING THE GAME

In 2017 Big Picture Education truly established itself as a design for learning that engages students for success at school and beyond.

Schools, systems and philanthropists joined with us to apply the Big Picture learning design in a range of contexts.

National and international networking and learning events kept the growing number of Big Picture people connected and enthused.



## 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.

Globally the explosion of technology is transforming the way we work, think, communicate and live. Yet the way we do education has not caught up with these changes.

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.

At the heart of the design is a departure from traditional 'appointment learning' where

everyone learns the same things according to a fixed timetable inside the four walls of a school.

We believe that personalised, passion-based learning is the key to modernising education and preparing young people uncommonly well for successful futures. We nurture creativity, curiosity and independence.

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

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

## **Chris Ryan - Chair**

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 was elected Chair in February, 2014.

## **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.

## **Susan French**

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.

## **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.

## **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.

## **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**

Viv 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.

## **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.

## **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.





# BOARD CHAIR'S REPORT

I am pleased to report on a most significant year in the life of Big Picture Education Australia (BPEA). We now have a record number of schools across Australia implementing the BPEA learning design. In the period from 2007 to 2017 more than 10,000 students have successfully engaged with Big Picture learning and more than 1700 teachers and education leaders have undertaken BPEA professional development.

A visit to our website shows how life-changing the BPEA learning design has been for a growing number of students. When graduates of the program are asked what they think their education outcomes would have been had they not engaged with Big Picture they often raise serious doubts about whether they would have completed secondary schooling. This response provides a powerful insight to the success and importance of the design.

A significant achievement this year has been the successful pilot of the BPEA graduation portfolio for entry to university. We now have

13 universities working with BPEA to enable students to have the opportunity to take up university courses. University of Newcastle Dean of Education John Fischetti has noted that the graduation portfolio closely mirrors tertiary research, stating "These students have completed a portfolio where they've had to really find their passion, build a repertoire of information about their skills and present it. In university terms, that's a high level research project". This initiative of our Managing Director Viv White was made possible through initial funding by the Dusseldorp Foundation and the hard work of project officer Jacqui Vaughan. We are delighted that this work continues with the support of the Origin Foundation and the ongoing efforts of Ann Hill.

In Western Australia where Big Picture is engaging with a number of schools in isolated and remote communities progress, growth and consolidation reflects the leadership of John Hogan.

Finally, I wish to thank the Board

members of Big Picture Education for their commitment and support and acknowledge that record student participation reflects the hard work and substantial expertise of our leadership, staff and supporters.

**Chris Ryan PSM, MA, BA Dip Ed**  
Chair

# MANAGING DIRECTOR'S REPORT



One of the most rewarding parts of my role is welcoming new schools into the network. We have always followed the philosophy of “going where the interest lies” so when new schools join with us it’s because they have done their research, they are keen and they are committed to change. This year we are excited to expand significantly in two very different contexts. In NSW— the biggest education system in Australia—we’ve now started working deeply with Tomaree High School, James Fallon High School, Morrisett High School, Five Islands Secondary College and Liverpool Boys High School. In WA our work is expanding with some of the most remote schools in the country like Fitzroy Crossing and The Ngaanyatjarra Lands School.

Our influence in the NSW education system has been formalised in 2017 and to see our network grow and thrive as a result is extremely rewarding.

The biggest breakthrough of 2017 is the Graduation Portfolio. In all the years I’ve been talking to parents, educators and bureaucrats about the Big Picture design for learning there always seemed to be an elephant in the room.

Almost no-one argues about our model for student engagement. Start from student passion - great;

real-world learning and internships - terrific; small advisory groups that foster strong relationships - fantastic; authentic assessment so students can show what they can do - excellent. But sooner or later the question pops up. “Sounds great but what about the ATAR?”

The anxiety behind this question reveals how deeply ingrained the notion of allocating each student an arbitrary number or ranking at the end of schooling has become. If the Big Picture student is doing personalised project and internship work—how are they going to get the number they need to get them into university if that’s what they want to do?

This year we tackled the issue head on with our pilot Graduation Portfolio project.

We joined with university partners around Australia and realised that they are just as desperate for change as our school communities.

Universities could see that the standard exam-based entry requirements were not delivering well prepared and engaged entrants.

Many students, in fact the majority, are enrolled via alternate entry schemes. But these schemes are ad-hoc and vary from campus to campus.

Our solution? A national scheme to provide a pathway to university, TAFE or enterprise for Big Picture students via portfolio.

