



EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

SMALL SCHOOLS BY DESIGN

Proving the Work

ANNUAL REPORT 2014

Big Picture Education Australia

THE WORK OF BIG PICTURE EDUCATION AUSTRALIA IN 2013/14



"This is real life stuff so the better you get used to it younger, the more it's going to affect when you're older so its only onwards and upwards from here.

Here you're studying stuff you've got passions about and interests."

Nickson, Halls Head Community College

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*"My mum thinks it's
the best thing I've ever
done. It probably is."*

**Jarah, Launceston
City Campus**

Motorcycle Museum
Station
Trafalgar Street, Launceston
days 9am - 5pm
5 1485
over 60 vintage motor cycles on display

**National Automobile
Museum of Tasmania**
Milliere Street, Launceston
days 9am - 5pm
4 8888
nmt.com.au

**Wansley Veteran
Collection**
Exhibition Link, Wynyard
days 9am - 5pm
3 8330
owtas.gov.au
exhibition@warwyn.tas.gov.au
the equal oldest Ford in the world at
its largest collection of locally restored
Ford vehicles located at the Wonders of
Exhibition Centre.



PROVING THE WORK

In 2014 Big Picture Education further proved the need for innovative personalised learning in Australian schools.

Major national research projects validated our work.

Educational stakeholders 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.

"I owe Big Picture and the inspirational people I met through the program eternal gratitude because they lit a light in me years ago. Big Picture helped me find the missing puzzle piece."

Imogen, Ogilvie High School



WHO WE ARE

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

We do not own schools or manage

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

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

BIG PICTURE SCHOOL DISTINGUISHERS

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

The distinguishers are:

1. Academic rigour: Head, heart and hand

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

2. Leaving to learn: Learning through internships

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

3. Personalisation: One student at a time

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

4. Authentic assessment

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

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

5. Collaboration for learning

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

6. Learning in advisory

Students are in an advisory group of no more than 17 students and an advisory teacher. They stay in the same advisory for much of their secondary education. The advisory teacher manages each student's learning plan and ensures that all learning goals and the National Curriculum are covered.

7. Trust, respect and care

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

8. Everyone's a leader

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

9. Families are enrolled too

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

10. Creating futures

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

11. Teachers and leaders are learners too

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

12. Diverse and enduring partnerships

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

OUR BOARD

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 2005 to 2014. He was the assistant regional director for the Western Metropolitan Region, Department of Education & Training in Victoria. Prior to that was an assistant general manager responsible for a range of social justice initiatives in the Department.

Susan French

Susan is the principal of St Johns Park High School. She has held a number of senior executive positions with the Australian Education Union (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 Principal of Ascot Vale Primary School, 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, co-managing director and Company Secretary of BPEA. Prior to leading this venture, Viv was CEO of the Victorian Schools Innovation Commission

and the Australian National Schools Network. She has a thirty-year history of international work in educational reform, research, policy and practice.

John Hogan

John is a co-founder and co-managing 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.

MANAGING DIRECTORS' REPORT



“If Australia is going to become a truly clever country prepared to meet the challenges of the 21st century it must find ways to support innovation of the kind advocated by BPEA so that all students benefit from a relevant, rigorous and meaningful education.”

The qualitative research project (2013) Hayes, Down, Talbot, & Choules

2014 has been a year of proving the value of our work in Big Picture Education.

At our research symposium in September 2013 we released a major piece of qualitative research conducted by the University of Sydney and Murdoch University in Western Australia. Comprised of interviews with students, parents and advisory teachers and funded by the Origin Foundation, the research confirmed what we knew from working with Big Picture schools every day. The Big Picture learning design re-engages students. It gets them back to school, excited about learning again, and helps them build strong, supportive and enduring relationships within school and in the community.

The research findings further confirms our work with education departments around Australia and emboldens students, advisory teachers, school leaders and the community.

