

## ANNUAL REPORT

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## NETWORK BUILDING

2011 was an exciting time in the growth phase of our network.

We met all of our goals and targets set out in our Strategic Plan 2007-11, developed a new one for 2012-2013 and completed a Three Year Fund Raising Strategy.

Our network has grown across Australia and now into New Zealand.



# CEO REPORT

**Viv White - CEO**

When a group of us set out to start Big Picture Education in Australia in 2006, we were committed to supporting each other by establishing a powerful network for social change.

Our work was, and continues to be, influenced by the work of Meg Wheatley and other network theorists and practitioners. More importantly, we have drawn on our own work in the National Schools Network (1991-present) and the broader international educational reform movement to guide us in our action and thinking.

Wheatley and others such as Sennett have identified experienced

networkers like the folk in BPEA as central to any move to change in education from the third way (rigidities and performativity) to the fourth (local evidenced based change and improvement that is worked through with the local communities.)

This is not new to us. We have been working like this for more than 20 years.

We in BPEA now believe that our organisation is unique in policy and programmatic terms in Australia. We design our work based on network theory believing that only open systems will assist our communities to grow and improve. Closed

systems where no one moves until everything is planned (Sennett) ultimately ossify and die.

BPEA seeks to make a contribution to changing that. We are now working at a higher level of influence both in Australia and with New Zealand. We join too with the Netherlands and the US Big Picture networks to design new ways of working in the public policy context.

Our schools systems are often more closed than open. They are generally closed to outsiders such as the poets, the scientists, the mathematicians, the craftspeople, corporate and philanthropic

*We in BPEA now believe that our organisation is unique in policy and programmatic terms in Australia.*







*There now is a new energy and a new movement for change. Doors are opening and BPEA is working with education systems nationally*

entities and often their own school communities. However, in our experience if they do work with us, the outcomes are exciting for all. There now is a new energy and a new movement for change. Doors are opening and BPEA is working with education systems nationally in this new work. We are excited and optimistic and so are the folk we are working with.

Big Picture Education Australia provides opportunities for members to network and share. We help teachers and school leaders across Australia share experiences, support each other, develop new ways of working and stay inspired.

We are supporting our demonstration sites, establishing new sites, researching and evaluating our work, designing a pilot teacher training program and exploring new accreditation opportunities.

Our network is strong and diverse but we are constantly challenged

to keep it collaborative and flexible. Whilst some of these challenges are internal to the network, others are not.

Our board has a number of executive directors who work in the schools and beyond and other non-executive directors who have agreed to work to support us.

The two founders, John Hogan, WA and Viv White NSW, are on the board. They invited others to join them: Joanne Roberts, Bruce Kiloh and Marylou Verberne from Victoria, Susan French from NSW and Keith Reams from the USA in 2006. Chris Bonnor (NSW) joined us in 2010 and Angus White (NSW) and Katherine Armstrong (Victoria), in 2011. Mike Holling from New Zealand joined us as we stretched across the Tasman.

To this formal group, we have now added a powerful team of networkers and coaches who work with us to achieve our goals. We have both Stephen Walley, funded by the

Tasmanian Government and BPEA to support the network in his state and to work with us in the research study and Peter Flynn who works by my side to develop our communications and business capacity. Joe Wickert and Sara Wickert, assisted by Peter Young, manage and lead the operations of our network.

2011 has been a significant year for BPEA and the organisation is now working with 38 schools, which equates to approximately, 1113 student participants across 79 Advisories. These figures are constantly changing as schools move from exploration to action (greenfield or BP inspired) and new schools join to explore the ideas. Still others are not yet members but we are working with them.

Thank you to all of you who have joined our network to pursue the dream, which is now a reality, of another “way of doing school”.

# OUR BOARD

## VIV WHITE

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

## BRUCE KILOH - CHAIR

Bruce is BPEA Public Officer. Bruce was the Assistant Regional Director for the Western Metropolitan Region, Department of Education & Training in Victoria; and prior to that was an Assistant General Manager responsible for a range of social justice initiatives in the Department.

## SUSAN FRENCH

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

## JOANNE ROBERTS

Joanne is Principal of Ascot Vale Primary School, a past Board Member of Victorian Curriculum Authority and past Victorian State Coordinator of the Australian National Schools Network. She has worked in both Primary and Secondary sectors of education in Victorian schools. Her current research work in her school is exploring Middle Years of Schooling implementation and looking at Big Picture Design principles at the primary end of schooling.