Universities are excited to be enrolling a cohort of learners who are passionate about, and experienced in, the field they are entering into, as well as self motivated and self directed.

Big Picture schools and advisors can now make rich learning and project work the basis of graduation rather than shoehorning students back into a compounded curriculum in years 11 and 12.

Parents can see a clear path from engagement to tertiary study and beyond.

And the students? Through engagement with Big Picture the students already know where they want to go, and now, they know how to get there.

So now, more than ever, we can truly claim that Big Picture Education is engaging Australian students in education and helping them achieve their goals at school and beyond.

**Viv White**  
Managing Director

# OUR ACHIEVEMENTS IN 2017

## Our schools

BPEA has come a long way. During 2017 we had over 40 schools working with the Big Picture learning design as:

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

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, level of internal support and budgets.

Each school that expresses interest in engaging in a redesign of their school or program becomes an exploring school. Once this phase is complete they may start a new site, convert an existing school or design an academy within the school. This work is long term and strategic. The whole school is involved.

We offer our schools:

- 'getting started' consultation
- school visits
- workshops
- coaching
- networking – learning from each other
- promotion and dissemination of resources
- communications and support
- research and development



## Case study - NSW DET research on Cooks Hill Campus.

*"Since I have been attending Cooks Hill I've changed who I am and started being who I want to be."*

It would be hard to dream up a better accolade than this to describe a breakthrough school experience. It is about creating opportunities for young people. It is about their past, present and their hope for the future.

It was a comment from one student at Cooks Hill during the 2015 evaluation of the Big Picture campus by the NSW Department of Education and Communities. The Department initiated this review to find not only what differences the school might be making to the lives of young people but to what extent these differences could be attributed to the Big Picture design.

Some of the key findings were:

- Over half of the student survey respondents rated their interest in learning as being high at Cooks Hill Campus, whereas at their previous school only 10% rated their interest as high
- More than half of the students considered their attendance, attitude to learning, confidence and social skills were much better at Cooks Hill - and 40% thought their behaviour had improved. The school reported a reduction in the number of suspensions and 70% of students had either consistent or improved attendance since changing school.
- 83% of the 24 parents surveyed thought their child's work skills had increased.



# THE GRADUATION PORTFOLIO

Tuesday, February 28 2017 marked the first day of university for five graduates from Big Picture Education (BPE) who were accepted into their chosen university courses by way of BPE Graduation Portfolios; an academically rigorous, parallel pathway for tertiary admission.

The Graduation Portfolio is a new parallel pathway to tertiary education for students of Big Picture schools around Australia. While the concept of using a portfolio to gain entrance to university is not new, the Big Picture Graduation Portfolio differs in that it is a national, standards-based process that has been negotiated individually with universities around Australia.

The Graduation Portfolio is a tool for capturing the extensive learning of students in Big Picture schools.

It is a compilation of a student's work from Years 9 through to 12, that demonstrates their capacity to explore, research and develop as a learner in their fields of personal interest.

The portfolio is a rich, tangible record of the rigorous, enquiry-based, real-world learning that typifies a Big Picture student. The portfolio can be used by all students graduating from Big Picture campuses to pursue employment, vocational education or university entry. It can also facilitate support for entrepreneurial ventures.

We now have 10 more schools preparing students for graduation nationally and we are developing a



framework to follow the progress of Big Picture students throughout their tertiary study.

## What's in a Graduation Portfolio?

Key components can include:

- A Senior Thesis Project—In-depth, original research into a topic of personal interest
- An Autobiography—A literary reflection on one's evolution as a learner
- A Collaborative Service Learning Project — Development of community engagement and social reasoning skills
- Learning Through Internship Projects—Experiences and products produced while on internship with an expert mentor
- A Post-School Project—An exploration of future study and employment pathways
- A series of Learning Plans and Exhibitions—Evidence of

planned learning goals and their achievement

- A collection of additional qualifications gained while at school Including State-accredited and TAFE courses, apprenticeships etc.

## Which universities are involved?

- Australian National University
- Charles Sturt University
- Flinders University
- Murdoch University
- Southern Cross University
- University of Canberra
- University of Newcastle
- University of New England
- University of Wollongong
- Western Sydney University
- And more in negotiation.

# OUR NETWORK-BUILDING EVENTS

Big Picture schools are doing groundbreaking 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 Conference

The Big Picture Education conference in 2016 was held in Freemantle, WA reflecting the significant contribution of Western Australian schools to the Big Picture Network.