The highlight of the research symposium was hearing from our ‘alumni’ from around Australia, young people whose lives were changed by the great work of advisory teachers in their Big Picture site or program. The success of these confident and eloquent young people is a reminder of the value of, and need for, our work.

You can watch a video of these young people on our website: look for “Voices from the Vault - Looking back at our Alumni”.

We continue our work with major education bodies and universities. A project with the Australian

Curriculum, Assessment and Reporting Authority (ACARA) is evaluating the Big Picture learning design as a practical way to achieve national curriculum outcomes. A project with Murdoch University examines how student portfolios can be used as evidence for university entry. These are important projects as they show how Big Picture schools can break down the barriers to success for many students in Australian schools.

One of the most heartening aspects of our ongoing success is that many of the schools that started with Big Picture have been operating long enough to have students graduating to further study. Seeing the number of young people who have turned a passion or an internship into a pathway to lifelong learning, fills us with pride: Addison studying Fine Arts at university, Sameer starting his Engineering degree, Shauna travelling interstate to a prestigious chefs’ college, Ben in first year primary teaching, Sam skipping a cruise ship off Mission Beach. At the end of each year we can now add to the hundreds of success stories that inspire us.

2014 was also a year of international consolidation. Our first overseas conference was held in Wellington, NZ, in partnership with Big Picture New Zealand, Te Kura and Big Picture Learning (BPL) in the USA. With delegates from Australia, New Zealand, USA and Malaysia it was a truly global event. In concert with BPL, we are now partnering with organisations in the United Kingdom, The Netherlands, Korea, Israel and Canada to spread our

unique personalised learning design around the world. As emerging countries realise that ‘train and test’ approaches to education provide only superficial success at the detriment of creativity, engagement, innovation and entrepreneurship we aim to be able to offer a pedagogy-first approach to learning that works in any context.

Our work ranges from the global to the local. Another important area of our work in 2014 has been focused on some of Australia’s most remote schools. In Kalumbaru, Fitzroy Crossing and Brewarrina we are implementing our Regional and Remote strategy to help make each school an engaging central pillar of their community. By putting the emphasis on building relationships with students and building learning around their interests we are achieving significant success.

It is so rewarding to be in the position in 2014 where our work is resoundingly proven by Australia’s finest Education academics, where our students prove their success by graduating to rich and rewarding futures and where the personalised learning design proves itself in Australia’s most remote towns and the world’s biggest global cities.

We give our thanks to all the Big Picture Education staff, the school leaders, advisory teachers, department leaders, young people and their communities who have truly proven our work.

Viv White and John Hogan
Co-managing Directors

OUR ACHIEVEMENTS IN 2014

Our schools

BPEA has come a long way. During 2014 we had nearly 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 - Cooks Hill Campus in year one.

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

Teachers at the new Cooks Hill Campus in Newcastle completed a methodical and detailed survey of student attendance in the school's first semester in 2014:

- Average student attendance improved by 7% over attendance at students' previous schools.
- Around half of the surveyed students maintained a consistent attendance rate in their transition to the new school.
- A small number of students continued to be poor attenders but still showed some improvement.
- A significant one-third of students improved attendance on average by 27%.
- Individual attendance gains ranged from 1% to 58%.

The school was careful to note that there were many factors which impact on school attendance but their data shows overall increased attendance, with substantial improvement in the case of those considered chronic non-attenders in their previous schools.

Case study - Changing the way we do school: An evaluation of Big Picture learning in Australia



With support from the Origin Foundation, we have undertaken a major evaluation of learning and achievement in our Big Picture schools.

In November 2013 we shared the findings and wider evaluation of Big Picture learning in Australia with over 100 educational stakeholders.

What the evidence says

Academics from the University of Sydney and Murdoch University gathered data and provided evidence to show that Big Picture Education is making a significant difference to the lives of students.

Our students are engaged and focused.

Teachers report that all students complete a learning plan, supported by advisory teachers, parents and often by mentors. They learn through their interest projects, in workshops and in regular lessons.

