



Big Picture
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

MEANING & MATTERING ANNUAL REPORT 2025



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MEANING AND MATTERING

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 modern life. 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, school settings 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.

Jodie Davis

Jodie Davis joined Griffith University as Registrar in February 2022, following a 27-year career at the University of Newcastle. She leads Student Life, a portfolio with responsibilities that span the student lifecycle, from Admission through to Graduation and beyond. She also provides direction and vision to support, deliver and champion the student experience through the development and implementation of high-quality, inclusive, student-centred pathways, advice and support.

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.

Elizabeth Ritchie

Elizabeth Ritchie is principal at Roebourne District High School. She has worked extensively in regional and remote Western Australian schools, with a focus on implementing culturally responsive pedagogies. Liz is passionate about improving educational outcomes for vulnerable students and dedicates her knowledge and skills to addressing the ongoing disparity in outcomes and opportunities experienced by Aboriginal students and their families.

David Fox

David is a mechanical engineer with over 35 years' experience in small business manufacturing before moving to the NSW Government to support the setup of the Advanced Manufacturing Readiness Facility (AMRF). His efforts are now focused on partnerships, development of the manufacturing ecosystem, future workforce and outreach programs with educational institutions and STEAM focused organisations.



CEO'S REPORT

The part of my job that involves meeting young people and hearing their stories always brings me joy. So I would like to start my report by sharing the story of a young man named Lochie.

As a Year 8 student, he asked his science teacher 'Does it get any better than this?'. In Year 9, he told Elliot Washor that he would 'give this Big Picture thing a year' to engage him. As a Big Picture student at Morisset High School, he explored robotics, computer science and mathematics, even spending time with the NUBots team at the University of Newcastle on an internship. Imagine trying to tell this young man that he would have to do maths at the same pace as everyone else in his classroom.

Fast forward to 2025 and he is a graduate with first class honours from the University of Sydney and the newest member of my team. He is our software developer who is working on AI assisted tools to support students and their advisory teachers. Even after all this time, he still thinks about the Learning Goals. I couldn't help but smile when he recently told me that he wanted to improve his Social Reasoning.

Lochie is just one of many students, past and present, in our network who have been able to explore their interests deeply, build meaningful relationships, and learn from experts in their field, applying that knowledge to work that truly matters to them. Their stories are featured prominently in our resources, communications, and professional learning, reflecting an organisation that celebrates

their achievements and values their insights and experiences.

This year has seen continued momentum across our work. A few important numbers to share:

- We had 4 schools involved in the 'NSW Leading Big Picture In & Out of School Project' for 18 months. This action research, led by our schools, coach Jacqui White and communications lead Joanne Petitt, will help inform the role of a Big Picture Head Teacher.
- In 2024, we issued 322 credentials nationally. We'll be issuing just over 400 by the end of 2025.
- We issued 229 Gateway Certificates in our pilot. More to be said later in this report.
- We currently have 45 schools and 8 exploring schools (and counting).

Subsequently, along with Lochie, our little team has grown. Co-founder John and I are pleased to welcome several new coaches and leaders who bring a wealth of experience from schools across Australia. Caz Lasker, an experienced principal, will be coaching our schools in Tasmania. Eva Korkidas, joining us from the NSW Department of Education, will support exploring schools and provide coaching in NSW. Peta Ryan, an experienced advisory teacher from Halls Head College in WA, will be working with some of our WA schools. Additionally, Sally Anderson (Central Coast Sports College) and Quinn

Robertson (Cooks Hill Campus) have joined as part-time coaches in Victoria and NSW, further strengthening our national network.

Finally, one of the most memorable moments of the year occurred at the Forum on the Future of Public Education which we hosted last November. The aim was to provide an opportunity to explore how we might rethink and reorganise schooling to better meet the needs of our communities. In a room filled with school leaders, teachers, university staff, representatives from education departments and other key stakeholders, one of our Big Picture students captured the essence of the discussion when she stood up and said, "decisions being made about schools have to include the people who are actually in it." How right she is. It was a proud moment to see nods of agreement across the room and to watch new conversations emerge from that single comment.