## KEITH REAMS

Keith is a client services principal of Deloitte's Global Transfer Pricing Group and the Service Line Leader for the Asia Pacific Region. He is also the Client Services Principal and Lead Economist Pacific Rim Global Transfer Pricing for Deloitte's Transfer Pricing Group in San Francisco.

## CHRIS BONNOR

Chris Bonnor AM is a public education consultant and advocate. He is the co-author (with Jane Caro) of "The Stupid Country – How Australia is dismantling public education" published by UNSW Press in 2007. He has served as principal of two secondary schools in NSW and until 2006 was President of the NSW Secondary Principals' Council.

## JOHN HOGAN

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

## MARYLOU VERBENNE

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

## ANGUS WHITE

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

## MIKE HOLLINGS

Mike is the Chief Executive of New Zealand's largest school, Te Aho o Te Kura Pounamu, which provides distance education to around 25,000 school-age and early childhood students each year. Mike has more than 30 years' wide-ranging experience in the education sector, from teaching through to management, policy development and review. He is of Maori descent from the Ngati Raukawa tribe.

## KATHERINE ARMSTRONG

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





# BPEA STRATEGIC PLAN

Big Picture Education Australia is a non-profit company aiming to create vital changes to Australian education by starting innovative and successful schools in partnership with government and joining the conversation around education.

**In our strategic plan we aim to:**

- 1 Recruit new Big Picture schools and programs
- 2 Grow nine Big Picture schools or programs to demonstration level
- 3 Support existing schools, programs and people in the network
- 4 Undertake research to prove the Big Picture model
- 5 Measure and grow government and private support



2011 NAPLAN scores substantially rose in four of the five domains, and Year 9 numeracy scores were even above the Australian average.

#### CASE STUDY

# NAPLAN SCORES SHOW SUBSTANTIAL IMPROVEMENT

Yule Brook College, south of Perth, has a concentration of students who face complex and challenging circumstances. The school's ICSEA value is 820, well below the Australian mean of 1000. 86% of students are in the bottom quarter (the Australian distribution in each quarter is 25%). Indigenous students comprise one-third of the school's enrolment.

For some time the principal and staff have reported positive outcomes for students in a range of non-cognitive measures. An internal report in (2010) by Professor Barry Down for the Western Australian

Department of Education, discovered improvements across a range of such measures including improving student self-concepts and positive relationships with peers and teachers.

2011 NAPLAN scores substantially rose in four of the five domains, and Year 9 numeracy scores were even above the Australian average.

The substantial improvement is illustrated by the closing gap between school and Australian average scores for the fifty current Year 9 students, compared with when they were in Year 7. The

gap in reading scores narrowed from 89 to 12. The gap in writing narrowed from 151 to 62. The gap in numeracy narrowed from minus 101 to plus 12. By any standards these show an improving position of this group of students when compared with Australian averages. When the most recent scores are eventually posted they will almost certainly place the school well above similar schools.

Excerpt from BPEA research report





# 2011 STRATEGIC ACTIONS AND OUTCOMES

A summary of Big Picture Education Australia 2011 actions and outcomes.

## **ACTION 1: RECRUIT SCHOOLS**

By June 2011, we have seven Greenfield/conversions

- Yule Brook High School WA
- Croydon Community School Victoria
- Launceston City Campus, Tasmania
- Montrose Bay Big Picture, Tasmania
- Jordon River Big Picture College, Tasmania
- SMYL Community College, WA
- Glebe Pathways, NSW

**There are twenty-five Big Picture Inspired schools including:**

### **ACT**

- Blue Gum Community School
- Carolyn Chisholm High School
- Erindale College
- Wanniasa High School
- Canberra College

### **NSW**

- St Johns Park High School
- Toronto High School
- Hunter Sports High School
- Belmont High School

## SA

- Valley View High

## Tasmania

- Scottsdale High
- Prospect High
- Radar Launceston
- Riversdale High School
- Reece High School
- Ogilvie High

## WA

- Manjimup
- Thornlie
- Ottey Women's Centre
- Childside

## Victoria

- Myrtleford College
- Shepparton Uniting Church BP
- Yea High School

### Schools exploring the BP model in a range of ways.

- Doveton Learning Centre (BPI 2014)
- Brisbane Waters College (BPI 2013)
- Newcastle City Campus (Greenfield 2013)- feasibility now with government
- Kaleen High and UCAN
- Alice Springs Community Camps
- Lockhart River, Queensland
- Derby High, WA
- Redfern Jarjin School, NSW

### Schools not progressing to BPI or conversion include:

- Harvester College, Victoria - change of leadership.
- Corinda Qld, - change of direction, large school.
- Claremont and Rosetta merges to form Montrose Bay High as Big Picture
- Enfield High closed - principal moved to Valley View and continued Big Picture.
- Reece High may also leave as not funded adequately and change of leadership.