Schools report that almost all students regularly complete exhibitions of their learning.

Most Big Picture students undertake internships. Schools report increased student motivation as a consequence.

Our research shows that students have rediscovered purpose and feel positive about their progress.

In schools with both mainstream

and Big Picture programs – such as Montrose Bay High and Scottsdale High (Tasmania) - the Big Picture students now do as well as, or better than, mainstream students

Students in our greenfield sites, such as Launceston City Campus and Cooks Hill Campus are re-engaged in learning at their new school. At the end of 2013 over half of Year 12 at Launceston City Campus achieved their Tasmanian Certificate of Education and most of Year 11 were on track to do the same.

Information about student attendance tells us about their motivation and engagement.

School attendance of Big Picture students in Tasmania is higher than state metropolitan secondary averages.

Big Picture students at schools such as Erindale College (ACT) Scottsdale High and Montrose Bay High are better school attenders than those in each school's mainstream.

More and more Yule Brook College students are achieving 90% and above attendance. The Big Picture students at Yea High School (Victoria) have reached over 94% attendance.

The Big Picture attendance at schools like Halls Head Community School (WA) and Cooks Hill Campus (NSW) is

well up on the attendance in the students' previous schools or programs.

Another good measure of Big Picture success is student retention and transition. Are these previously switched-off students now staying the distance?

The research which included in-depth interviews with students, teachers and parents says "yes".

What about student attention and behaviour?

All our surveys and research – involving students, teachers, principals and parents – tell the same story: the greater engagement in learning improves student participation and reduces the number of discipline problems and student suspensions.

The teachers are able to emphasise student learning and wellbeing. Students can focus on their work.

Most interactions with parents are positive: only 14% of parent visits to schools are about problems.

Everyone benefits from close relations with parents and the community.

Our research shows that parents value the commitment of teachers, the ease of communication, the motivation and achievements of their children and the benefits of good relationships in smaller settings.

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 held at the National Museum of New Zealand, Te Papa Tongarewa, in Wellington, NZ from March 20-22, 2014, was a significant cultural and learning experience for the 161 local and international attendees. Registrations were received from New Zealand, Australia and Malaysia. Elliot Washor, co-founder of Big Picture Learning in the USA, led the conference.

Te Aho o Te Kura Pounamu (the correspondence school) was a major sponsor of this event and there was a significant presence from among staff from Te Kura, as well as from other schools and organisations around New Zealand. Registrations from Australia and Malaysia accounted for 33 of the attendees and we were very pleased with this number, bearing in mind the additional costs of international travel. Viv White, Mike Holling and Elliot Washor were keynote speakers along with New Zealand's most innovative educators.

Professional Development

We ran 6 one-day induction programs in WA for those involved in the Murdoch University Big Picture Academy Program.

We ran five-day foundation training

programs in Newcastle and Sydney.

We ran a two day 'Leaving to Learn' workshop in South Australia.

We ran 3 Project Based Learning workshops in Sydney in partnership with Educational Arts UK.

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.

Support from Schools and Citizens

Philanthropy, business and communities are supportive of our work.

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

Businesses can see how the Big Picture Education design prepares young people for the 21st century workplace, helping students become a catalyst for their own learning and pursue their passions.

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

Even though Big Picture schools are relatively new, the evidence that they work is impressive. Attendance and engagement measures show

students and families are engaging and learning. Discipline problems are greatly resolved. Student work and exhibitions are rich and authentic.

A Seat at the Table

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

Government Financial Support

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

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

PARTNERS, STAFF AND CONTRACTORS

Partners:

Australian National Schools Network (ANSN)

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

In 2014 the ANSN continued its popular training programs with educational experts from the UK around Project Based Learning.

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.

Staff:

BPEA operates with a small and dedicated management team.

Viv White and John Hogan

Co-managing directors of BPEA. Their 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.

