



**Big Picture**  
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN  
A COMMUNITY OF LEARNERS

# CAPTURING SUCCESS ANNUAL REPORT 2023





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## CAPTURING SUCCESS

Big Picture Learning is a truly transformational design for learning and assessment. Our design for learning has been proven to create an inclusive learning environment for young people of all abilities.

As we look back on the past year, we are proud of the progress we have made in providing innovative and personalised learning experiences that prepare young people for the complex challenges of the 21st century. In this report, we will share our achievements, challenges, and future plans, as well as the impact that our work is having on the lives of students and communities.



## WHO WE ARE

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

At BPLA, 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. 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 BPLA, 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.

BPLA 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 PSM - Chair**

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

## **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.

## **Mike Hollings**

Mike is the Chief Executive of New Zealand's largest school, Te Aho o Te Kura Pounamu, which provides distance education to about 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 BPLA. 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 BPLA 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.

## **Jennifer Parrett**

Jennifer is a rural principal who is passionately invested in the Big Picture design for learning, currently in the space of implementing a Big Picture Academy. She has begun doctoral studies with the Gonski Institute, with research centering on how the design can support rural and remote learning in Australia.

## **Michael Saxon**

Mike Saxon is an educator with over 30 years experience in NSW government secondary schools. Mike has been the Principal of Liverpool Boys High School since 2007 where he has led the transformation of the school to one focused on creating the skills our young people need for a modern society. Mike is recognised as an innovative leader in education with Liverpool Boys High School being awarded the 2019 Australian Government Secondary School of the Year.

## **John Fischetti**

Professor John Fischetti is Pro Vice-Chancellor of the Faculty of Education and Arts and recent Dean of Education and Head of School at the University of Newcastle. He is currently President of the New

South Wales Council of Deans of Education.

John received his doctorate in education in professional development, school reform and educational leadership for change in 1986 at the University of Massachusetts at Amherst. Previously he completed Master's work in Secondary Education and holds a BA in Economics and American Government from the University of Virginia. John holds his teaching certificate in secondary social studies and has taught high school history, economics and political science.

Prior to coming to Newcastle, John served as Dean and Professor of Educational Leadership at the College of Education and Human Development at Southeastern Louisiana University in Hammond, Louisiana.



# CEO'S REPORT

In a recent conversation, a mother who was looking into the Big Picture Learning design made the following comment about her son:

“I would love if he could enjoy school now and not sit around waiting to finish school to start living.”

This has stuck with me. So much so that it is written on my wall in the office as a permanent reminder of who we are doing this work for and why it is so important. I think Elliot Washor (Big Picture Learning Co-founder) says it best in his new book *Learning to Leave*:

“We have to allow students to learn the way we learn - by muddling through, mingling with and mattering to.”

Finlay, an incredibly talented young man with a passion for blacksmithing, is a perfect example of a Big Picture student who has muddled through to develop his skills, and mingled with an expert in his field of interest to learn about something that truly matters to him. During one of my visits to the Big Picture Academy at Murwillumbah Learning Community High School, I was invited to Finlay's exhibition at his mentor Brendan's workshop. Finlay wowed us with a blacksmithing demonstration where he crafted beautifully intricate hooks. He also walked us through the QR he needed to complete his work which included using Pythagoras' Theorem. He didn't learn it because

he was told to, he learnt about it because the need arose for it. This is huge from someone who tells me that they were bad at maths.

Throughout this year, a key focus has been on capturing and sharing stories like Finlay's to showcase the success of the Big Picture Learning design. The BPLA team has been actively involved in various initiatives, including producing videos about our young people sharing their passions and presenting their projects. These videos can be viewed on our website at: [https://www.bigpicture.org.au/member\\_videos](https://www.bigpicture.org.au/member_videos).