I often ask my staff and encourage others to consider "who should be at the table?" during important conversations. In our work, that includes students, their families and their teachers. This is something our organisation does well. While it has been busy, I am proud of how many people have joined us at the table this past year to contribute to the ongoing conversation about how we can do school differently. I look forward to continuing this work in 2026.

**CEO and Co-founder
Viv White AM**



BOARD CHAIR'S REPORT

The 2025 financial year was one of growth, driven by continued interest in the Big Picture Learning design and the International Big Picture Learning Credential here and abroad. The board and I continue to meet regularly and remain committed to supporting the CEO and the organisation in leading this innovative and important work.

Our Board membership has seen some changes this financial year. On behalf of the Board, I would like to extend my sincere thanks to Te Rina Leonard, Chief Executive of Te Aho o Te Kura Pounamu, for her valuable contribution during her time with us. Te Rina has chosen to step back to focus on her role at Te Kura. We have since welcomed David Fox (Associate Director of Research and Technology at the Western Parkland City Authority), Elizabeth Ritchie (Principal of Roebourne District High School), and Jodie Davis (Registrar at Griffith University) to the Board. David, Elizabeth and Jodie are long-time supporters of BPLA who bring fresh perspectives and a wealth of experience from their respective fields. You can read more about them on page 3 of this Annual Report.

A memorable highlight of this past year was the International Conference in May. We welcomed educators from the United States, Canada, the United Kingdom, Barbados, and Kenya, who joined our national network for three days of professional learning centred on the theme of 'Meaning and Mattering'. It was a privilege to hear from keynote speakers Pam Roy,

Co-founder of the Viktor E. Frankl Institute of America, and Elliot Washor, Co-founder of BPL US. Pam's description of the Big Picture Learning design as a catalyst for both students and educators in their search for meaning was particularly resonant, and Elliot's reminder that 'it's not about outcomes but who we become' remains a powerful message.

I especially enjoyed the rich discussion about the connection between First Nations culture and the Big Picture Learning design during my time on the First Nations Discussion Panel. One of my fellow panel members was Monty Kellet-McHughes, a proud Ngemba man originally from Brewarrina, NSW. Monty is a graduate of the Big Picture Academy at James Fallon High School who shared insights from his Senior Thesis Project, focused on embedding Aboriginal pedagogy into his school's Big Picture Learning academy. His work involved mapping the '8 Ways of Learning' framework to the Learning Cycle, mentoring his advisory teachers, undertaking professional learning alongside other educators, and facilitating sessions for his peers. Monty's story of diving deeply into his culture to create something meaningful for himself and his community is such an important reminder of the 'interest, practice and relationships' that underpins everything we do.

The board and I would like to thank everyone involved in organising the Conference. It was a huge undertaking that required many

months of careful planning and hard work. While it may be too soon to say, I'm already looking forward to the next one!

Finally, I would like to acknowledge Co-CEOs Viv White AM and John Hogan for their leadership, creativity and tenacity. They lead a truly clever and innovative team across the country that continues to support and inspire our schools. I would also like to acknowledge the contributions of my fellow Board members: Bruce Kiloh, Professor John Fischetti, Mike Saxon, Jennifer Parrett who come to this work with commitment, generosity, experience and fierce intellect. We have been on this marvellous journey for a long time and I look forward to how we continue and grow.

Sue French PSM
Board Chair

INTERNATIONAL CONFERENCE “MEANING AND MATTERING”

In May 2025, BPLA hosted an International Conference in Sydney. The conference was an opportunity for us to share our stories and to learn from our international colleagues with a focus on “Meaning and Mattering” in our collective work. We had guests from Barbados, New Zealand, Kenya, UK and US along with members of our national network. This included school leaders, advisory teachers, current students, alumni, representatives from universities and state departments of education.