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

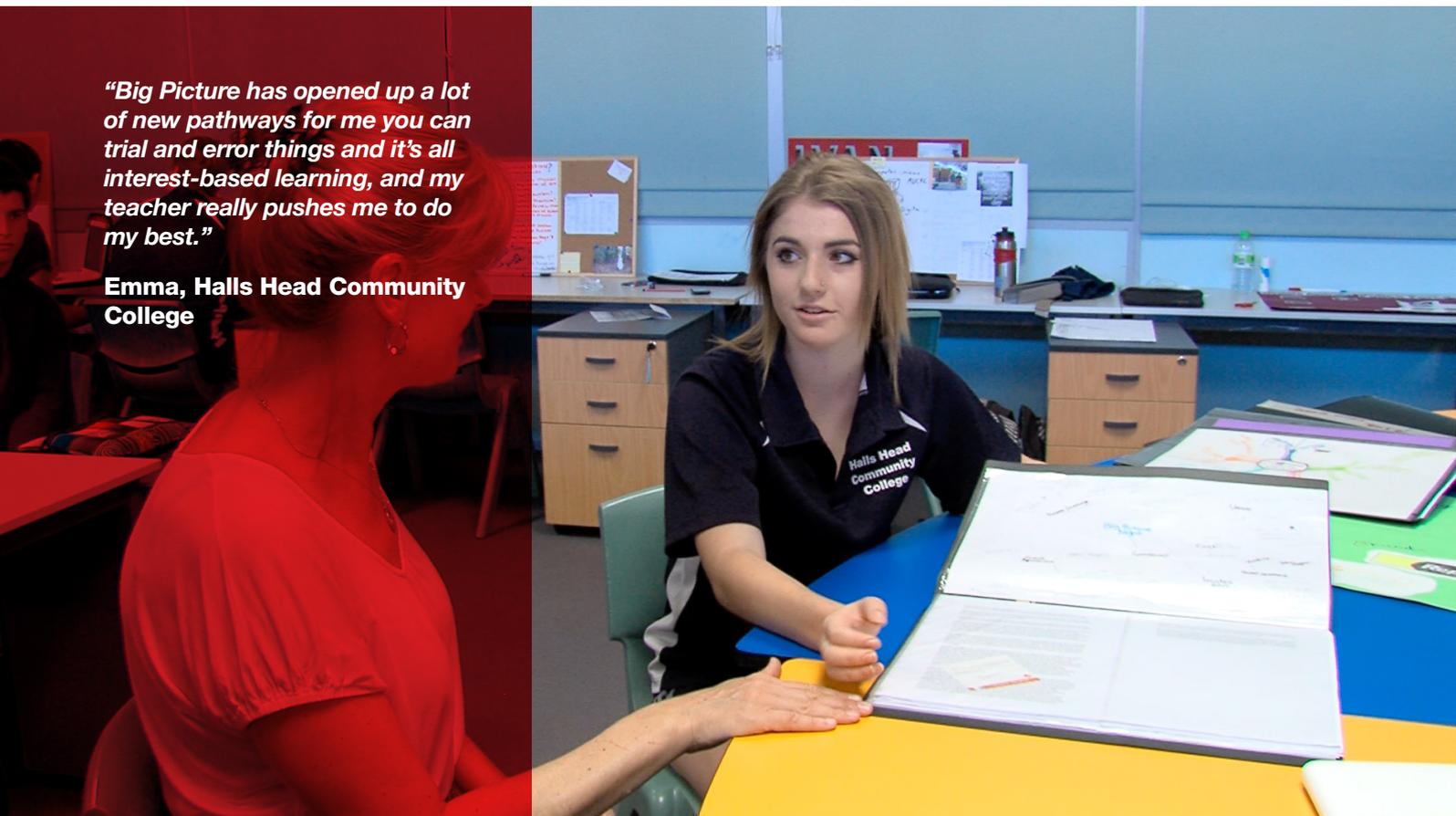
Summer Hill Media is responsible for the communications needs of BPEA. Joe and Joanne maintain and develop the website, film and edit moving images, write and design publications, as well as crafting communication with internal and external stakeholders. In addition, Joe manages the Registered Training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

Booksworm

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

“Big Picture has opened up a lot of new pathways for me you can trial and error things and it’s all interest-based learning, and my teacher really pushes me to do my best.”