Our team has also collaborated with university academics and staff from our partner universities to develop the “Preliminary Findings from the Longitudinal Study of Big Picture Learning Australia University Pathways Students” report. This extensive work, spearheaded by Professor John Fischetti from the University of Newcastle, is the result of 2 years of in-depth research and interviews with Big Picture graduates. It shows that the International Big Picture Learning Credential (IBPLC) is a genuine measure of student learning and our young people leave school feeling ready for further tertiary study and life in the post-school world. The full report will be available on our website once it has been peer-reviewed and published. In the meantime, you can read a summary of the key findings in this report.

As our schools' network continues to grow (we now have 42 schools nationally), we have had to expand our little team. I would like to welcome Cara Shipp, Jacqui White and Tony Wilson to our coaching team and Joanne Rutkowski to our credential team. They are all passionate educators who are eager to work with our students, advisory teachers and school leaders in implementing and strengthening the Big Picture design. I would also like to welcome Ulladulla High School and Jerrabomberra High School to our network! They are currently in the exploring phase and are excitedly preparing to welcome their first cohort of students in the new year.

Our network has even expanded globally, reaching schools in Barbados, Kenya, and the United States as part of the international rollout of the IBPLC. Tanya Ringuet, our International IBPLC Coordinator, has been leading this effort, working closely with coaches and advisory teachers to prepare them for a new approach to student assessment. More to be said about that later in this report.

I am proud to be part of an organisation where so many of us work together to ensure that it really is one student, one advisory teacher and one school at a time in a community of learners. Onwards we go!

**Viv White AM**  
**CEO**



# BOARD CHAIR'S REPORT

Big Picture Learning Australia has continued to thrive in the 2023 financial year. The board membership remains unchanged and we have continued to meet regularly to guide and support the CEO as the organisation continues on its upward trajectory.

Our organisation upholds a commitment to delivering high-quality resources and has been actively revising and enhancing materials to support the implementation of the Big Picture Learning design. Notably, the communications team has updated the Learning Cycle handbook, the Learning Plan, Learning Goals, and Advisory design guides, and has also developed a new guide focusing on Social Action Projects. Additionally, there are plans underway to create an online learning course covering the assessment and moderation of student work, specifically tailored for those new to the International Big Picture Learning Credential (IBPLC). I am looking forward to seeing what the team come up with.

A significant highlight of this past year was the 3-day National Conference held in May.

The most valuable part was hearing from the young people who are immersed in this new way of doing school. BPL Co-founder Elliot Washor led illuminating panels with current and past students. I was blown away (still) by their confidence in sharing their Big Picture journeys

in front of a room full of unfamiliar faces. They were able to articulate their personal growth, describe their outlearning experiences and outline their future aspirations.

There was also Molly West (pictured below) from Northam Senior High School. She shared her story about being a young Nyikina woman living, learning and working on Ballardong country in Western Australia. She spoke about her passion for creating digital art, “saying yes to opportunities” and her rich outlearning experiences which have led to commissions From Prepare Produce Provide, Djinda Ngardak and the Avon Valley Arts Society to name a few. On top of all this, she is a small business owner.

On behalf of the board, I would like to thank the team who have worked

tirelessly to organise our first face-to-face networking event in 5 years. It was an honor to interact with our esteemed advisory teachers, school leaders, and academic supporters, from whom we gained valuable insights as always. The compelling student narratives served to reaffirm the significance of our collective efforts.

As our organisation continues to expand, the board and I are committed to ensuring its growth with fidelity. We are hoping to expand our membership soon and are looking forward to the busy year ahead.

**Sue French PSM**  
**Board Chair**





# THE GRADUATE RESEARCH PROJECT

*“Big Picture learning allowed for me to learn how to be a self-driven learner, something that is needed in university.”*

*(Big Picture graduate and current university student)*

Currently, over 40% of Australian Universities accept our new measure of student achievement for entrance. Before the advent of the IBPLC in 2020, it was the graduation portfolio. Since 2019, Big Picture Learning (BPL) graduates have been accepted into courses including nursing, physiotherapy, mechatronic engineering, computer science, visual communication and design as well as education.