The keynote speakers for the event were Elliot Washor, Co-founder of BPL US and Pam Roy, Co-founder of the Viktor E. Frankl Institute of America. Elliot challenged ideas about the order in which we learn and advocated for doing before knowing:

We go from concrete to abstract as people. You get your hands on stuff, you do trial and error, you talk about it, it's all integrated. But in school it's the other way around. It's only what's written or said that counts not what's performed. The practical side of things has to be celebrated. Both in schools and out of schools because in the real world, that's really what counts.

Pam Roy spoke a lot about putting the human before the system in education since “systems are transactional while humans are relational”. She emphasised that for students, the search for meaning needs to be honoured in order for them to discover how they can make a difference to the world.

As always, the contributions from our young people on stage and at their tables were invaluable. Thank you to the students and alumni from:

- Central Coast Sports College, NSW
- Cooks Hill Campus, NSW
- Five Islands Secondary College, NSW
- Hunter Sports High School, NSW
- James Fallon High School, NSW
- Liverpool Boys High School, NSW
- Morisset High School, NSW
- Sydney Secondary College - Blackwattle Bay Campus, NSW
- Lafayette Big Picture School, US

The conference was also a lovely opportunity to acknowledge the work of Hunter Sports High School's Michelle Handyside and James Fallon High School's Tony Wilson. They were both awarded with Life Membership to BPLA and have worked hard to implement and sustain the design at their schools.

For our international guests, school visits were a big part of the agenda. They were eager to see the design and IBPLC in action across different



contexts which included:

- Cooks Hill Campus, NSW
- Hunter Sports High School, NSW
- Liverpool Boys High School, NSW
- South Sydney High School, NSW
- Launceston Big Picture School, TAS
- Hobart City High School, TAS

The conference and school visits have fueled interest and conversation about growing the IBPLC internationally. BPLA will continue to work with and support our international partners as they explore new ways, new forms and new measures.



GATEWAY CERTIFICATE

BPLA developed and launched the Gateway Certificate this year thanks to the contributions of students, advisory teachers and school leaders. It aims to celebrate the achievements of our young people as they transition into their senior studies or life beyond school.

Like the International Big Picture Learning Credential, it's hosted by UAC's Credfolio platform. Each Gateway Certificate includes:

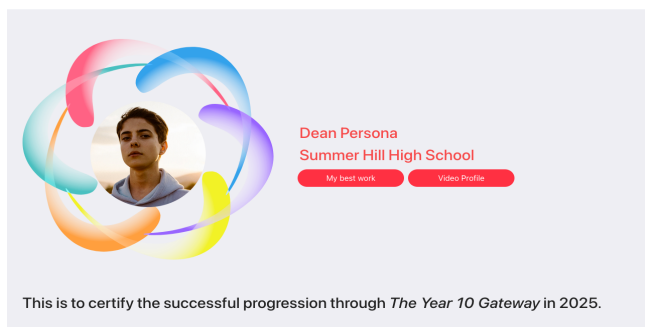
- The Advisory Teacher's statement
- A brief description of Big Picture Learning
- An endorsement from BPLA Co-founder and CEO Viv White
- Room for students to upload links to their best work and video profile
- Room for students to compile a list of their real-world experiences and achievements

Schools were invited to participate in the pilot which included 229 students across 11 schools nationally. Our pilot schools were:

- Central Coast Sports College, NSW
- Hunter Sports High School, NSW
- James Fallon High School, NSW
- Launceston Big Picture School, TAS
- Liverpool Boys High School, NSW
- Melrose High School, ACT
- Northam Senior High School, WA
- Silkwood School, QLD
- South Sydney High School, NSW
- Sydney Secondary College, Leichhardt Campus, NSW
- Tomaree High School, NSW

As part of the pilot, advisory teachers were asked to outline their students' post-gateway destinations. As indicated by the graph below, the majority of students involved in the pilot would continue on an IBPLC pathway.

