



Big Picture
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

GROWING THE WORK ANNUAL REPORT 2024





CONTENTS

- 1 Growing the work
- 2 Who we are
- 3 Our board
- 4 CEO's report
- 5 Board Chair's report
- 6 Leading Big Picture in and out of school
- 7 Destination study
- 8 Network building events
- 9 Big Picture people
- 10 Where to from here
- 11 Audited financial statements



GROWING THE WORK

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

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



WHO WE ARE

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

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

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

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

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

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

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

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

OUR BOARD

Susan French PSM - Chair

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

Bruce Kiloh

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

Te Rina Leonard

Te Rina is the Chief Executive of New Zealand's largest school, Te Aho o Te Kura Pounamu, which provides distance education to about 30,000 school-age and early childhood students each year. Before assuming this role in 2023, she was the Deputy Chief Executive of Learning Delivery at Te Kura. She is a qualified Educational Psychologist and has worked in education policy and evaluation at the Education Review Office.

Viv White AM

Viv White AM is a co-founder, Managing Director and Company Secretary of BPLA. Prior to leading this venture, Viv was CEO of the Victorian Schools Innovation Commission and the Australian National Schools Network. She has a thirty-year history of international work in educational reform, research, policy and practice.

John Hogan

John is a co-founder and director of BPLA and is engaged as a school consultant. John has extensive experience, expertise and training in consulting, coaching and supervision; action learning and group work; strategic and project planning; curriculum development; and research and evaluation. He runs an education consulting business, Redgum Consulting Pty Ltd.

Jennifer Parrett

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

Michael Saxon

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

John Fischetti

Professor John Fischetti is the Professor of Leadership and School Transformation at the University of Newcastle's School of Education.

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

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



CEO'S REPORT

I am always astounded when I think about how much we have grown. It doesn't seem like that long ago when John Hogan and I decided to start Big Picture in Australia. Fast forward 18 years and we now have 45 schools nationally and a group of exploring schools that are looking to implement the design including:

- Ballina Coast High School (NSW)
- Kempsey High School (NSW)
- Lake Munmorah High School (NSW)
- Muswellbrook High School (NSW)
- Clonard College (VIC)

In December 2023, we had our largest-ever group participate in the Foundation Training course in Port Kembla. We had WA Coach Brooke Burns, NSW Coach Jacqui White and experienced advisor Jane Wilson (from Liverpool Boys High School) running advisories for 60 participants. It was a massive undertaking that would not have been possible without the hospitality of our hosts at Five Islands Secondary College, the drive of my team and the willingness of the participants to immerse themselves in the training.

I'd like to take a moment to recognise the dedication fueling the Leading Big Picture In and Out of Schools Project, led by NSW Coach Jacqui White and our

Communications and Resources Design Leader Joanne Pettit. What started as a meeting of NSW Big Picture principals became an action research project (generously funded by the NSW Department of Education) about the role of a full time head teacher in a Big picture academy and it can contribute to sustainability. This research delves into key areas like staffing and recruitment, funding and facilities, leadership roles, Big Picture specific professional learning and community engagement. Their findings have captured a diverse range of experiences from our network, elevating the voices of advisors and BP leaders. Special thanks to all of our NSW public schools for their invaluable time and insights.

I'm pleased to share a couple of our big publications this year.

- The Destination Study which was completed by the advisory teachers of the 2023 cohort. I am deeply grateful to you all for taking the time to provide us with such rich information about the destinations of our IBPLC graduates. This is key to reporting on the significant impact of the way we do school and assess our young people.
- The publication of the Longitudinal Study of Big Picture Learning Australia's University Pathway Students in the Discover Education journal.

This work was led by Professor John Fischetti (University of Newcastle). This year, the team are looking to expand their research to incorporate all pathways.

Finally, we've had a few new faces join our ranks this year. I would like to welcome:

- Lawry Mahon to the coaching team. Lawry brings a wealth of experience about engaging our young people in remote Aboriginal communities in literacy activities connected to real-world contexts.
- Jax McKelvey to the national office team. Jax comes to us from the world of events production and marketing. She is an outgoing presence and has taken on the role of my Executive Assistant and events planning with enthusiasm.