Over the last couple of years, BPLA in collaboration with university academics and staff, conducted a research project to track the progress of BPL graduates on the university pathway. Graduates from 2019 - 2021 were contacted to complete a voluntary survey with the option of progressing to an interview with a member of the research team. These findings were collated in a report titled “Preliminary Findings from the Longitudinal Study of Big Picture Learning Australia University Pathways Students”.

The key findings of the project are summarised below.

## **LTIs**

Graduates frequently mentioned the value of Learning Through Internships (LTI) with most specifying that it was the most meaningful feature of their Big Picture Learning (BPL) experience. They were able to work with and learn from mentors, complete projects linked to their university pathway and acquire relevant workplace skills thus making the learning authentic.

## **Growing confidence**

BPLA's new way of doing school, new forms of learning and new measures for assessing student progress have been attributed to feelings of confidence in a range of areas including self-belief, self-regulation, self-reflection and communication skills. One survey respondent indicated that “Big Picture learning allows for me to learn how to be a self-driven learner, something that is needed for university”. This sentiment was echoed throughout the study.

## **Embedding passion-based learning**

The majority of graduates appreciated the opportunity to pursue their interests and passions in and out of the classroom. Subsequently, they reported high levels of engagement and felt that their needs were well supported by their advisory teacher, peers and mentors. 80.8% of survey respondents stated that there was a direct connection between their passion, pathway, LTI and the work curated in their portfolio.

## **Building relationships/connections/ support systems**

The emphasis on creating meaningful relationships in and out of the classroom is a key aspect of the BPL design. Graduates valued the support they received from family (particularly during learning plan meetings and exhibitions), and the sense of belonging they felt within their advisory. Many attribute the



connections they were able to make with experts in their field to the confidence they felt in operating in an adult context.

## **Overcoming challenges**

The data collected in this study provides significant insight into the perceptions of BPL at universities and in mainstream education, the immense personal challenges as well as the difficulties of adapting to university life experienced by BPL graduates. It also highlights the tenacity and resilience of graduates during challenging situations.

The project will continue into 2024 and focus on the experiences of graduates on other pathways in addition to university.



# INTERNATIONAL ROLLOUT OF THE IBPLC



In 2021, the International Big Picture Learning Credential (IBPLC) gained momentum and interest internationally from schools, academics and policymakers. BPLA Co-founder Viv White AM and BPL Co-founder Elliot Washor worked to build and strengthen relationships across the network. A successful funding submission from the Lego Foundation allowed the US Pilot to progress beyond the exploratory phase. This bid, put together by Elliot Washor and Scott Boldt with support from Viv White AM and BPLA staff has been instrumental in allowing the rollout to progress with integrity.

Tanya Ringuet took on the role of IBPLC Coordinator for Big Picture Learning Australia (BPLA), working on strategic leadership of the IBPLC in addition to leading training and moderation workshops.

## Training & Moderation

To prepare for the rollout of the credential in schools, coaches, advisors and students from Australia led out on the training for BPL Coaches and leaders from across the world attended Train the Trainer workshops. These were designed to give participants a deeper understanding of the credential through a combination of conversations with advisory teachers and students and a chance to practice making judgements about student work.

The feedback from the workshop was positive with one participant stating:

“Although I knew the work that has been put into the IBPLC, I was delighted to see the depth and range of what has been done and the BPL principles of flexibility, trusting educators and focusing on students shining through.”

## Pilot Schools

Ten schools commenced IBPLC training in December 2021. Advisory teachers and school leaders began familiarising themselves with the IBPLC Assessment Frames through cross-school workshops and by using the frames in their schools. The workshops were led by BPL coaches. Other BPLA coaches and students also participated by sharing their experience. Advisory teachers engaged in the work with enthusiasm and curiosity, with high levels of professionalism from all involved.