## ACTION 2: DEVELOP SCHOOLS TO DEMONSTRATION LEVEL

- The schools are targeted for extra coaching investment, internal and external coaches, large-scale research in first year, BP extra fundraising to assist students and parents.
- Selected schools include Montrose Bay, Newcastle Hub, Yule Brook, Wanniasa, Erindale SC, Jordon River, Launceston City Campus, Jordon River and Ogilvie

## ACTION 3: SUPPORT BPEA NETWORK

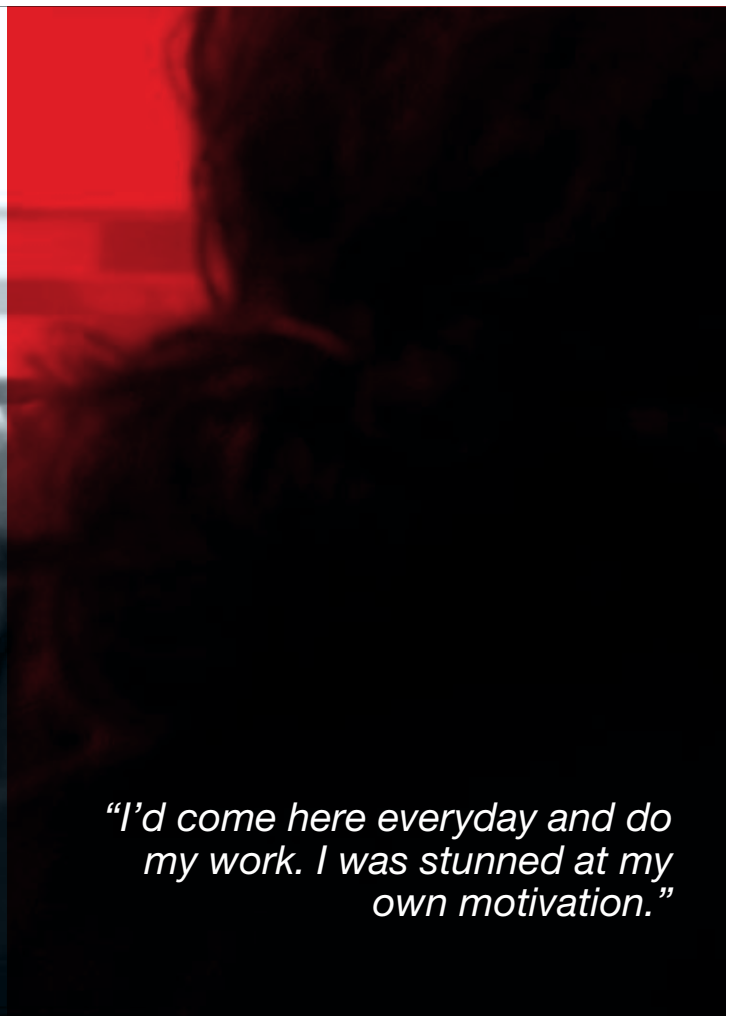
- Ongoing coaching and service agreements
- Planned Leadership course - 40 participants who are leaders in their schools
- Provided seven five-day courses, ongoing coaching, positive feedback
- Attracted major articles and strong publications
- Published support materials

## ACTION 4: RESEARCH

- Underway - 3-year study, recruited three academic researchers, school researchers, research design complete, timeline established, early data available, negotiating with education systems, funding secured, budgets written.
- All schools to use Research Framework.
- Case studies continue this year: Yule Brook, Launceston CC, Montrose Bay and Wanniasa Case studies begin in November 2011 and Survey data from Tasmania gathered not analysed.
- Interim report, "Early Indicators" published and available

## ACTION 5: GROW GOVT AND PRIVATE SUPPORT

- New partnerships – Play For Life, ANSN integrated as a venture of BPEA, Stronger Smarter Institute identifying potential partnerships, Big Picture US, NZ distance education now established BPNZ. Save the Children Foundation working with BP to identify funding to work in three complex spaces with seriously challenged young people, RADAR, Tasmania, Glebe NSW, Wilcannia NSW and possibly Newcastle and WA.
- Government Relations: WA – good support. Tasmania – excellent support. NSW – much improved support (funding officers to set up new schools). Qld – improving support. SA – little development. Victoria – little development but working with schools. Federal – good contacts, near meet with minister.
- Community and Business – Growing philanthropic support. SVA long-term agreement. Grants from other organisations.
- Business and community at school level – Mentoring and sponsorships underway. NZ growth
- Beacon Foundation and BPEA working with SVA to develop a project together in Newcastle and Launceston with the business community to support internships, mentoring and traineeships with a view to employment.
- AIME – exploring possibility of working with AIME in locations where we have significant indigenous students who could be mentored by university students.