After a successful pilot, we will continue to offer the Gateway Certificate to our schools nationally as well as to our partners in Big Picture Learning Kenya and US.



Advisory Teacher Statement

Joe has demonstrated a deep passion for electronic music, mastering complex concepts with creativity and precision. His dedication to the subject is evident in his innovative compositions and technical skills. Beyond the classroom, Joe interned at an aerospace company, where he applied his knowledge of electronics to real-world challenges. This experience honed his problem-solving abilities and broadened his understanding of engineering. Joe's unique blend of artistic creativity and technical expertise positions him as a promising and versatile student in both fields.

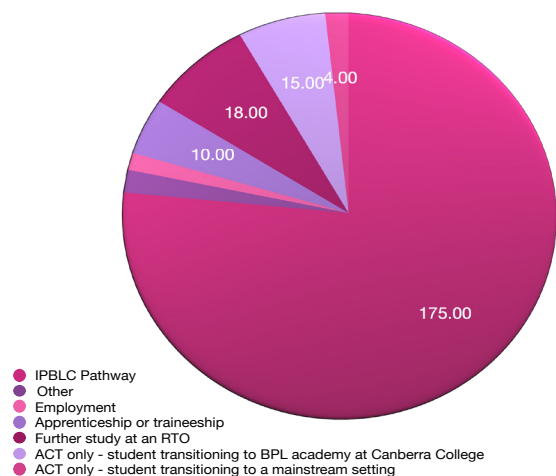
Achievements

- Highly commended – slam poetry test
- Online Javascript level 2

Real world experiences

- Volunteer – Byron Blues Fest

Student Destinations from the Gateway Certificate pilot



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 and Online Learning

We continue to run professional development workshops in Australia.

We ran 5 day Foundation Training programs in:

- Phillip, ACT (July 2024)
- Kingscliff, NSW (August 2024)
- Thornlie, WA (December 2024)
- Bunbury, WA (December 2024)
- Maroubra, NSW (December 2024)
- Maddington, WA (April 2025)
- Roebourne, WA (May 2025)

We also ran a:

- 5-day training program to support advisory teachers in work during the Senior Years in Leederville, WA (March 2025)



- 4-day workshop introducing participants to the work of a Big Picture Learning Coach in Eveleigh, NSW (July 2024)
- An open forum supported by the Gonski Institute of Education UNSW. The forum invited attendees to consider how we might actively influence policy to ensure public schools deliver 12 safe, happy and worthwhile years for every child and young person within a generation

In WA, the following additional training was held:

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

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



BIG PICTURE PEOPLE

Founders:

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

Partners:

Big Picture Learning USA

We have close and ongoing ties with the USA organisation.

Big Picture Learning Kenya (BPLK)

Our colleagues in Kenya are part of our international network and continue to grow the design and credential in their communities.

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.

John Hogan

John is a Co-founder of Big Picture Education Australia. He is responsible for supporting our school coaches and establishing new opportunities and government relations in WA.

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 was the previous Head of Senior School at Silkwood School.

Joanne Pettit

Joanne 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.

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.

Jacqui White

Jacqui is a coach for a range of schools in NSW as well as being a training provider. Before taking on the role of a BPLA Coach, she was the Head Teacher at Morisset High School's Big Picture Academy. She is currently on secondment from the NSW Department of Education.

Eric Radice

Eric is a part-time BPLA Coach in WA. Despite running a vineyard and restaurant in Perth Hills, he remains committed to helping schools implement the design with fidelity.

Brooke Burns

Brooke is the Western Australian Coordinator and BPLA Coach for schools in WA. She is also a training provider who has worked in education for over 20 years.

Peta Ryan

Peta is our newest School Coach in WA. Before joining the team, she was an advisory teacher, the Big Picture Program Coordinator at Halls Head College.