The next step was sharing student work and having calibrating conversations to deepen their understanding of the work. True to the Big Picture design of students at the centre, they were joined by the students themselves. As always this brought a richness to the work and kept participants focused on the person, not the tool. This work is ongoing and builds on the work of the BPLA which develops IBPLC

training and moderation resources for use in Australia.

## Technical Update

The US instance of the Ruby assessment platform has been developed by Melbourne Assessment which was used by advisors for the June 2022 and December 2022 Assessment Rounds.

There are currently 138 students across 13 schools in the US involved in 2023 with 23 potential graduates due to be issued an International Big Picture Learning Credential in early August.

Our Kenyan colleagues have 10 students on track to receive the credential at the end of this year.

Beyond the Box in Barbados are on track with their five students including one graduate who is set to receive their credential this month.

The US team is still pursuing funding to expand the rollout of the credential. With an ongoing focus on equity, the team has reviewed its current pricing schedule to reflect the level of service provided to ensure the IBPLC covers costs while remaining affordable.

# OUR NETWORK-BUILDING EVENTS

Big Picture schools continue to do ground-breaking work. A critical role of BPLA is to provide opportunities for these schools to network and share. We help teachers and school leaders from across Australia to share experiences, support each other, develop new ways of working and stay inspired.

## Professional Development

We continue to run professional development workshops in Australia.

We ran 5 day Foundation Training programs in:

- Roebourne WA (June 2022)
- Sydney NSW (June 2022)
- Maddington WA (June 2022)
- Mandurah WA (November 2022)
- Central Coast NSW (December 2022)
- Maddington WA (April 2023)
- Croydon VIC (May 2023)
- Roebourne WA (May 2023)

We ran 4-day workshops introducing participants to the work of a Big Picture Learning Coach in:

- Sydney NSW (October 2022)
- Fremantle WA (June 2023)
- Sydney NSW (July 2023)

In WA, the following additional training was held:

- Planning days
- Network days each term hosted by different schools
- WA IBPLC Schools - Collecting, Curating and Connecting workshop
- WA IBPLC Schools - Year 11

Advisory Teachers - Getting Ready First RUBY Upload workshop

- An Introduction to the Senior Years of Big Picture Learning
- We also ran a 2-day workshop for Exploring Schools in Sydney which was led by Co-founders Viv White AM and John Hogan.

## Online Learning

We ran regular moderation sessions for teachers to work together with student work samples and assessment tools.

We also held weekly Networking Zooms during the school term. Participants were invited to ask questions and nominate topics for the group to discuss.

## National Conference

On the 10th to 12th of May, 2023, BPLA held its first conference since

2018 in West Gosford, NSW. With over 150 participants, it was a wonderful opportunity for the BPLA network to hear from experts and learn from one another.

The conference included visits to advisories at Central Coast Sports College, student panels, and presentations from the following Big Picture people:

- Elliot Eashor - Co-founder of Big Picture Learning
- Viv White AM - Co-founder of Big Picture Learning Australia
- Professor Sandra Milligan from the University of Melbourne
- Professor John Fischetti from the University of Newcastle
- Elizabeth Richie - Principal of Roebourne District High School
- Molly West - Student from Northam Senior High School





# BIG PICTURE PEOPLE

## Founders:

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

## Partners:

### Big Picture New Zealand (BPNZ)

Our New Zealand colleagues joined us and share their growing work.

### Big Picture Learning USA

We have close and ongoing ties with the USA organisation.

### Panthera Foundation

The Panthera Foundation supports our work with a focus on financial literacy in young people.

## Staff:

BPLA operates with a small and dedicated management team.

### Viv White AM

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

### Joanne Pettit

Joanne takes responsibility for school accreditation. Joanne also produces promotional and training videos, writes our communications materials, and designs educational courses.

### Joanne Rutkowski

Joanne is the newest member of the IBPLC team. She works closely with Ann Hill and Tanya Ringuet and manages the administration of the credential.

### Lauren Angus

Lauren is the Executive Assistant to the Big Picture Board and CEO, Viv White. She also manages the Sydney office and social media accounts.