*“I’d come here everyday and do my work. I was stunned at my own motivation.”*

CASE STUDY

# “THINGS STARTED TO BLOSSOM OUT”

## SHANNON JUKES

School wasn’t going well for Shannon Jukes, an indigenous young man from central Victoria.

*‘I played up. I was going nowhere,’ says Shannon. ‘I had no teachers to help.’*

He joined a start-up class of Big Picture students in a small room at the end of a dusty road. But it was a change of life sort of class: *‘I came down here and they base everything on what I want to do: On my passion.’*

It took a while for the effect to become clear. *‘I’d come here everyday and do my work. I was stunned at my own motivation. I’m actually doing my work here. What’s going on here?’* he says.

He got to paint a mural at his old primary school not far away. Then *‘things started to blossom out’*, says Jukes. *‘I’m doing a diploma in graphic design now... I was just a drop out.’*

As time went on he started talking... to little kids at first, then teachers, then doctors, then CEO’s. Now, he’s teaching too – computer and indigenous studies.

Two years later and he’s near the end of the diploma. He is designing. He does film and TV. He’s in demand. He’s changed. Try telling him it wasn’t Big Picture.





# CAPACITY BUILDING

Many new Big Picture schools and programs started around Australia. More and more schools, teachers, systems and academics are coming aboard.

But we have not done all this alone. We have great partners.

In early 2011, Big Picture undertook to to 'build capacity of schools and communities'.

In this, the first year of that undertaking, we supported schools and communities by:

## **Building School capacity**

- Professional Development at the local and national level
- Leadership workshop
- Helping schools reach out to communities
- Telling own stories
- National Conference

## **Building community capacity**

- Mentor development
- Mentor guide
- Sharing the Big Picture story
- Gaining strong support from schools and citizens
- Exploring partnership with Beacon Foundation

## THE INTERNSHIP AT THE HEART OF LEARNING

At the core of Big Picture learning is the internship. Advisors and parents strive to match a student with an adult mentor. And good learning happens.

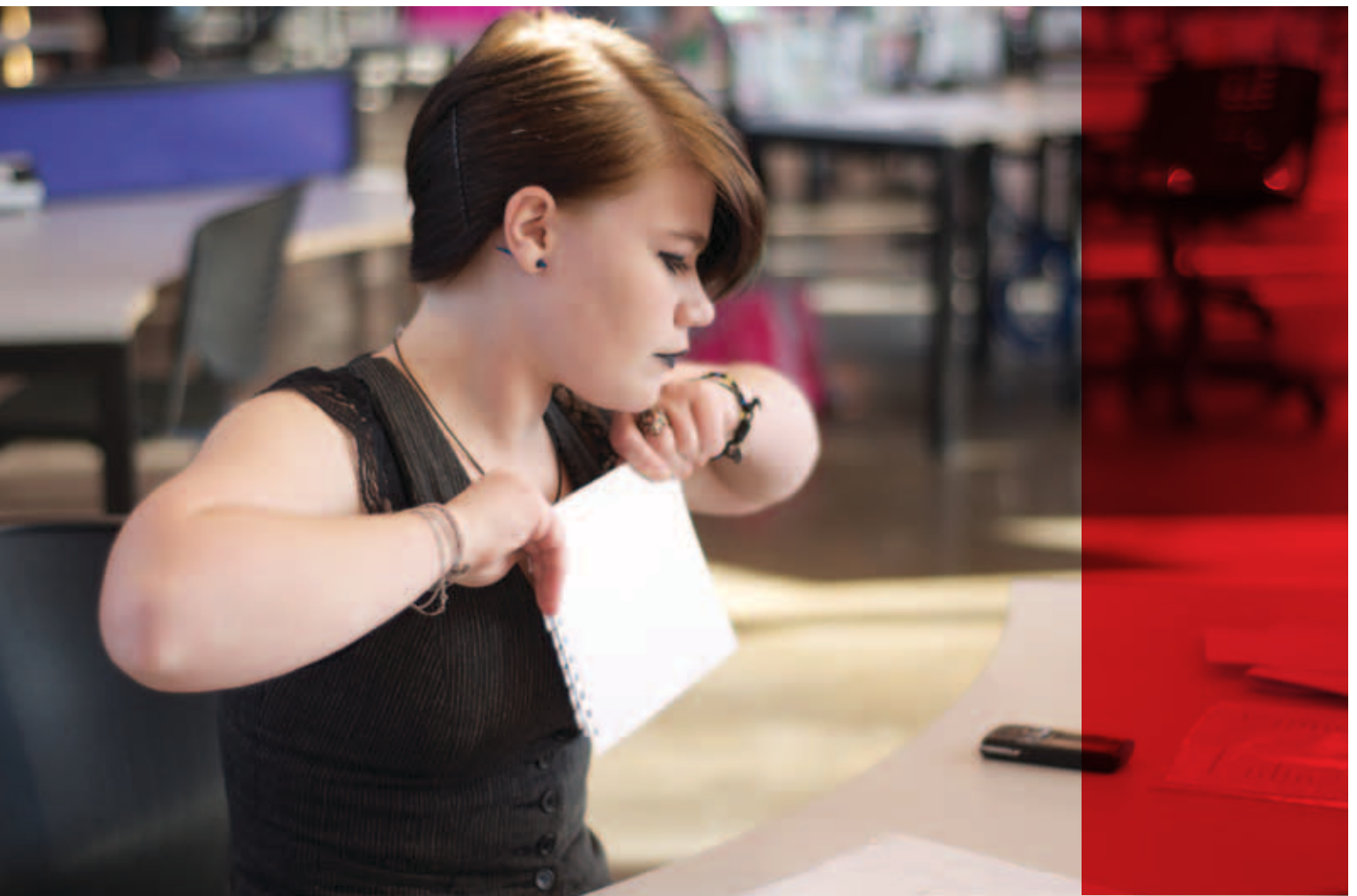
Brodie interned at the National Aquarium. For Brodie, the internship is 'life changing'. Not just good or interesting or fun, but 'life changing'. More often than not, that is a very good thing.