Emma, Halls Head Community College



WHERE TO FROM HERE?

In 2015 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.

A demonstration site in each state

Our goal is to have a high-performing Big Picture site in each state and territory of Australia.

Big Picture International

We are partnering with Big Picture Learning USA with the aim of strengthening the network of Big Picture schools around the globe.

AUDITED DIRECTORS AND FINANCIAL REPORTS

2013/14

Big Picture Education Ltd
Directors' report
30 June 2014

The directors present their report, together with the financial statements, on the company for the year ended 30 June 2014.

Directors

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

Vivienne Mary White
Frank Bruce Kiloh
Susan Denise French
Joanne Marie Roberts
Keith Alan Reams
Christopher Richard Bonner
John Stuart Hogan
Michael John Hollings
Christopher Kenneth Ryan

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 ideas, practices and principles for Australian students and their communities. While there are differences between the Australian and American education systems, the design principles of BPC (USA), which have been developed over the past 20 years, have strong resonance with the Australian reform context. We are ready to start schools with a proved concept. We seek significant support to expand Big Picture learning to more schools so that the design will reach take-off stage in each state and territory.

New Big Picture Schools

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

Rural and remote

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

Academies in Schools

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

Principal activities

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

- Not for profit educational provider

Performance measures

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

Information on directors

- Name:** **Vivienne Mary White**
Title: Director and National Coach
Qualifications: 30 years' experience in Education & Policy Making Sector
Experience and expertise: Former head of VSIC Victorian Schools Innovation Commission
Special responsibilities: Manages staff and contractors, coordination of national projects
- Name:** **Frank Bruce Kiloh**
Title: Director and Secretary
Qualifications: 35 years' experience in the Education Sector in Victoria.
Experience and expertise: State Coordinator of Disadvantaged Schools Program for 5 years, Assistant General Manager in the Victorian Department of Education and Training, and then Assistant Regional Director in Western Metropolitan Region
Special responsibilities: Manage VIC based projects, provide educational consulting services and develop teacher materials, plan and run training workshops in various locations across Australia
- Name:** **Susan Denise French**
Title: Director
Qualifications: Principal of St Johns Park High School
Experience and expertise: Executive member and Vice President of NSW Teachers Federation and Australian Education Union (ACT), board member and Chair of Teachers Federation Health, Teachers Career Service Taskforce. Formerly Principal of Kaleen High School ACT, President of ACT Secondary Principals Council and NSW Coordinator Australian National Schools Network
Special responsibilities: Manage some NSW based projects
- Name:** **Joanne Marie Roberts**
Title: Director
Qualifications: Principal of Ascot Vale Primary School and current board member of Victorian Curriculum Authority
Experience and expertise: Formerly Victorian State Coordinator of Australian National Schools Network, Joanne has worked in both primary and secondary sectors of education in Victorian schools.
Special responsibilities:
- Name:** **Keith Alan Reams**
Title: Director
Qualifications: Principal of Deloitte's Global Transfer Pricing Group and Service Line Leader for the Asia Pacific region
Experience and expertise: Principal and Lead Economist for Deloitte's Transfer Pricing Group in San Francisco
Special responsibilities:
- Name:** **Christopher Richard Bonner**
Title: Director
Qualifications: Chris Bonner AM is a public education consultant and advocate. He is co-author with Jane Caro of "The Stupid Country - How Australia is dismantling public education" published by UNSW Press in 2007
Experience and expertise: Chris has served as principal of two secondary schools in NSW and former President of the NSW Secondary Principals' Council. He is especially known in the education community and occasionally to the wider public through published articles in newspapers, various online publications and through media commentary on education issues, especially as these relate to public secondary schools
Special responsibilities:

Big Picture Education Ltd
Directors' report
30 June 2014

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

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

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 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

Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') held during the year ended 30 June 2014, and the number of meetings attended by each director were:

	Full Board	
	Attended	Held
Vivienne Mary White	3	3
Frank Bruce Kiloh	3	3
Joanne Marie Roberts	2	3
Keith Alan Reams	2	3
Christopher Richard Bonnor	3	3
John Stuart Hogan	3	3
Michael Stuart Hollings	2	3
Christopher Kenneth Ryan	3	3

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

Contributions on winding up

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

The total amount that members of the company are liable to contribute if the company is wound up is \$2,250, based on 9 current ordinary members.

Big Picture Education Ltd
Directors' report
30 June 2014

Auditor's independence declaration

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

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

On behalf of the directors



Vivienne Mary White
Director



Frank Bruce Kiloh
Director

Dated :

18/11/14

**Big Picture Education Ltd
Auditor's independence declaration**



Registered Company Auditor No. 339306

PO Box 113
St Leonards NSW 1590
T: (02) 9468 0100
F: (02) 9468 0188
E: info@cp1.com.au
W: www.countplusone.com.au

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 2014, to the best of my knowledge and belief, there have been;

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

Countplus One Audit Pty Ltd
Authorised Audit Company – Registered Number 339306



Ian George
Director

Level 5, 504 Pacific Highway St Leonards NSW 2065

Dated: 18 November 2014

chartered accountants ■ audit services

countplus one Audit Pty Ltd ABN 14 137 175 396. Liability limited by a scheme approved under Professional Standards Legislation.

Big Picture Education Ltd
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30 June 2014

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General information

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

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

The financial statements were authorised for issue, in accordance with a resolution of directors.

Big Picture Education Ltd
Statement of profit or loss and other comprehensive income
For the year ended 30 June 2014

	Note	2014 \$	2013 \$
Revenue	3	1,072,864	1,028,241
Expenses			
Employee benefits expense		(337,100)	(345,800)
Depreciation and amortisation expense		(1,402)	(2,569)
Impairment of assets		(6,160)	-
Subcontracted expenses		(487,974)	(585,509)
Travelling expense		(100,557)	(87,532)
Other expenses		(176,419)	(165,882)
Loss before income tax expense		(36,748)	(159,051)
Income tax expense		-	-
Loss after income tax expense for the year attributable to the owners of Big Picture Education Ltd	11	(36,748)	(159,051)
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>(36,748)</u>	<u>(159,051)</u>

The above statement of profit or 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 2014

	Note	2014 \$	2013 \$
Assets			
Current assets			
Cash and cash equivalents	4	447,633	656,847
Trade and other receivables	5	9,607	30,270
Other	6	9,625	9,625
Total current assets		<u>466,865</u>	<u>696,742</u>
Non-current assets			
Property, plant and equipment	7	1,869	3,271
Total non-current assets		<u>1,869</u>	<u>3,271</u>
Total assets		<u>468,734</u>	<u>700,013</u>
Liabilities			
Current liabilities			
Trade and other payables	8	81,472	276,003
Employee benefits	9	33,925	33,925
Total current liabilities		<u>115,397</u>	<u>309,928</u>
Total liabilities		<u>115,397</u>	<u>309,928</u>
Net assets		<u>353,337</u>	<u>390,085</u>
Equity			
Reserves	10	2,000	2,000
Retained profits	11	351,337	388,085
Total equity		<u>353,337</u>	<u>390,085</u>

The above statement of financial position should be read in conjunction with the accompanying notes

Big Picture Education Ltd
Statement of changes in equity
For the year ended 30 June 2014