## Key Contractors:

Big Picture Learning 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.

### Joe Wickert - Summer Hill Media

Summer Hill Media is responsible for the communications needs of BPLA. Joe manages the website, communications and publications and is instrumental in managing the IBPLC learner profiles and the interface between the University of Melbourne, BPLA and UAC.

### Ann Hill

Recently retired from a teaching career spanning forty years, Ann has worked in collaborative curriculum projects between BPLA and ACARA and is currently the University Pathways Coordinator, a BPLA school coach and training provider.

### Nikki Laddas

Nikki is a coach for NSW schools. She brings her rich experience as an Advisory Teacher at Cooks Hill Campus to her coaching role.

### Tanya Ringuet

Tanya is the Coach for Tasmanian schools and also performs a critical role as the international and national IBPLC Coordinator.

### Jacqui White

Jacqui is a coach for a range of schools in NSW and ACT as well as a training provider. Before taking on the role of a BPLA Coach, she was the Head Teacher at Morisset High School Big Picture Academy.

### Cara Shipp

Cara Shipp is a coach for Jabiru Community College with the view to expanding her coaching role in the near future. Cara is also a training provider and the Head of Senior School at Silkwood School.

### Tony Wilson

Tony Wilson is a coach for Melrose High School in Canberra as well as the Big Picture Coordinator at James Fallon High School.

### Booksworm

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



## WHERE TO FROM HERE?

In 2024, we will continue to develop and refine our resources and professional learning to better support our schools in implementing and sustaining the Big Picture Learning design in their context. Big Picture Learning School Coaches will continue to work closely with their schools on a regular basis.

We will ensure that our continued growth as an organisation continues with integrity and the Big Picture Learning philosophy at the forefront.

We will document, measure and review progress in each quarter through research reports, public relations, our website, the monthly e-newsletter and school networking events.

We will continue to maintain high-level discussions with state education departments, business, and the media.

We will persist with our goal 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).

As interest in the IBPLC grows and our international network expands, we will endeavour to create international cross-school relationships between our schools. We will continue to support our international colleagues as needed.



# AUDITED DIRECTORS AND FINANCIAL REPORTS

2022/23

BIG PICTURE EDUCATION AUSTRALIA LTD

Director's Declaration

In the directors' opinion


- The attached financial statements and notes there to comply with Corporation Act 2001. The Australian Accounting Standards – Reduced Disclosure Requirements the Corporation 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 2023 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 resolution of directors made pursuant to section 295 (5) (a) of the Corporation Act 2001.

On behalf of the directors



Director – Vivienne Mary White



Director – Susan Denise French

Dated

1/12/23



**Big Picture Education Australia Ltd  
Auditor's Independence Declaration**

To the Directors of Big Picture Education Ltd:

In accordance with section 307C of the Corporation Act 2001, I declare that, to the best of my knowledge and belief, for the audit for the financial year ended 30 June 2023 there have been:

No contraventions of the auditor independence requirements as set out in the Corporation Act 2001; and

No contraventions of any applicable code of professional conduct.

**Watkins & Associates Accountancy and Assurance**  
Chartered Accountants



Richard Watkins FCA | Principal

Date 1/12/23.

Big Picture Education Australia Ltd  
Statement of Profit and Loss and Other Comprehensive Income  
For the year ended 30 June 2023

	Notes	2023	2022
Revenue	2	2,032,652	1,406,290
Expenses			
Employee benefit expense		(532,457)	(465,090)
Depreciation and amortization expense		(306)	(306)
Subcontracted expense		(992,168)	(564,646)
Travelling expense		(20,648)	(27,013)
Other expense		(214,324)	(243,479)
Profit before income tax		272,749	105,756
Income tax expense		-	-
Profit after income tax expense for the year attributable to the owners of Big Picture Education Ltd		272,749	105,756
Other comprehensive income		-	-
Total comprehensive income for the year attributable		272,749	105,756

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



Big Picture Education Australia Ltd  
Statement of Financial Position  
As at 30 June 2023