Emily worked with Eva in an electoral office. For Emily, the internship has intensified her learning journey. It's probably going to be good anyway and now it might be even better.

Brad works with tiler Paul. It's a win-win: Brad learns to use his hands and head while Paul gets good help. Brad changed course. He has re-connected with life and learning. He knows how to be around adults. He takes on challenges. He has a plan.

The internship at the heart of Big Picture learning it is a two-way street: the learner learns but the mentor learns too.

**See the videos at [www.bigpicture.org.au](http://www.bigpicture.org.au)**



# PROJECT PROCESSES AND OUTCOMES

## BUILD SCHOOL CAPACITY

### Professional Development

We conducted 6 Foundation Training programs in 2011 for around 120 teachers. They were held in Croydon, Canberra, Hobart, Launceston, Sydney, and Perth. Our training programs are based around personalising learning and Big Picture design.

### Leadership Workshop

The numbers of students and schools are growing and we need more capacity in Big Picture.

In August 2011 we are bringing 40 or so teachers and coaches together to skill up as coaches. Some will coach schools and programs from the inside; others will

coach from the outside. We expect to have 10 to 15 coaches operating in the next year and more after that.

We see this type of initiative as critical to developing educational leadership nationally for school reform across Australia.

### Helping Schools Reach Out to Communities

We have been assisting the schools and programs reach out into their communities.

We have produced several 'tailor-made' DVD's for schools who host information evenings for prospective mentors and citizens. We produce brochures for each school to communicate the basic ideas of internships and mentoring.

Wanniassa School reached out to the local ACT community to establish internships and request support. Big Picture Education Australia assisted with brochure copywriting and DVD production. The process was very successful. Many internships were set up. Parents came to support the process. The local Member of Parliament took on a Big Picture student for an internship. More politicians are joining in. Three other Big Picture schools are now supported by ACT Department of Education.

### **Telling Own Stories**

We are teaching students and advisors to tell their own stories using short video workshops to help them record their own events. We produce draft brochures and booklets to help the schools communicate. We support online sharing of information through the Big Picture website.

## **BUILD COMMUNITY CAPACITY**

### **Mentor Development**

We reach out to existing and potential mentors who are crucial to helping students learn deeply. We need to develop the capacity to relate to potential mentors. We're looking for great mentors and we want to tell their stories and to include more mentors in our professional development.

We have recorded ten or so mentor stories this year but there is more work to do.

### **Mentor Guide**

We are writing a new Mentor Guide to assist mentors. We aim to inspire and educate. This guide will include templates to underpin the student/mentor relationship.