It has been an absolute pleasure to lead this organisation and watch it grow. I am looking forward to meeting more educators and young people who like John and I all those years ago, are willing to give this wonderful work a crack.

Viv White AM
CEO



BOARD CHAIR'S REPORT

The 2024 financial year has been a busy one for Big Picture Learning Australia. As interest in our work continues to grow, the board and I are committed to maintaining the integrity of the Big Picture Learning Design. We continue to meet quarterly and do our best to support the CEO.

For the first time since 2021, we have welcomed changes to our board membership. On behalf of the board, I want to express our gratitude to Mike Hollings for his dedication to our organization as a long-serving board member. After leading Te Aho o Te Kura Pounamu (Te Kura) in New Zealand for the past 17 years, he has chosen to retire. It has been a privilege to collaborate with a passionate educator who genuinely believes in our philosophy of 'one student at a time in a community of learners.' I would also like to extend a warm welcome to Te Rina Leonard, who is the first Māori woman to be appointed as Chief Executive of Te Kura. I look forward to working with Te Rina and wish Mike all the best in his well-deserved retirement.

I always look forward to the exceptional resources and publications developed by our communications team. This year, we have seen a wealth of video content, promotional tools and learning resources.

I truly believe that it is important to document and share the accomplishments of our young people. It reinforces the significance of our work in this organisation. My thanks to the communications team who do this so beautifully.

Big Picture Learning continues to lead the country in indigenous education. While not our sole focus, the nature of the communities and educators we choose to work with means that the average of Aboriginal and/or Torres Strait Islander (ATSI) students in Big Picture Schools is almost double that of the Australian average (12.3% to 6.5%).

These students are thriving under the Big Picture Design for learning and are accordingly represented in our destination studies and stories of success.

This is an achievement for which our whole organisation should be proud. From the CEO and management, who maintain the focus on working with communities of need, to the Advisory teachers and mentors engaging and inspiring our young across the country. This truly is an education design that is working for all learners in all contexts – urban, regional and remote.

Building on the success of our National Conference last year, the organization is eager to plan another event for 2025. With BPL Co-founder Elliot Washor and B-Unbound Co-founder Pam Roy already volunteering to share their expertise with our network, I am confident that, like the previous conference, it will be an enlightening and memorable experience.

Sue French PSM
Board Chair

LEADING BIG PICTURE IN AND OUT OF SCHOOL

Background

In June 2023, the NSW Department of Education generously funded a pilot in which

three Head Teachers were appointed to work in three selected Big Picture Learning (BPL)

academies to actively research how middle leadership in NSW BPL academies could:

- Strengthen leadership of the BPL academy within the school.
- Enhance implementation of the Big Picture Learning Design.
- Focus on forging connections and partnerships with the community to support out-learning and mentorship opportunities for students.
- Contribute to the growth and sustainability of the academy within the school so that more students can access a personalised approach to learning.

Summary of the project

At the outset of this project, participating schools trialled a full-time Big Picture Head Teacher (BP HT) with no teaching load, in order to have the time to design and implement comprehensive research into the staffing and leadership needs of all of the BPL academies in NSW, while also managing their own academy.

However, in the second half of the project, the project team decided that it would be more beneficial to trial a HT with a 0.5 teaching load, as this would enable them to spend time in the academy working with students and advisory teachers, thus

remaining in touch with emerging needs and challenges, while also making things happen at a strategic level.

It was found that having a dedicated HT 0.5 working fulltime for the BPL 'faculty' (as opposed to shared with another faculty) is the key to the sustainability and longevity of the academy model in NSW.

This is because the BP HT knows the BPL design thoroughly, knows the students, their families and the staff within, is passionate about driving the work, is in a position to advocate for it on the executive, and importantly, to enact improvements.

The resulting stability means that more learners will have access to a BPL setting in their school, which can be an important choice for those students in the public system who thrive in the different approach to learning, school and end-of school credentialling offered by Big Picture Learning.