Eva Korkidas

Eva is our newest School Coach in

NSW and supports our Exploring Schools network. Previously, she was an Industrial Technology Action Learning Curriculum Advisor with the NSW Department of Education. She

is currently on secondment from the NSW DoE.

Quinn Robertson

Quinn is a part-time BPLA Coach in NSW. She is also the Campus Leader at Cooks Hill Campus- Annex to Newcastle High School.

Sally Anderson

Sally is a part-time BPLA Coach in NSW. She is also the Director of Teaching and Learning at Central Coast Sports College.

Caz Lasker

Caz is our new School Coach in Tasmania. She is an experienced principal and has led schools in both regional and metropolitan areas in NSW.

Lochie Westfall

Lochie is a Software Developer for Big Picture Education Australia, bringing a unique perspective as a graduate of the initial Big Picture cohort at Morisset High School.

Key Contractors:

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.

Booksworm

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



WHERE TO FROM HERE?

As our organisation grows, we will ensure that it is with fidelity. All progress will be documented and reviewed quarterly through research reports, public communications, our website, the monthly e-newsletter, and school networking events. We are immensely proud of the achievements of our young people and educators and will continue to showcase their stories in all of our materials.

Alongside the guidance of Big Picture Learning School Coaches, we will continue to develop and refine resources and professional learning to support schools in implementing and expanding the Big Picture Learning design in their unique contexts.

We will continue to engage in high-level discussions with state education departments, business leaders, and the media. Our ongoing goal is to establish a Big Picture stand-alone school in each major urban district and in regional centres with at least three existing high schools.

In 2026, we will be exploring the potential for embedding the Big Picture Learning design in primary settings and Distance Education in rural and regional settings. We will continue to work with our colleagues in New Zealand, Barbados, the US and Kenya to grow the International Big Picture Learning Credential.

AUDITED DIRECTORS AND FINANCIAL REPORTS

2025/26

BIG PICTURE EDUCATION AUSTRALAI LIMITED
(A Company Limited by Guarantee)

DIRECTORS' REPORT

Your directors present this report on the Company for the financial year ended 30 June, 2025.

Directors

The names of the directors in office at any time during 2025 or since the end of the year are:

Vivienne Mary White	Frank Bruce Kiloh
Susan Denise French	Jennifer Parrett
John Stuart Hogan	Michael Saxon
TeRina Leonard (resigned 19/2/2025)	John Fischetti

Directors have been in office since the start of the 2025 year to the date of this report unless otherwise stated.

Review of Operations

The loss of the Company for the financial year ending 30 June, 2025, after providing for income tax, amounted to \$29,654, (2024 profit \$11,906).

Significant Changes in the State of Affairs

There were no significant changes in the company's state of affairs during the year ended 30 June, 2025.

Principal Activities

The principal activities of the Company during the financial year were primarily the provision of educational programs.

Events Subsequent to the End of the Reporting Period

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

Likely Developments and Expected Results of Operations

Likely developments in the operations of the Company and the expected results of those operations in future financial years have not been included in this report as the inclusion of such information is likely to result in unreasonable prejudice to the Company.

Environmental Regulation

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a state or territory.

Dividends

The company is a registered charity and is prohibited from paying dividends. No dividends were paid or declared since the start of the financial year.

Options

No options over issued shares or interests in the Company were granted during or since the end of the financial year and there were no options outstanding at the date of this report. The company is limited by guarantee and no shares were issued during or since the end of the year.

Indemnification of Officers

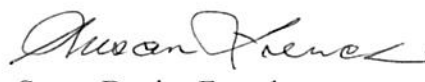
No indemnities have been given or insurance premiums paid, during or since the end of the financial year, for any person who is or has been an officer or auditor of the Company other than indemnification under section 66 of the Company's Constitution and insurance premiums for management liability cover under the Company's Aon Not-for-Profit Protector/ Association Liability Policy.

Proceedings on Behalf of the Company

No person has applied for leave of court to bring proceedings on behalf of the Company or intervene in any proceedings to which the Company is a party for the purpose of taking responsibility on behalf of the Company for all or any part of those proceedings. The Company was not a party to any such proceedings during the year.