### **Sharing The Big Picture Story**

A large part of Big Picture's community building is

communicating ideas and practices within and beyond the network. Networkers learn from each other. We aim to assist the telling of the stories.

We have produced video, support materials, digital and website productions, presentations and public relations.

## **2012 IMPLEMENTATION PLAN WITH SOCIAL VENTURES AUSTRALIA**

Big Picture Education Australia and Social Ventures Australia have entered into a partnership. The organisations have agreed to an 'Engagement Plan' aimed at assisting Big Picture achieve the goals.

SVA wrote, '...we would like to work with Big Picture in a 1+2 year partnership which will both help Big Picture build a sustainable funding base and the organisational rigour to support your growth plans and also help us better understand what works in improving educational outcomes for disadvantaged students.'







#### CASE STUDY

## A SINGLE PROGRAM

The Glebe Pathways Project in Sydney draws upon the design principles of Big Picture Learning and is supported for three years by the NSW Government. A thorough evaluation of the program design and outcomes was conducted in the middle of 2011.

The Pathways Project has supported 18 young people to re-engage with a learning pathway and:

- Four completed their School Certificate in 2010.
- Three achieved Life Skills Outcomes.
- Two transferred to other NSW DET schools
- Five pursued TAFE options
- One was successful in gaining work

Prior to enrolment in the Project, all students attended school less than 35% of the time and some had not attended school for extended periods of time. During Term 1 in 2011:

**78%** improved their attendance rates to over 50%

**50%** improved their attendance rates to over 65%

**28%** improved their attendance rates to over 70%



# MEASUREMENT AND EVALUATION

Big Picture is committed to measuring our activities.

The evaluation of the achievement of BP schools and their students is conducted at two levels:

1. Monitoring indicators at the school level in a number of schools. The indicators include responses to surveys, student attitudes to school, data about attendance and retention, the progress of students towards their goals, especially in Years 11 and 12, post-school destinations, ongoing (NAPLAN) and end-of-school results.
2. A major three-year research report using case studies, surveys and data to assess the extent and quality of implementation of the BP design as well as outcomes for students, teachers and parents. The methodology and research itself has been developed by academics from four universities – Sydney, Murdoch, Melbourne and UTAS.

In both the short and long term, the number and percentage of enrolled students who become focused on learning and achievement and are on the way to a secure livelihood determine the success of BP schools.

We have established Key Performance Indicators based on our Strategic Plan including:

## Recruit Schools

- Increase School and student numbers
- Increase Big Picture network membership and income

## Develop Schools to Demonstration level

- Recruit and retain schools
- Measure student outcomes
- Measure curriculum implementation

## Support BPEA Network

- Retain member schools
- Professional development courses delivered and feedback
- Conference attendance and feedback
- Big Picture communications

## Research

- Implement the Big Picture design
- Quality of the implementation
- Student learning and achievements

## Grow government and private support

- Private Supporter numbers and feedback
- Government support and feedback
- Strategic partnerships numbers and feedback.

# FINANCIALS

INCOME 2011		\$
Grants & Donations	1,083,567	
Membership	23,945	
Seminars/Workshops	214,647	
Consulting	39,890	
Other Income	13,855	
Interest Income	6,853	
<b>TOTAL INCOME</b>	<b>1,382,757.00</b>	

EXPENSES		\$
School Coaching / Support	35,020	
Workshop Expenses	66,835	
Production of Resources	14,300	
Communication/Media	60,200	
Subcontractors	55,150	
Play for Life Project	55,500	
Research	36,000	
Consultants	116,000	
Travel Expenses	125,600	
Employment Expenses	212,900	
Depreciation	2,655	
Impairment of Assets	40,679	
Rent	10,000	
Other Expenses	76,792	
<b>TOTAL EXPENSES</b>	<b>907,631</b>	

<b>TOTAL SURPLUS TO BE REINVESTED</b>	<b>475,126.00</b>
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## Current supporters

We acknowledge the critical impact of State Government Systems and our major supporters including:



The CALEDONIA  
Foundation



Origin  
Foundation



TIM  
FAIRFAX  
FAMILY  
FOUNDATION



SVA  
social ventures australia

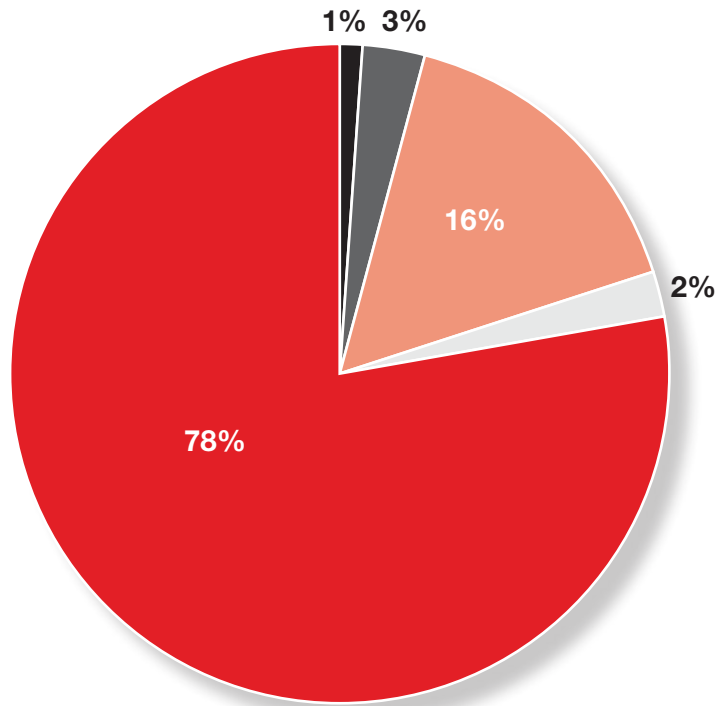


Eureka Benevolent Foundation



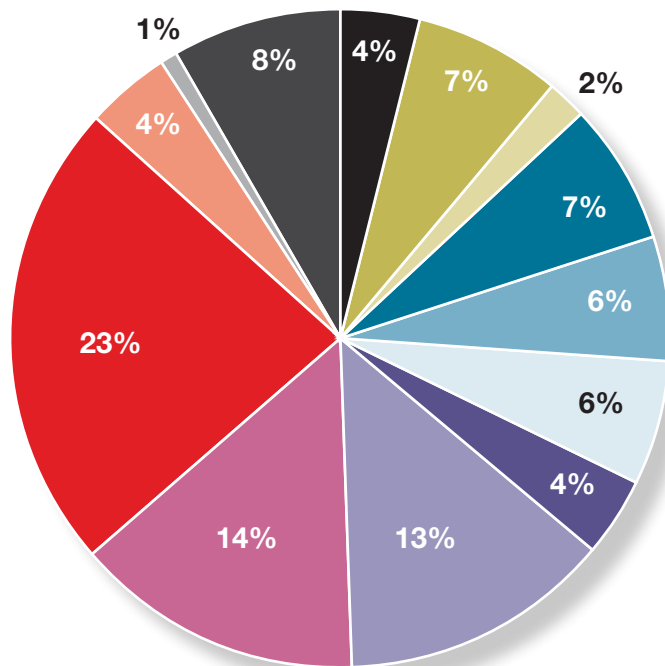
### BPEA INCOME 2011

- Grants & donations
- Membership
- Seminars/Workshops
- Consulting
- Other



### BPEA Expenses

- School Coaching/Support
- Salaries
- Production of Resources
- Communication/Media
- Subcontractors
- Play for Life Project
- Research
- Consultants
- Travel Expenses
- Employment Expenses
- Impairment of Assets
- Rent
- Other Expenses



# HARM MINIMISATION

Big Picture Education Australia seeks to assist students with a history of underachievement and disengagement at school. The following table summarises the situation facing several students and the changes emerging after going to a Big Picture school.

The student studies strongly indicate reduced levels of depression, anger, violence, drug and alcohol abuse and self-harm. They point to improved interrelated social and personal learning outcomes (e.g., efficacy, courage, compassion, personal and civic improvement, connection, and hope) that contribute to the health and well being of young people.

Students	Prior school experience/ personal context	Evident changes: Big Picture school	Possible future
Student A	Few positive family or friendship links – strong addiction/ dependency behaviours	Increased confidence, responsibility and achievement – and reduction in substance addiction	Student has identified interests and career pathway.
Student B	Family stress, substantial non-attendance and school suspensions – addiction to tobacco	Reconnected with learning, peers and adults, significant achievement, better management of family situation	Early stages of connecting interests to future learning and work
Student C	Low achievement and risk-taking/anti-social behaviour (with peers)	Responded well in school and in internship, new peer relationships, leadership roles	Offered apprenticeship but will complete Year 12
Student D	Many absences and low achievement, depression, drug use, youth justice issues	Improved attendance, grades, and success with youth justice matters	Early development of interests and plans
Student E	Serious and diagnosed combination of problems, attempted suicide	Considerable improvement in participation, personal wellbeing and success	Completing other courses and well-focused



Big Picture Education Australia aims to address major challenges in education...