Each School's Focus for the Head Teacher Role

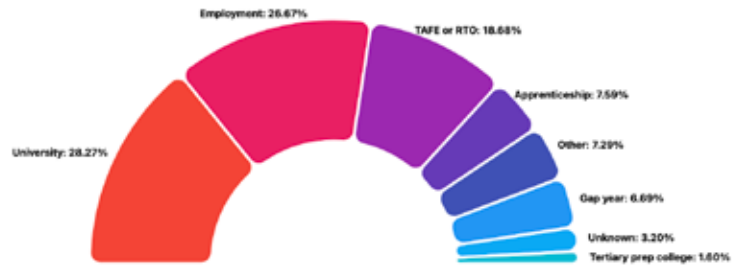
- Each school in the project has had different priorities for the role.

- Morisset High School has used the Head Teacher role to focus on community outreach and increasing opportunities for Big Picture students to undertake internships.
- Five Islands Secondary College has used the Head Teacher role to coordinate an Integration Program to support mid-year enrolments into BPL and to streamline the process for both learners and advisory teachers.
- South Sydney High School, one of our newer academies, has used the Head Teacher Role to set up structures and supports to guide the new academy through the often challenging early years towards stability.
- Liverpool Boys High School (a self-funded project member) has used the Head Teacher role to build the sustainability of its academy and to create a 'Passion Project' elective to encourage new enrolments from boys in the mainstream.

The project will finish in Term 4 of 2024. Findings will be summarised in the next annual report.



DESTINATION STUDY



The Destination Study is an annual survey sent to the advisory teachers of the graduating cohort of Big Picture students in Term 4 to:

- gain an overview of the cohort's demography
- track student post-school destinations
- see if there are links between a student's destination and their interests, internships, and their Senior Project

This information is invaluable in providing insight into the engagement, inclusion and transition of our students. It is anonymised before it is used in reporting to the BPLA Board, key stakeholders (including State Departments of Education) and our national network of schools.

This year, we published the findings from our Destination Study about the 2023 cohort which was completed for 317 out of 331 students. This is our highest completion rate to date.

Some highlights of the 2023 Destination Study are outlined below. You can read the rest of the report on our website (<https://www.bigpicture.org.au/destination-study-2023>).

Student demographic information

- 9 EALD students (2.8%)
- 32 ATSI students (10%)
- 124 students with a confirmed disability diagnosis (39.11%)

Senior Project/Senior Thesis

As part of their work in Years 11 and 12, students develop a Senior Project or Senior Thesis. This is typically completed with the support

of a mentor. In 2023, 261 students (82.3%) completed a Senior Project or Thesis.

The Senior Project

This is a long-term project where the student works towards creating a product in their interest area. Senior Projects include:

- Articulating movement in animation
- Baking dog treats and how they can be used to treat illnesses
- Creating a fitness program for people who have additional needs and disabilities
- Connecting to Eritrean Culture through food
- Dungeons and Dragons as a form of applied therapy

The Senior Thesis

Typically, students on a university pathway work on a Senior Thesis which explores a driving question about a chosen topic. This involves significant research. Senior Thesis topics include:

- A Comparative Analysis of Percutaneous Coronary Intervention (PCI) versus Coronary Artery Bypass Grafting (CABG) on Patient Outcomes
- A Quantitative Study into Individuals' Primary Energy Usage and Reduction
- Can kitchen and garden-based intervention programs improve the consumption and knowledge of fruit and vegetables in adolescents?
- How can we embed Aboriginal Pedagogy into the classroom

by using culturally appropriate frameworks?

- Is de-extinction viable?

Learning with mentors

A key feature of the Big Picture Learning Design is connecting students with adult mentors in their interest area. Mentors can offer support in student learning by guiding project work, sharing insight into what it is like to work in their profession, trade or art, and creating outlearning opportunities. They also provide ready access to the latest in thinking, technology and practice. In 2023, 219 students (69%) connected with a mentor during their senior years. 35 students (11%) had more than 1 mentor.

Internships

A key distinguisher of the Design is learning through internships. Students are encouraged to spend 40% of their time learning out of the classroom in a real-world work environment linked to their interest(s). In 2023, 191 students (60.2%) had a significant (5+ days) internship.

Student destinations

- In 2023, 262 students (82.6%) have destinations linked to their interest(s).
- 62 students (69.6%) used their IBPLC for university entry. 20 students (22.2%) had early entry.

OUR NETWORK-BUILDING EVENTS

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

Professional Development

We continue to run professional development workshops in Australia.