	Notes	2023	2022
<b>Current assets</b>			
Cash and cash equivalents	3	1,196,683	1,067,889
Trade and other receivables	4	112,463	35,452
Other current assets	5	92,378	8,660
<b>Total current assets</b>		<u>1,401,524</u>	<u>1,112,001</u>
<b>Non-current assets</b>			
Property, plant, and equipment	6	1,434	1,740
<b>Total Non-current assets</b>		<u>1,434</u>	<u>1,740</u>
<b>Total Assets</b>		<u>1,402,958</u>	<u>1,113,741</u>
<b>Current liabilities</b>			
Trade and other payables	7	482,125	468,480
Leave provision	8	24,013	22,536
<b>Total Current liabilities</b>		<u>506,138</u>	<u>491,016</u>
<b>Non-current liabilities</b>			
Leave provision	8	21,945	20,598
<b>Total Non-current liabilities</b>		<u>21,945</u>	<u>20,598</u>
<b>Total Liabilities</b>		<u>528,083</u>	<u>511,614</u>
<b>Net Assets</b>		<u>874,875</u>	<u>602,127</u>
<b>Equity</b>			
Reserves	9	2,030	2,030
Retained earnings	10	874,845	600,097
		<u>874,875</u>	<u>602,127</u>

The above Statement of financial position should be read in conjunction with the accompanying notes  
 Big Picture Education Australia Ltd  
 Statement of changes in equity  
 For the year ended 30 June 2023

	Reserve	Retained earnings	Total equity
Balance at 1 July 2021	2,030	494,341	496,371
Profit after income tax expense for the year	-	-	-
Total comprehensive income for the year	-	105,756	105,756
Balance at 30 June 2022	2,030	600,097	602,127
Balance at 1 July 2022	2,030	600,097	602,127
Profit after income tax expense for the year	-	272,748	272,748
Total comprehensive income for the year	2,030	872,845	874,875
Balance at 30 June 2023	2,030	872,845	874,875

Big Picture Education Australia Ltd  
Statement of Cash Flows  
As at 30 June 2023

	Notes	2023	2022
Cash flow from operating activities			
Receipts from customers		1,975,065	1,471,353
Payments to suppliers and employees		(1,846,271)	(1,314,868)
Interest received		-	-
Net cash from / (used in) operating activities	13	<u>128,794</u>	<u>156,485</u>
Cash flow from investing activities		<u>-</u>	<u>(1,235)</u>
Net cash from / (used in) investing activities		<u>-</u>	<u>(1,235)</u>
Cash flow from financing activities		<u>-</u>	<u>-</u>
Net cash from / (used in) financing activities		<u>-</u>	<u>-</u>
Net increase / (decrease) in cash held		128,794	155,250
Cash and cash equivalent at the beginning of the financial year		<u>1,067,889</u>	<u>912,639</u>
Cash and cash equivalent at the end of the financial year	3	<u>1,196,683</u>	<u>1,067,889</u>

The above Statement of cash flows should be read in conjunction with the accompanying notes



Big Picture Education Australia Ltd  
Notes to financial statements  
For the financial year ended 30 June 2023

Notes 1 Statement of significant accounting policies

The financial statements are general purpose financial statements that have been prepared in accordance with Australian Accounting Standards – reduced disclosure requirements of the Australian Accounting Standards Board. Big Picture Education Ltd is a not-for-profit entity for the financial reporting purposes under Australian Accounting Standards.

Australian Accounting Standards set out accounting policies that the AASB has concluded would result in financial statements containing relevant and reliable information about transactions, events, and conditions. Material accounting policies adopted in the preparation of the financial statements are presented below and have been consistently applied unless stated otherwise.

The financial statements, except for the cash flow information, have been prepared on an accruals basis and are based on historical cost, modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. The amounts presented in the financial statements have been rounded to the nearest dollars.

The company has adopted AAASB 1053 Application of Tiers of Australian Accounting Standards. 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.