For three days over 100 attendees shared their learning and successes.

Special focus was given to portfolio entry, student voice and indigenous education.

## Dr. Eliot Washor tour

In October 2016 we offered Australian teachers an unparalleled opportunity to work with Dr Elliot Washor, co-founder of Big Picture Learning USA.

Dr. Washor was the keynote speaker at Big Picture workshops in Canberra and Perth.

Big Picture teachers and students in Newcastle, Adelaide, Canberra and Perth were able to work directly with Dr. Washor in their own school context.

## Professional Development

We continue to run professional development workshops around Australia.

In 2016 we launched our online

learning portal with courses on Project Based Learning and Assessment by Exhibition.

We ran five day foundation training programs in Canberra, WA and Newcastle.

We ran two day PBL workshops in Albury, Orange, Perth, Sydney and the Gold Coast

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 (RTO) is developing finely honed courseware that meets Big Picture learning principles as well as national VET standards.

## Study tour

In April 2017 Big Picture hosted an international leadership program. 15 schools leaders from Australian and New Zealand engaged in an intensive two week program in the United States and Canada. The program included leadership networking and school visits in California, Tennessee, Rhode island and Winnipeg.

## Leadership summits

As our influence grows we are bringing education leaders together to manage the integration of Big Picture educational principles across systems and sectors. Our International Development event in Liverpool NSW in May was the first of many to come.

## National Conference Highlights

*"To sit in a room filled with like-minded educators, hear their stories and celebrate their successes was inspiring (and a little bit daunting)!"*



*"The range of speakers, the opportunities for collaboration, the dinner... everything was wonderful!"*



*"I have an extended enthusiasm and passion for Big Picture Education. I have effectively networked with others. I now have a much better understanding of the Portfolio Entry into University/the Senior Institute thanks for the awesome rubric, hard work and dedication to this innovative program."*

# PARTNERS, STAFF AND CONTRACTORS

## 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. In 2016 they supported the development of a graduate portfolio entry to university program.

## Staff:

BPEA operates with a small and dedicated management team.

### Viv White

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

### Peter Young

Peter edits written materials and supports the communications and publishing team.

### Imogen Szumer

Imogen is executive assistant to the managing director as well as taking on a variety of administrative and creative duties.

### Kitty-Jean Laghina

Kitty-jean took over the role of executive assistant to the managing director in 2017.

## 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.

### 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.

### 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. He has developed our work in indigenous schools, including his own at Brewarrina.