We ran 5 day Foundation Training programs in:

- Zillmere, QLD (August 2023)
- Mandurah, WA (November 2023)
- Port Kembla, NSW (December 2023)
- Maddington, WA (March 2024)
- Roebourne, WA (April 2024)
- Hobart and Launceston, TAS (May 2024)

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

- Fremantle, WA (June 2023)
- Sydney, NSW (July 2023)
- Fremantle, WA (April 2024)

In WA, the following additional training was held:

- Planning days
- Network days each term hosted by different schools

We also ran:

- a 2-day workshop for Exploring Schools in Sydney which was led by Viv White AM and Jacqui White



- An Introduction to the Big Picture Learning Design in Maddington which was led by John Hogan and Brooke Burns.

Online Learning

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

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

BIG PICTURE PEOPLE

Founders:

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

Partners:

Big Picture New Zealand (BPNZ)

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

Big Picture Learning USA

We have close and ongoing ties with the USA organisation.

Panthera Foundation

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

Staff:

BPLA operates with a small and dedicated management team.

Viv White AM

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

Joanne Pettit

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

Joanne Rutkowski

Joanne is the national IBPLC coordinator. She works with the US credential team and organises network-wide professional learning around the credential.

Jax McKelvey

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

Lawry Mahon

Lawry is the newest member of our coaching team. Before joining Big Picture, he was a lecturer in Education at Victoria University, an educational consultant and the founder of Story Writing in Remote Locations (SWiRL) which reengages Aboriginal children in reading and writing by incorporating their cultural experiences and knowledge in stories they write.

Cara Shipp

Cara Shipp is a coach for our schools in Queensland and the North Coast of New South Wales. Cara is also a training provider and the Head of Senior School at Silkwood School.

Key Contractors:

Big Picture Learning Australia maximises the value of donations and funding by minimising the number of staff directly employed by the organisation. Contractors who work within agreed budgets and projects carry out a large proportion of the work. Contractors also bring new work and projects into the organisation.

Redgum Consulting

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

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

Joe Wickert - Summer Hill Media

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

Ann Hill

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

Nikki Ladas

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

Jacqui White

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

Booksworm

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



WHERE TO FROM HERE?

We are committed to fostering our growth as an organisation with integrity, keeping the Big Picture Learning design and philosophy at the core of our efforts.

We will continue to regularly document, evaluate, and share our progress through research reports, updates on our website, the monthly e-newsletter, social media and school networking events.

We will continue engaging in high-level discussions with state education departments, the business sector, and the media to grow our work.

Our goal remains to establish a Big Picture stand-alone school in each of the main urban districts of the

major cities, as well as in key regional centres where there are at least three other high schools.

In 2025, we will be working with Big Picture Learning US to host a conference with a focus on the IBPLC in Sydney. We are looking forward to hosting our international colleagues and to bringing our school leaders, advisory teachers and students together.

We are also planning on launching a Gateway Certificate to celebrate the achievements of our Year 10 students as they transition to their senior studies or life beyond school.

AUDITED DIRECTORS AND FINANCIAL REPORTS

2023/24

BIG PICTURE EDUCATION AUSTRALIA LTD

Director's Declaration

In the directors' opinion

- The attached financial statements and notes thereto comply with Corporation Act 2001. The Australian Accounting Standards – Reduced Disclosure Requirements the Corporation Regulations 2001 and other mandatory professional reporting requirements.
- The attached financial statements and notes thereto give a true and fair view of the company's financial position as at 30 June 2024 and of its performance for the financial year ended on that date, and
- There are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

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

On behalf of the directors



Director – Vivienne Mary White



Director – Susan Denise French

Dated

5 / 2 / 24

Big Picture Education Australia Ltd
Auditor's Independence Declaration

To the Directors of Big Picture Education Ltd:

In accordance with section 307C of the Corporation Act 2001, I declare that, to the best of my knowledge and belief, for the audit for the financial year ended 30 June 2024 there have been:

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

No contraventions of any applicable code of professional conduct.