This directors' report is signed in accordance with a resolution of the Board of Directors:


Vivienne Mary White


Susan Denise French

Dated this 3rd day of Dec. 2025

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 2025 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 3 December, 2025

Big Picture Education Australia Ltd
Statement of Profit and Loss and Other Comprehensive Income
For the year ended 30 June 2025

	Notes	2025	2024
Revenue	2	2,206,387	1,866,971
Expenses			
Employee benefit expense		(1,089,163)	(772,143)
Depreciation and amortization expense		(2,498)	(306)
Subcontracted expense		(870,181)	(841,489)
Travelling expense		(37,213)	(24,306)
Other expense		<u>(236,986)</u>	<u>(216,821)</u>
Profit/(Loss) before income tax		(29,654)	11,906
Income tax expense		<u>-</u>	<u>-</u>
Profit after income tax expense for the year attributable to the owners of Big Picture Education Ltd		(29,654)	11,906
Other comprehensive income		<u>-</u>	<u>-</u>
Total comprehensive income for the year attributable to the owners of Big Picture Education Ltd		<u>(29,654)</u>	<u>11,906</u>

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 2025

	Notes	2025	2024
Current assets			
Cash and cash equivalents	3	1,069,008	1,183,327
Trade and other receivables	4	23,503	37,284
Other current assets	5	21,151	23,179
Total current assets		<u>1,113,662</u>	<u>1,243,790</u>
Non-current assets			
Property, plant, and equipment	6	<u>1,274</u>	<u>2,655</u>
Total Non-current assets		<u>1,274</u>	<u>2,655</u>
Total Assets		<u>1,114,936</u>	<u>1,246,445</u>
Current liabilities			
Trade and other payables	7	150,156	291,694
Leave provision	8	71,660	40,248
Total Current liabilities		<u>221,816</u>	<u>331,942</u>
Non-current liabilities			
Leave provision	8	<u>35,993</u>	<u>27,722</u>
Total Non-current liabilities		<u>35,993</u>	<u>27,722</u>
Total Liabilities		<u>257,809</u>	<u>359,664</u>
Net Assets		<u>857,127</u>	<u>886,781</u>
Equity			
Reserves	9	2,030	2,030
Retained earnings	10	<u>855,097</u>	<u>884,751</u>
		<u>857,127</u>	<u>886,781</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 2025

	Reserve	Retained earnings	Total equity
Balance at 1 July 2023	2,030	872,845	874,875
Profit after income tax expense for the year	-	-	-
Total comprehensive income for the year	-	11,906	11,906
Balance at 30 June 2024	2,030	884,751	886,781
Balance at 1 July 2024	2,030	884,751	886,781
Profit/(Loss)after income tax expense for the year	-	(29,654)	(29,654)
Total comprehensive income for the year	2,030	855,097	857,127
Balance at 30 June 2025	2,030	855,097	857,127

Big Picture Education Australia Ltd
Statement of Cash Flows
As at 30 June 2025

	Notes	2025	2024
Cash flow from operating activities			
Receipts from customers		2,053,879	1,777,951
Payments to suppliers and employees		(2,167,081)	(1,789,795)
Interest received		-	-
Net cash from / (used in) operating activities	13	<u>(113,202)</u>	<u>(11,844)</u>
Cash flow from investing activities		<u>(1,117)</u>	<u>(1,512)</u>
Net cash from / (used in) investing activities		<u>(1,117)</u>	<u>(1,512)</u>
Cash flow from financing activities		<u>-</u>	<u>-</u>
Net cash from / (used in) financing activities		<u>-</u>	<u>-</u>
Net increase / (decrease) in cash held		(114,319)	(13,356)
Cash and cash equivalent at the beginning of the financial year		<u>1,183,327</u>	<u>1,196,683</u>
Cash and cash equivalent at the end of the financial year	3	<u>1,069,008</u>	<u>1,183,327</u>