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

Accounting policies

- a. Revenue  
Revenue is recognized when the company is legally entitled to the income and the amount can be quantified with reasonable accuracy. Revenue are recognized net of the amounts of goods and services tax (GST) payable to the Australian Taxation Office.
- b. Rendering of services  
Rendering of services revenue from membership consulting seminars and workshops is recognized by reference to the stage of completion of the contracts.
- c. Employee Benefits  
Employee benefits comprise wages and salaries, annual, long services, non-accumulating sick leave and contributions to superannuation plans.

Liabilities for wages and salaries expected to be settled within 12 months of balance date are recognized in other payables in respect of employees' services up to the reporting date. Liabilities for annual leave in respect of employees' services up to the reporting date which are expected to be settled with 12 months after the end of the period in which the employees render the related services, are recognized in the provision for annual leave. Both liabilities are measured at the amounts expected to be paid when the liabilities are settled. Liabilities for non-accumulating sick leave are recognized when the leave is taken and are measured at the rates paid or payable.

Big Picture Education Australia Ltd  
Notes to financial statements  
For the financial year ended 30 June 2023

Statement of significant accounting policies (Continued)

The liability for long service leave is recognized in the provision for long service leave and measured as the present value of expected future payments to be made in respect of services provided to employees up to the reporting date using the projected unit credit method. Consideration is given to anticipated future wages and salary levels, experience of employee departures, and periods of services.

Contributions are made by entity to employees' superannuation funds and are charged as expenses when incurred.

d. Cash and cash equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts.

e. Taxation

Goods and services tax (GST)

Revenues, expenses, and assets are recognized net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Tax Office. In these circumstances the GST is recognized as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the statement of financial position are shown inclusive of GST.

Income Tax

The company is a charitable institution for the purpose of Australian taxation legislation and is therefore exempt from income tax. The exemption has been confirmed by the Australian Taxation office.

f. Provisions

Provisions are recognized when the entity has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result, and that outflow can be reliably measured. Provision recognized represent the best estimate of the amounts required to settle the obligation at reporting date.

g. Comparative Figures

Where required by Accounting Standards comparative figures have been adjusted to conform with changes in presentation for the current financial year.

h. Trade and other payables

Trade and other payables represent the liability outstanding at the end of the reporting period for goods and services by the company during the reporting period which remain unpaid. The balance is recognized as a current liability with the amounts normally paid within 30 days of recognition of the liability.



Big Picture Education Australia Ltd  
Notes to financial statements  
For the financial year ended 30 June 2023

	2023	2022
<b>Notes 2 – Revenue</b>		
Rendering Services	1,918,776	1,088,052
Interest	-	-
Rent	13,676	13,115
Donations	100,200	105,123
Other revenue	-	200,000
	<u>2,032,652</u>	<u>1,406,290</u>

	2023	2022
<b>Notes 3 – Cash and cash equivalent</b>		
Cash on hand	109	109
Cash at bank	1,196,574	1,067,780
	<u>1,196,683</u>	<u>1,067,889</u>

	2023	2022
<b>Notes 4 – Trade and other receivables</b>		
Trade receivables	118,623	41,612
Less: Provision for impairment of receivables	(6,160)	(6,160)
	<u>112,463</u>	<u>35,452</u>

	2023	2022
<b>Notes 5 – Other current assets</b>		
Rental Bond	9,625	9,625
Prepayment	82,753	(965)
	<u>92,378</u>	<u>8,660</u>

	2023	2022
<b>Notes 6 – Property, Plant and Equipment</b>		
Plant & Equipment (at cost)	19,817	19,817
Less: Accumulated Depreciation	(18,383)	(18,077)
	<u>1,434</u>	<u>1,740</u>

	2023	2022
<b>Notes 7 – Trade and other payables</b>		
Trade Payables	93,602	99,382
Deferred revenue	388,523	369,098
Other payables	-	-
	<u>482,125</u>	<u>468,480</u>