	Reserves \$	Retained profits \$	Total equity \$
Balance at 1 July 2012	2,000	547,136	549,136
Loss after income tax expense for the year	-	(159,051)	(159,051)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income for the year	-	(159,051)	(159,051)
Balance at 30 June 2013	<u>2,000</u>	<u>388,085</u>	<u>390,085</u>
	Reserves \$	Retained profits \$	Total equity \$
Balance at 1 July 2013	2,000	388,085	390,085
Loss after income tax expense for the year	-	(36,748)	(36,748)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income for the year	-	(36,748)	(36,748)
Balance at 30 June 2014	<u>2,000</u>	<u>351,337</u>	<u>353,337</u>

The above statement of changes in equity should be read in conjunction with the accompanying notes

Big Picture Education Ltd
Statement of cash flows
For the year ended 30 June 2014

	Note	2014 \$	2013 \$
Cash flows from operating activities			
Receipts from customers (inclusive of GST)		1,096,449	1,048,370
Payments to suppliers and employees (inclusive of GST)		(1,310,194)	(1,031,200)
		(213,745)	17,170
Interest received		4,531	12,660
Income tax refunds received		-	6,960
Net cash from/(used in) operating activities		(209,214)	36,790
Cash flows from investing activities			
Net cash from investing activities		-	-
Cash flows from financing activities			
Net cash from financing activities		-	-
Net increase/(decrease) in cash and cash equivalents		(209,214)	36,790
Cash and cash equivalents at the beginning of the financial year		656,847	620,057
Cash and cash equivalents at the end of the financial year	4	<u>447,633</u>	<u>656,847</u>

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

Note 1. Significant accounting policies

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

New, revised or amending Accounting Standards and Interpretations adopted

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

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

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

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

AASB 1053 Application of Tiers of Australian Accounting Standards

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

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

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

Basis of preparation

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

Historical cost convention

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

Critical accounting estimates

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

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)

Stage of completion is measured by reference to labour hours incurred to date as a percentage of total estimated labour hours for each contract. Membership income is recognised over the period of the membership.

Interest

Interest revenue is recognised as interest is received.

Donations and other revenue

Donations are recognised at the time the pledge is made. Other revenue is recognised when it is received or when the right to receive payment is established.

Income tax

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

Cash and cash equivalents

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

Trade and other receivables

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

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

Property, plant and equipment

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

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

Plant and equipment	3-7 years
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The residual values, useful lives and depreciation methods are reviewed, and adjusted if appropriate, at each reporting date.

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

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

Impairment of non-financial assets

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

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

Provision for impairment of receivables

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

Estimation of useful lives of assets

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

Note 2. Critical accounting judgements, estimates and assumptions (continued)

Goodwill and other indefinite life intangible assets

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

Note 3. Revenue

	2014 \$	2013 \$
<i>Sales revenue</i>		
Rendering of services	408,623	666,187
<i>Other revenue</i>		
Interest	4,531	12,660
Rent	25,027	-
Donations	570,845	295,623
Grants	25,000	-
Other revenue	38,838	53,771
	<u>664,241</u>	<u>362,054</u>
Revenue	<u>1,072,864</u>	<u>1,028,241</u>

Note 4. Current assets - cash and cash equivalents

	2014 \$	2013 \$
Cash on hand	-	150
Cash at bank	447,633	656,697
	<u>447,633</u>	<u>656,847</u>

Note 5. Current assets - trade and other receivables

	2014 \$	2013 \$
Trade receivables	15,767	30,270
Less: Provision for impairment of receivables	(6,160)	-
	<u>9,607</u>	<u>30,270</u>

Impairment of receivables

The company has recognised a loss of \$6,160 (2013: \$Nil) in profit or loss in respect of impairment of receivables for the year ended 30 June 2014.