Watkins & Associates Accountancy and Assurance
Chartered Accountants


Richard Watkins FCA | Principal

Date

5/12/2024

Big Picture Education Australia Ltd
Statement of Profit and Loss and Other Comprehensive Income
For the year ended 30 June 2024

	Notes	2024	2023
Revenue	2	1,866,971	2,032,652
Expenses			
Employee benefit expense		(772,143)	(532,457)
Depreciation and amortization expense		(306)	(306)
Subcontracted expense		(841,489)	(992,168)
Travelling expense		(24,306)	(20,648)
Other expense		(216,821)	(214,325)
Profit before income tax		11,906	272,748
Income tax expense		-	-
Profit after income tax expense for the year attributable to the owners of Big Picture Education Ltd		11,906	272,748
Other comprehensive income		-	-
Total comprehensive income for the year attributable to the owners of Big Picture Education Ltd		11,906	272,748

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

Big Picture Education Australia Ltd
Statement of Financial Position
As at 30 June 2024

	Notes	2024	2023
Current assets			
Cash and cash equivalents	3	1,183,327	1,196,683
Trade and other receivables	4	37,284	112,463
Other current assets	5	23,179	92,378
Total current assets		<u>1,243,790</u>	<u>1,401,524</u>
Non-current assets			
Property, plant, and equipment	6	<u>2,655</u>	<u>1,434</u>
Total Non-current assets		<u>2,655</u>	<u>1,434</u>
Total Assets		<u>1,246,445</u>	<u>1,402,958</u>
Current liabilities			
Trade and other payables	7	291,694	482,125
Leave provision	8	<u>40,248</u>	<u>24,013</u>
Total Current liabilities		<u>331,942</u>	<u>506,138</u>
Non-current liabilities			
Leave provision	8	<u>27,722</u>	<u>21,945</u>
Total Non-current liabilities		<u>27,722</u>	<u>21,945</u>
Total Liabilities		<u>359,664</u>	<u>528,083</u>
Net Assets		<u>886,781</u>	<u>874,875</u>
Equity			
Reserves	9	2,030	2,030
Retained earnings	10	<u>884,751</u>	<u>872,845</u>
		<u>886,781</u>	<u>874,875</u>

The above Statement of financial position should be read in conjunction with the accompanying notes
Big Picture Education Australia Ltd
Statement of changes in equity
For the year ended 30 June 2024

	Reserve	Retained earnings	Total equity
Balance at 1 July 2022	2,030	600,097	602,127
Profit after income tax expense for the year	-	-	-
Total comprehensive income for the year	-	272,748	272,748
Balance at 30 June 2023	2,030	872,845	874,875
Balance at 1 July 2023	2,030	872,845	874,875
Profit after income tax expense for the year	-	11,906	11,906
Total comprehensive income for the year	2,030	884,751	886,781
Balance at 30 June 2024	2,030	884,751	886,781

Big Picture Education Australia Ltd
Statement of Cash Flows
As at 30 June 2024

	Notes	2024	2023
Cash flow from operating activities			
Receipts from customers		1,777,951	1,975,065
Payments to suppliers and employees		(1,789,795)	(1,846,271)
Interest received		-	-
Net cash from / (used in) operating activities	13	(11,844)	128,794
Cash flow from investing activities		(1,512)	-
Net cash from / (used in) investing activities		(1,512)	-
Cash flow from financing activities		-	-
Net cash from / (used in) financing activities		-	-
Net increase / (decrease) in cash held		(13,356)	128,794
Cash and cash equivalent at the beginning of the financial year		1,196,683	1,067,889
Cash and cash equivalent at the end of the financial year	3	1,183,327	1,196,683

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

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2024

Notes 1 Statement of significant accounting policies

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

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

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

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

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

Accounting policies

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

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

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2024

Statement of significant accounting policies (Continued)

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

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

d. Cash and cash equivalents

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

e. Taxation

Goods and services tax (GST)

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

Income Tax

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

f. Provisions

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

g. Comparative Figures

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

h. Trade and other payables

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

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2024

	2024	2023
<u>Notes 2 – Revenue</u>		
Rendering Services	1,683,240	1,918,776
Interest	-	-
Rent	13,470	13,676
Donations	261	100,200
Other revenue	170,000	-
	<u>1,866,971</u>	<u>2,032,652</u>