Big Picture Education Australia Ltd  
Notes to financial statements  
For the financial year ended 30 June 2023

	2023	2022
<b>Notes 8 – Leave provision</b>		
Annual leave – current liability	24,013	22,536
Long service leave – non-current liability	21,945	20,598
	<u>45,958</u>	<u>43,134</u>

	2023	2022
<b>Notes 9 – Equity reserve</b>		
Capital reserve	2,030	2,030
	<u>2,030</u>	<u>2,030</u>

	2023	2022
<b>Notes 10 – Retained earnings</b>		
Retained earnings at the beginning of the financial year	600,097	494,341
Profit after income tax expense for the year	272,748	105,756
	<u>872,845</u>	<u>600,097</u>

	2023	2022
<b>Notes 11 – Related party transactions</b>		
Transactions with related parties		
The following transactions occurred with related parties		
Payment for services (salary and superannuation)		
Viv White	137,129	92,250
Redgum Consulting Pty Ltd (John Hogan is director)	157,809	145,198
Payments for other expenses (consulting fees and expense reimbursement)		
John Hogan	-	-
Viv White	11,918	10,926
Susan French	193	-

**Note 12 – Events after the reporting period**

No matter or circumstances has arisen since 30 June 2023 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.

Big Picture Education Australia Ltd  
Notes to financial statements  
For the financial year ended 30 June 2023

	2023	2022
<b>Notes 13 – Cash flow information</b>		
a. Reconciliation of cash		
Cash on hand	109	109
Cash at bank	1,196,574	1,067,781
Total of cash and cash equivalents for statement of cash flows	<u>1,196,683</u>	<u>1,067,889</u>

	2023	2021
b. Reconciliation of profit to net cash flow provided by operating activities		
Net profit	272,748	105,756
Non-cash items		
Depreciation	306	306
Provision	2,825	8,050
Change in assets and liabilities		
- (Increase) / Decrease in trade and other receivables	(77,011)	21,660
- (Increase) / Decrease in prepayment	(83,718)	5,544
- (Decrease) / Increase in trade and other payables	(5,780)	(28,234)
- (Decrease) / Increase in deferred income	19,425	43,403
Net cash provided by operating activities	<u>128,794</u>	<u>156,485</u>

BIG PICTURE EDUCATION AUSTRALIA LTD

Director's Declaration

In the directors' opinion

- The attached financial statements and notes there to comply with Corporation Act 2001. The Australian Accounting Standards – Reduced Disclosure Requirements the Corporation 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 2023 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 resolution of directors made pursuant to section 295 (5) (a) of the Corporation Act 2001.

On behalf of the directors

  
Director – Vivienne Mary White

  
Director – Susan Denise French

Dated

1/12/23



## Independent Auditors' Report to the Members of

### Big Picture Education Australia Ltd

#### Opinion

I have audited the financial report of Big Picture Education Australia Ltd (the Company), which comprises the statement of financial position as at 30 June 2023, 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 my 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 2023, 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

I conducted my 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.

I am 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 my audit of the financial report in Australia, and I have fulfilled our other ethical responsibilities in accordance with the Code.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my 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 2023 but does not include the financial report and our auditor's report thereon.

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

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

If, based on the work I have performed, we conclude that there is a material misstatement of this other information, I am required to report that fact. I 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

My objectives are to obtain reasonable assurance about 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, I exercise professional judgement and maintain professional skepticism throughout the audit. I 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 I 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. My conclusions are based on the audit evidence obtained up to the date of my 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.

I 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 I identify during my audit.

I also provide the directors with a statement that I 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 my independence, and where applicable, related safeguards.

From the matters communicated with the directors, I 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. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I 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 & Associates Accountancy and Assurance,  
Chartered Accountants

  
.....

Richard Watkins FCA | Principal

Sydney

Dated this 1<sup>st</sup> day of December 2023



**Big Picture**  
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN  
A COMMUNITY OF LEARNERS

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