### Bruce Kiloh

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

### 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.

### Booksworm

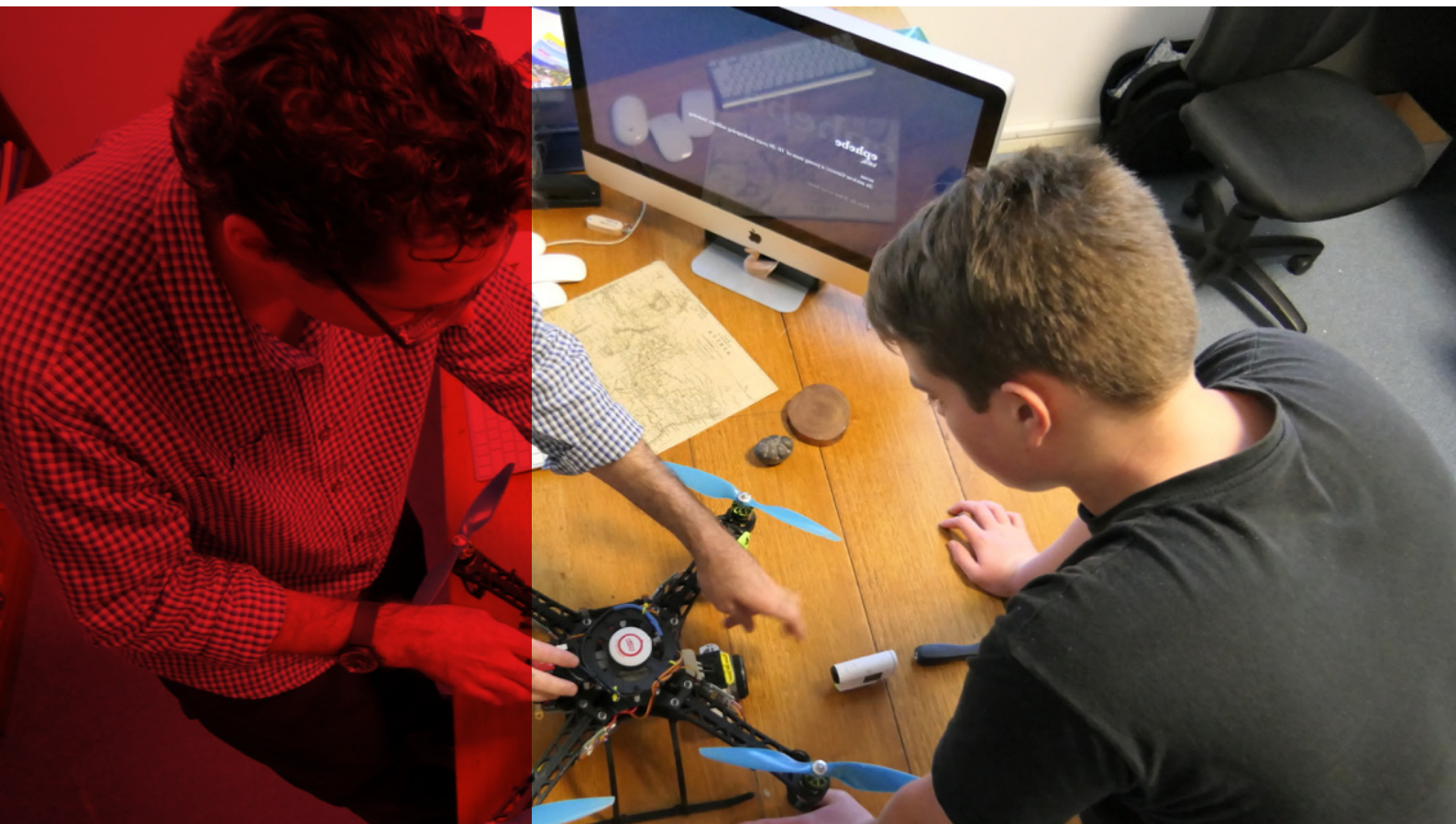
Booksworm is responsible for accounting services, budgeting and financial reporting.

## 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.





# WHERE TO FROM HERE?

In 2018 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, 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.

## **International Networks**

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

## **Little Big Picture**

We are working with primary educators and schools to develop a Big Picture design for Foundation to year 6.

## **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

2016/17

Big Picture Education Ltd.

Director's Report

30 June 2017

The directors present their report, together with the financial statements on the company for the year ended 30 June 2017.

#### 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 Bonnor AM
- John Stuart Hogan
- Michael John Hollings
- Christopher Kenneth Ryan PSM
- James David Walker

#### 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 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 idea, 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.

#### *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

### 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

Name Title Qualifications Experience and expertise Special Responsibilities	<b>Vivienne Mary White</b> Director and National Coach 30 years' experience in Education & Policy Making Sector Former head of VSIC Victorian Schools Innovation Commission Managers staff and contractors. Coordination of national projects
Name Title Qualifications	<b>Frank Bruce Kiloh</b> Director and Secretary 35 years' experience in the Education Sector in Victoria
Experience and Expertise	State Coordinator of Disadvantaged School Program for 5 years. Assistant General Manager in the Victorian Department of Education and Training. 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 Title Qualifications	<b>Susan Denise French</b> Director Principal of St Johns Park High School - Retired
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 Title Qualifications	<b>Joanne Marie Roberts</b> Director Principal of Ascot Vale Primary School and current board member of Victorian Curriculum Authority – Retired

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.

Name  
Title  
Qualifications

**Keith Alan Rearn**  
Director  
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

Name  
Title  
Qualifications

**Christopher Richard Bonnor**  
Director  
Chris Bonnor, 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 Principal's 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.

Name  
Title  
Qualifications

**John Stuart Hogan**  
Director

Experience and expertise

John runs an education consulting business, Redgum Consulting Pty Ltd. 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  
Title  
Qualifications

**Michael John Hollings**  
Director  
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.

**Name** Christopher Kenneth Ryan  
**Title** Director  
**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 is 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.

**Name** James Walker  
**Title** Director  
**Qualifications** James is a Graduate Member of the Australian Institute of Company Directors, a Fellow of the Chartered Accountants Australian and New Zealand and holds a Bachelor of Commerce from the University of New South Wales.