## IMPACT

Big Picture Education Australia aims to address major challenges in education including disengaged students, poor learning and related poor health outcomes and community dissatisfaction.

Outcomes measures, including levels of engagement, attendance, attitudes to school, student achievement levels and qualifications and national test scores, are all trending up.

We are evaluating Big Picture Programs at the school level and increasingly across all BP schools. We collect information from principals, parents and teachers and communities.

The first part of the extensive research will be produced in 2012.

## CHALLENGES

### **Resource poor communities**

Poor Schools are poorly or inflexibly resourced. We strive to support schools. We raise money. We coach deeply; we encourage schools to share solutions and achievements.

### **Too much growth**

We run a risk of over-promising and under-delivering. And so we are cautious not to expand too fast and to check our progress with research. We seek feedback.

### **Managing a network**

Each student is different, each school is too and so too is each community. We have to plan for change. We use a network structure to cope with the changing demands and we are building our BPEA hub capacity, transparency and efficiency.



## CASE STUDY

# PHILANTHROPY IN EDUCATION: LEVERAGE

This is the story of the success of Launceston's city campus and how donations played a powerful role in that success.

In 2006 Prospect High School engaged in an inquiry to explore learning environment design to improve learning engagement through personalisation.

The principals of Queechy, Riverside, Brooks, Kings Meadows and Prospect High Schools, college leaders and learning service personnel formed a network, drawing upon school and state and Big Picture Education funding to support their work together. The Future Schools design network has an overarching goal of being more successful with more students. The network participants know they will be more successful through working together within an network than working in isolation.

Big Picture spent some of the donated money to visit Launceston and share ideas. Prospect High became a member of Big Picture Education Australia and the Tasmanian Education Department paid Big Picture \$40,000 for guidance and professional development.

Big Picture encouraged the consortium to see learning in action on a US study tour and supported them with professional development, intellectual property and coaching.

Big Picture used some more donor money to hold the first conference in Tasmania and invited the minister to that conference.

And City Campus began.

The department funded a senior position to develop City Campus and to generate interest elsewhere. Big Picture agreed to pay \$20,000 a year to assist.

The City Campus, estimated at \$5 million, was transferred from commonwealth to state education. The feeder schools transferred \$7,000 a year in resource packages for each student. The Tasmanian department is putting in around \$800,000 a year for

staff. Support came too from University of Tasmania and The Beacon Foundation, the teachers, parents, community and students of Launceston.

Each year, independent Insight SRC surveys each school in Tasmania. They have found wonderful results from City Campus – students, parents and teachers are very engaged and successful.

The Origin Foundation has invested significantly into researching the Big Picture model. The aim is to see if the design works and one of the trial sites is the City Campus.

Big Picture invested around \$50,000 of donations in the development of Launceston City Campus. It added powerfully to the money from government and the design principles from the US.

The generous early philanthropic investment was a lever for more money and more commitment. It enabled the government investment and the personal investment from parents, students and teachers. The outcomes are striking and the returns on the early investments are huge.

In fact, take away the seed money, and we may not have a City Campus at all.





## OUR SCHOOL LEADERS SAY...

In a recent survey of Principals of Big Picture schools one written comment mentioned:

- *Without the intervention of a Big Picture classroom, where students feel safe to discuss their challenges to learning, these young people would become puzzling statistics: students who 'for no apparent reason' drop out of education and cause greater burdens on our already stretched support services.*

Another comment suggests specific achievements of the BP learning model:

- *... The BP program meets almost all the educational and wellbeing needs of the students in a coherent, authentic, integrated and therefore much more effective way than discrete wellbeing or educational support services. .... A Big Picture school would not need a pastoral care coordinator, a behaviour management executive, a specialist literacy teacher etc., as these needs are met in the program in the context of: membership of a group, close relationship with an adult, experience in the real world, the positive experience of giving to the community and learning academic skills in a purposeful and enjoyable way. Therefore the group's need for the above will greatly reduce, but the needs of students in the rest of the school will greatly increase as they continue to be highly disengaged from their learning.*

# THANK YOU

*Big Picture Education Australia continues to support the schools with direct contact and local support, as well as continuing the discussions with government, business and the wider community about a new approach to learning.*

*But we don't work alone. The support of students, parents teachers, funders and government is critical.*





# Big Picture

EDUCATION AUSTRALIA

ONE STUDENT AT A TIME IN  
A COMMUNITY OF LEARNERS

SMALL SCHOOLS BY DESIGN

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