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

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2025

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 within 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 2025

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 2025

	2025	2024
<u>Notes 2 – Revenue</u>		
Rendering Services	2,147,656	1,683,240
Interest	-	-
Rent	13,515	13,470
Donations	188	261
Other revenue	45,028	170,000
	<u>2,206,387</u>	<u>1,866,971</u>

	2025	2024
<u>Notes 3 – Cash and cash equivalent</u>		
Cash on hand	188	188
Cash at bank	1,068,820	1,183,139
	<u>1,069,008</u>	<u>1,183,327</u>

	2025	2024
<u>Notes 4 – Trade and other receivables</u>		
Trade receivables	29,663	43,444
Less: Provision for impairment of receivables	(6,160)	(6,160)
	<u>23,503</u>	<u>37,284</u>

	2025	2024
<u>Notes 5 – Other current assets</u>		
Rental Bond	14,554	14,554
Prepayment	6,597	8,625
	<u>21,151</u>	<u>23,179</u>

	2025	2024
<u>Notes 6 – Property, Plant and Equipment</u>		
Plant & Equipment (at cost)	22,461	21,344
Less: Accumulated Depreciation	(21,187)	(18,689)
	<u>1,274</u>	<u>2,655</u>

	2025	2024
<u>Notes 7 – Trade and other payables</u>		
Trade Payables	91,025	65,783
Deferred revenue	58,035	224,324
Other payables	1,096	1,587
	<u>150,156</u>	<u>291,694</u>

Big Picture Education Australia Ltd
Notes to financial statements
For the financial year ended 30 June 2025

	2025	2024
<u>Notes 8 – Leave provision</u>		
Annual leave – current liability	71,660	40,248
Long service leave – non-current liability	35,993	27,722
	<u>107,653</u>	<u>67,970</u>

	2025	2024
<u>Notes 9 – Equity reserve</u>		
Capital reserve	2,030	2,030
	<u>2,030</u>	<u>2,030</u>

	2025	2024
<u>Notes 10 – Retained earnings</u>		
Retained earnings at the beginning of the financial year	884,751	872,845
Profit after income tax expense for the year	(29,654)	11,906
	<u>855,097</u>	<u>884,751</u>

	2025	2024
<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	200,055	179,025
Redgum Consulting Pty Ltd (John Hogan is director)	218,330	197,826
Payments for other expenses (consulting fees and expense reimbursement)		
John Hogan	17,602	-
Viv White	4,737	3,531
Susan French	-	-
Frank Bruce Kiloh	469	269
Jennifer Parett	1,019	346

Note 12 – Events after the reporting period

No matter or circumstances has arisen since 30 June 2025 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
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 2025 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 3/12/25

Independent Auditors' Report to the Members of Big Picture Education Australia Ltd

Opinion

I have audited the financial report of Big Picture Education Australia Ltd (the Company), which comprises the statement of financial position as at 30 June 2025, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In my opinion, the accompanying financial report presents fairly, in all material respects, (or gives a true and fair view of) the financial position of the Company as at 30 June 2025, and (of) its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

Basis of opinion

I conducted my audit in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Act 2001. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial report section of our report.

I am independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to my audit of the financial report in Australia, and I have fulfilled our other ethical responsibilities in accordance with the Code.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Information other than the financial statements and auditor's report thereon

The directors are responsible for the other information. The other information comprises the information included in the annual report for the year ended 30 June 2025 but does not include the financial report and our auditor's report thereon.

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

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

If, based on the work I have performed, we conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Report

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

In preparing the financial report, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional skepticism throughout the audit. I also:

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

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

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

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

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



Richard Watkins FCA | Principal
Sydney

Dated this 3rd day of December 2025



Big Picture
LEARNING AUSTRALIA

ONE STUDENT AT A TIME IN
A COMMUNITY OF LEARNERS

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