Note 6. Current assets - other

	2014 \$	2013 \$
Other deposits	<u>9,625</u>	<u>9,625</u>

Note 7. Non-current assets - property, plant and equipment

	2014 \$	2013 \$
Plant and equipment - at cost	12,119	12,119
Less: Accumulated depreciation	<u>(10,250)</u>	<u>(8,848)</u>
	<u>1,869</u>	<u>3,271</u>

Note 8. Current liabilities - trade and other payables

	2014 \$	2013 \$
Trade payables	51,141	87,733
Deferred revenue	20,534	179,624
Other payables	<u>9,797</u>	<u>8,646</u>
	<u>81,472</u>	<u>276,003</u>

Note 9. Current liabilities - employee benefits

	2014 \$	2013 \$
Annual leave	<u>33,925</u>	<u>33,925</u>

Note 10. Equity - reserves

	2014 \$	2013 \$
Capital reserve	<u>2,000</u>	<u>2,000</u>

Note 11. Equity - retained profits

	2014 \$	2013 \$
Retained profits at the beginning of the financial year	388,085	547,136
Loss after income tax expense for the year	<u>(36,748)</u>	<u>(159,051)</u>
Retained profits at the end of the financial year	<u>351,337</u>	<u>388,085</u>

Note 12. Related party transactions

Transactions with related parties

The following transactions occurred with related parties:

	2014 \$	2013 \$
<i>Payment for services (salary and superannuation)</i>		
Viv White and John Hogan and their associates - Co Managing Director's	243,500	76,300
<i>Payment for other expenses (consulting fees and expense reimbursements)</i>		
Redgum Consulting - John Hogan - Co Managing Director (Director)	-	227,414
Bruce Kiloh – Director	3,260	2,482
Chris Bonnor - Director	8,685	15,073

Receivable from and payable to related parties

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

	2014 \$	2013 \$
<i>Current receivables:</i>		
Redgum Consulting - John Hogan - Co Managing Director (Director)	-	400
<i>Current payables:</i>		
Redgum Consulting - John Hogan - Co Managing Director (Director)	-	42,019
Chris Bonner – Director	-	3,606

Loans to/from related parties

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

Terms and conditions

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

Note 13. Events after the reporting period

No matter or circumstance has arisen since 30 June 2014 that has significantly affected, or may significantly affect the company's operations, the results of those operations, or the company's state of affairs in future financial years.

Big Picture Education Ltd
Directors' declaration
30 June 2014

In the directors' opinion:

- the attached financial statements and notes thereto comply with the Corporations Act 2001, the Australian Accounting Standards - Reduced Disclosure Requirements, the Corporations Regulations 2001 and other mandatory professional reporting requirements;
- the attached financial statements and notes thereto give a true and fair view of the company's financial position as at 30 June 2014 and of its performance for the financial year ended on that date; and
- there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

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

On behalf of the directors



Vivienne Mary White
Director



Frank Bruce Kiloh
Director

Dated: 18/6/14

Level 1, 5 Saywell Street, Marrickville NSW 2204

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

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Report on the financial report

We have audited the accompanying financial report of Big Picture Education Ltd, which comprises the statements of financial position as at 30 June 2014 the statements of comprehensive income, the statements of changes in equity and the statements of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the directors' declaration.

Directors' responsibility for the financial report

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

Auditor's responsibility

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

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

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

Independence

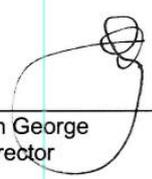
In conducting our audit, we have complied with the independence requirements of the Corporations Act 2001. We have given the directors of Big Picture Education Ltd a written Auditor's Independence Declaration, a copy of which is included in the financial report.

Opinion

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

- I. Giving a true and fair view of the company's financial position as at 30 June 2014 and of its performance for the year ended on that date; and
- II. Complying with Australian Accounting Standards – Reduced Disclosure Requirements and the Corporations Regulations 2001.

Countplus One Audit Pty Ltd
Authorised Audit Company – Registered Number 339306



Ian George
Director

Level 5, 504 Pacific Highway St Leonards NSW 2065

Dated 18 November 2014

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“One of the big differences I noticed between the typical mainstream schools and BP was that my mum was a huge part of my education and she had a huge role in that she would come and sit at my exhibitions and I was able to show her exactly what I was doing at school and she was able to see and meet all the people that were behind me and supporting me.”

Georgia, Canberra College



Big Picture

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