	2024	2023
<u>Notes 3 – Cash and cash equivalent</u>		
Cash on hand	188	109
Cash at bank	1,183,139	1,196,574
	<u>1,183,327</u>	<u>1,196,683</u>

	2024	2023
<u>Notes 4 – Trade and other receivables</u>		
Trade receivables	43,444	118,623
Less: Provision for impairment of receivables	(6,160)	(6,160)
	<u>37,284</u>	<u>112,463</u>

	2024	2023
<u>Notes 5 – Other current assets</u>		
Rental Bond	14,554	9,625
Prepayment	8,625	82,753
	<u>23,179</u>	<u>92,378</u>

	2024	2023
<u>Notes 6 – Property, Plant and Equipment</u>		
Plant & Equipment (at cost)	21,344	19,817
Less: Accumulated Depreciation	(18,689)	(18,383)
	<u>2,655</u>	<u>1,434</u>

	2024	2023
<u>Notes 7 – Trade and other payables</u>		
Trade Payables	65,783	93,602
Deferred revenue	224,324	388,523
Other payables	1,587	-
	<u>291,694</u>	<u>482,125</u>

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2024

	2024	2023
<u>Notes 8 – Leave provision</u>		
Annual leave – current liability	40,248	24,013
Long service leave – non-current liability	27,722	21,945
	<u>67,970</u>	<u>45,958</u>

	2024	2023
<u>Notes 9 – Equity reserve</u>		
Capital reserve	2,030	2,030
	<u>2,030</u>	<u>2,030</u>

	2024	2023
<u>Notes 10 – Retained earnings</u>		
Retained earnings at the beginning of the financial year	872,845	600,097
Profit after income tax expense for the year	11,906	272,748
	<u>884,751</u>	<u>872,845</u>

	2024	2023
<u>Notes 11 – Related party transactions</u>		
Transactions with related parties		
The following transactions occurred with related parties		
Payment for services (salary and superannuation)		
Viv White	179,025	137,129
Redgum Consulting Pty Ltd (John Hogan is director)	197,826	157,809
Payments for other expenses (consulting fees and expense reimbursement)		
John Hogan	-	-
Viv White	3,531	11,918
Susan French	-	193
Frank Bruce Kiloh	269	1,171
Jennifer Parett	346	-

Note 12 – Events after the reporting period

No matter or circumstances has arisen since 30 June 2024 that has significantly affected or may significantly affect the company's operations, the results of those operations or the company's state of affairs in the future financial years.

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2024

	2024	2023
<u>Notes 13 – Cash flow information</u>		
a. Reconciliation of cash		
Cash on hand	188	109
Cash at bank	<u>1,183,139</u>	<u>1,196,574</u>
Total of cash and cash equivalents for statement of cash flows	<u>1,183,327</u>	<u>1,196,574</u>
	2024	2023
b. Reconciliation of profit to net cash flow provided by operating activities		
Net profit	11,906	272,748
Non-cash items		
Depreciation	306	306
Provision	22,012	2,825
Change in assets and liabilities		
- (Increase) / Decrease in trade and other receivables	70,250	(77,012)
- (Increase) / Decrease in prepayment	74,128	(83,718)
- (Decrease) / Increase in trade and other payables	(26,247)	(5,780)
- (Decrease) / Increase in deferred income	<u>(164,199)</u>	<u>19,425</u>
Net cash provided by operating activities	<u>(11,844)</u>	<u>128,794</u>

BIG PICTURE EDUCATION AUSTRALIA LTD
Directors Declaration

In the directors' opinion

- The attached financial statements and notes thereto comply with Corporation Act 2001, The Australian Accounting Standards – Reduced Disclosure Requirements the Corporation Regulations 2001 and other mandatory professional reporting requirements.
- The attached financial statements and notes thereto give a true and fair view of the company's financial position as at 30 June 2024 and of its performance for the financial year ended on that date, and
- There are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

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

On behalf of the directors



Director – Vivienne Mary White



Director – Susan Denise French

Dated

5.12.24

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

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

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

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

Name of Firm: Watkins & Associates Accountancy and Assurance,
Chartered Accountants



Richard Watkins FCA | Principal

Sydney

Dated this 5th day of December 2024



ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

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

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

Website: www.bigpicture.org.au