**Experience and expertise** James has extensive experience in building businesses and commercialising technology. He has led and managed global companies across a wide range of industries, including digital banking, enterprise data analytics, drone detection, computer vision, mining safety and biotechnology. For nearly twenty years James has completed multiple capital raises on both the Australian and London stock exchanges as well as through private placements and venture capital.



Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') held during the year ended 30 June 2017, and the number of meetings attended by each director were:

Full Board	Attended	Held
Vivienne Mary White	4	5
Frank Bruce Kiloh	2	5
Joanne Mane Roberts	3	5
Keith Alan Reams	1	5
Christopher Richard Bonnor	5	5
John Stuart Hogan	2	5
Michael <del>Stuart</del> Hollings	2	5
Christopher Kenneth Ryan	5	5
Sue Denise French	5	5
James Walker (Joined 2015)	2	5

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: 11/12/2017



Christopher Kenneth Ryan

Director

11/12/2017

Big Picture Education Ltd

Statement of Profit and Loss and Other Comprehensive Income

For the year ended 30 June 2017

	Note	2017	2016
		\$	\$
Revenue	3	902,054	798,844
Expenses			
Employee Benefit Expense		(313,891)	(290,094)
Depreciation and Amotisation Expense		(1,331)	(1,331)
Subcontracted Expense		(390,489)	(359,526)
Travelling Expense		(3,635)	(9,324)
Other Expense		(176,245)	(224,992)
Profit/(Loss) Before Income Tax Expense		<u>16,463</u>	<u>(86,423)</u>
Income Tax Expense			
Profit/(Loss) after Income Tax Expense for the year attributable to the owners of Big Picture Education Ltd.		<u>16,463</u>	<u>(86,423)</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>16,463</u>	<u>(86,423)</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 2017

	Note	2017	2016
		\$	\$
<b>Assets</b>			
<b>Current Assets</b>			
Cash and Cash Equivalents	4	159,497	192,362
Trade and Other Receivables	5	186,167	84,673
Other	6	19,625	9,625
<b>Total Current Assets</b>		<b>365,289</b>	<b>286,660</b>
<b>Non- Current Assets</b>			
Property, Plant and Equipment	7	1,776	3,107
<b>Total Non- Current Assets</b>		<b>1,776</b>	<b>3,107</b>
<b>Total Assets</b>		<b>367,065</b>	<b>289,767</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Trade and Other Payables	8	232,410	153,099
Employee Benefits	9	17,700	36,176
<b>Total Current Liabilities</b>		<b>250,110</b>	<b>189,275</b>
<b>Total Liabilities</b>		<b>250,110</b>	<b>189,275</b>
<b>Net Assets</b>		<b>116,955</b>	<b>100,492</b>
<b>Equity</b>			
Reserves	10	2,030	2,030
Retained Profits	11	114,925	98,462
<b>Total Equity</b>		<b>116,955</b>	<b>100,492</b>

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 2017

	Reserves	Retained Profits	Total Equity
	\$	\$	\$
Balances at 1 July 2015	2,030	184,884	186,914
Loss after Income Tax Expense for the year	-	(86,423)	(86,423)
Capital Introduced	-	-	-
Total Comprehensive Income for the year	2,030	(86,423)	(86,423)
Balance at 30 June 2016	2,030	98,461	100,491

	Reserves	Retained Profits	Total Equity
	\$	\$	\$
Balance at 1 July 2016	2,030	98,461	100,491
Profit after Income Tax Expense for the year		16,463	16,463
Capital Introduced			
Total Comprehensive Income for the year	2,030	16,463	16,463
Balance at 30 June 2017	2,030	114,924	116,955

Big Picture Education Ltd

Statement of Cash Flows

For the Year ended 30<sup>th</sup> June 2017

	Note	2017 \$	2016 \$
<b>Cashflow from Operating Activities</b>			
Receipts from Customers (inclusive of GST)		874,109	754,522
Payments to Suppliers and Employees (inclusive of GST)		(907,116)	(849,338)
		<u>(33,007)</u>	<u>(94,816)</u>
Interest Received		142	754
		<u>142</u>	<u>754</u>
Net Cash from/(used in) Operating Activities		<u>(32,865)</u>	<u>(94,062)</u>
<b>Cashflows from Investing Activities</b>			
Net Cash from Investing Activities		<u>-</u>	<u>-</u>
<b>Cashflow from Financing Activities</b>			
Net Cash from Financing Activities		<u>-</u>	<u>-</u>
Net Increase/(Decrease) in Cash and Cash Equivalents		<u>(32,865)</u>	<u>(94,062)</u>
Cash and Cash Equivalents at the beginning of the Financial Year		<u>192,362</u>	<u>286,424</u>
Cash and Cash Equivalents at the end of the Financial Year	4	<u><u>159,497</u></u>	<u><u>192,362</u></u>

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 2017

### 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 Statements 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.

Big Picture Education Ltd.

Notes to the Financial Statements

30 June 2017

Note 3. Revenue

	2017 \$	2016 \$
Sales Revenue		
Rendering Services	790,423	681,202
Other Revenue		
Interest	142	754
Rent	31,044	14,661
Donations	79	50,011
Grants	21,582	3,418
Other Revenue	58,784	48,797
	<u>111,631</u>	<u>117,642</u>
<b>Revenue</b>	<u><b>902,054</b></u>	<u><b>798,844</b></u>

Note 4. Current Assets: Cash and Cash Equivalent

	2017 \$	2016 \$
Cash at Bank	159,497	192,362
	<u>159,497</u>	<u>192,362</u>

Note 5. Current Assets: Trade and Other Receivables

	2017 \$	2016 \$
Trade Receivables	192,327	90,833
Less: Provision for Impairment of Receivables	(6,160)	(6,160)
	<u>186,167</u>	<u>84,673</u>

Note 6. Current Assets – Other

	2017 \$	2016 \$
Rental Bond 5 Saywell St	9,625	9,625
Prepayments	10,000	-
	<u>19,625</u>	<u>9,625</u>

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

	2017 \$	2016 \$
Plant and Equipment – at cost	16,855	16,855
Less: Accumulated Depreciation	(15,079)	(13,748)
	<u>1,776</u>	<u>3,107</u>

Note 8. Current Liabilities: Trade and Other Payables

	2017	2016
	\$	\$
Trade Payables	118,273	97,894
Deferred Revenue	107,228	16,380
Other Payables	6,909	38,825
	<u>232,410</u>	<u>153,099</u>

Note 9. Current Liabilities: Employee Benefits

	2017	2016
	\$	\$
Provision Annual Leave	17,700	36,176
	<u>17,700</u>	<u>36,176</u>

Note 10. Equity Reserve

	2017	2016
	\$	\$
Capital Reserve	2,030	2,030
	<u>2,030</u>	<u>2,030</u>

Note 11. Equity: Retained Profits

	2017	2016
	\$	\$
Retained Profits at the beginning of the financial year	98,462	184,885
Less: after income tax expense for the year	16,463	(86,423)
	<u>114,925</u>	<u>98,462</u>

Note 12. Related Party Transactions

Transactions with related parties

The following transactions occurred with related parties

	2017	2016
	\$	\$
Payment for services (salary and superannuation) Viv White and John Hogan	241,413	241,413
Payment for other expenses (consulting fees and expense reimbursements)	32,989	32,989
Bruce Kiloh - Director	406	406
Chris Bonnor - Director	800	800

Note 13 Events after the reporting period

No matter or circumstances has arisen since 30 June 2017 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.

## Directors Declaration

Big Picture Education Ltd

30<sup>th</sup> June 2017

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 2017 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

19. 12. 17

Level 1, 5 Saywell Street, Marrickville NSW 2204



Director Christopher Kenneth Ryan

11/12/2017



**Auditor's Independence Declaration  
to the Directors of Big Picture Education Ltd**

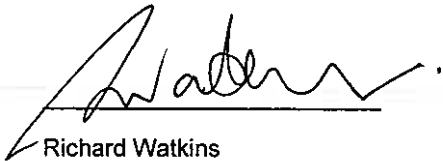
In accordance with section 307C of the Corporations Act 2001, as auditor for the audit of Big Picture Education Ltd for the financial year ended 30 June 2017, to the best of my knowledge and belief, there have been;

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 19.12.17

# **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 2017, 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 2017, 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 2017, 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.

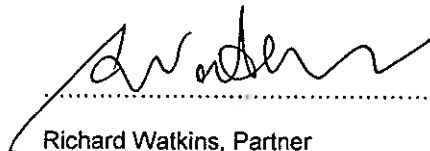
We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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** 19<sup>th</sup> day of December 2017







# Big Picture

EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN  
A COMMUNITY OF LEARNERS

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**Website:** [www.bigpicture.org.au](http://www.bigpicture.org.au)