



TEACHFOR
AUSTRALIA

ANNUAL REPORT 2017

MESSAGE FROM THE CEO AND CHAIR



It is humbling and invigorating to reflect on our recent impact statistics, which reveal that through our work we have been able to affect over 130,000 students across Australia. As a community with a focus on growth, impact and sustainability, it is important to take time to acknowledge and celebrate the efforts and work by the countless members of our community who work tirelessly to achieve an

Australia where all children, regardless of background, can achieve an excellent education.

This year, we celebrate eight years of impact.

Beyond placing our largest cohort of Associates to date, 2017 brought the issue of educational disadvantage to the fore. In April, SBS aired a three part documentary series following six Teach For Australia Associates. *Testing Teachers* captured the year-long experience of Associates based in the outskirts of Melbourne, Perth and within the remote Northern Territory township of Tennant Creek. Over one million Australians watched the documentary across the three episodes, and it was nominated for Best Documentary at the 2017 Australian Teachers of Media Awards.

In 2017, we were pleased to see the Australian Government release an independent evaluation of Teach For Australia's Leadership Development Program, reporting that we are delivering against the Government's key objective. The evaluation found that our program is an innovative model which may have lessons for wider initial teacher education in Australia.

But there is more work to be done. While we seek to continue to increase our reach and impact within the communities in which we already work, we are in ongoing conversations with schools, communities and governments in Queensland, South Australia and New South Wales about how we might meet the needs of their schools.

I'd like to acknowledge and express sincere gratitude to Rufus Black, our inaugural Chair of the Board, who retired this year. We would also like to thank Anthony MacKay AM and Peter Van Onselen for their service and dedication to our mission, as they retired from their board positions in 2017. All three members have become Teach For Australia Ambassadors and will continue work that supports our mission. Larry Kamener, who has been an integral board member from our organisation's inception, has taken the helm as our new Chair. We also welcomed Alyce Cleary, an Alumna of Teach For Australia's first cohort, to join the board as a Director. Alyce is Principal at Palm Beach-Currumbin State High School in Queensland.

We exist to change lives, but we cannot do it alone.

By working together to support teachers, schools and governments, we can create an equitable and excellent education system that enables students to build a future that they choose.

We celebrate the efforts of all our people and partners, and are excited to embark on another year of impact.

Melodie Potts Rosevear
Founder and Chief Executive Officer



It is with great pride and inspiration that I support such a passionate and effective organisation, over the past nine years as board member and beginning this year as Chair. I'd like to acknowledge Rufus Black for his leadership, which has been instrumental in establishing Teach For Australia and growing the organisation to what it is today.

Teach For Australia recruits Australia's future leaders into the classroom, and inspires, connects and empowers them to a lifetime of action towards educational equity.

In 2017, 130 Associates were placed at 70 schools in Victoria, Western Australia, the Northern Territory, the ACT and – for the first time – Tasmania. More than half entered the program as young professionals or career changers.

Not only has this helped to strengthen the status of teaching by attracting our most talented future leaders, but we are providing the skills, attitudes and capabilities that schools need. Nearly half of Cohort 2017 are qualified to teach highly sought-after STEM subjects (Science, Technology, Engineering and Mathematics), at a time when expertise in these areas are in increasingly high demand.

We are committed to the development of great education leaders for schools serving low socioeconomic communities.

This year was additionally momentous with the first Teach To Lead cohort graduating in 2017. This program has filled an important gap in school leadership in Australia – helping to build a pipeline of school leaders to improve school outcomes in low socioeconomic communities by providing comprehensive coaching for middle leaders, with a focus on evidence and impact. Each participant found their leadership performance improved through the program, and that the program improved their performance more than any other professional activity.

Funded by the Sidney Myer Fund and Gandel Philanthropy, another 31 Fellows joined the program in 2017, working across all states and territories.

After such an exciting 2017, I look forward to another ambitious and innovative year in 2018.

Larry Kamener
Chair

OUR STRATEGY

In pursuit of our vision, our activity is driven by four organisational priorities that underpin our five-year strategy: growth, impact, sustainability and people and culture.

Our 2017 Annual Report reflects on our achievements through the lens of these four strategic priorities.

OUR PRIORITIES

GROWTH

Increase the number of students we empower by growing in scale while deepening our existing footprint.

IMPACT

Associates and Alumni are highly effective teachers and leaders, achieving transformative student outcomes and increasing school, community, and system capacity.

SUSTAINABILITY

Strengthen our brand, diversify our funding base and ensure our operations are efficient as well as effective.

PEOPLE AND CULTURE

A strong culture and robust systems that maximise the satisfaction, engagement and empowerment of all staff.

OUR 2020 GOALS



We partner with schools in all states and territories.



We are nationally renowned for developing leaders in classrooms and schools and across the education sector.



We are a valued partner of our schools, communities and the wider education sector.



Our impact on students, schools, and systems is proven, recognised and ever-improving.



We are sustainably funded by governments, corporate organisations and philanthropy.



We operate with excellence and efficiency.



We are recognised as a great place to work.

GROWTH

GROWING OUR FOOTPRINT

Cohort 2017 brings our total number of placements to 549 in just eight years. Australia-wide, we partnered with 34 new schools, matching 130 new Associates with 70 schools in total.

In 2017, Teach For Australia expanded operations into our newest jurisdiction, Tasmania, with an inaugural cohort of 13 Associates teaching across multiple communities. 100% of Associates placed in Tasmania teach in regional, rural or remote areas, and over one-third are eligible to teach Science, Technology, Engineering and Mathematics (STEM) subjects.

NEW NATIONAL OPERATING MODEL

To accommodate growth, Teach For Australia embarked on a review of elements of our operating model in July 2017. The revised operating model will take Teach For Australia into 2018 well-placed for growth, with each jurisdiction led by a State or Territory Manager on the ground to execute the program.

This new model, structured around geography, allows for more contextual operations to enhance impact and support growth.

NEW UNIVERSITY PARTNER

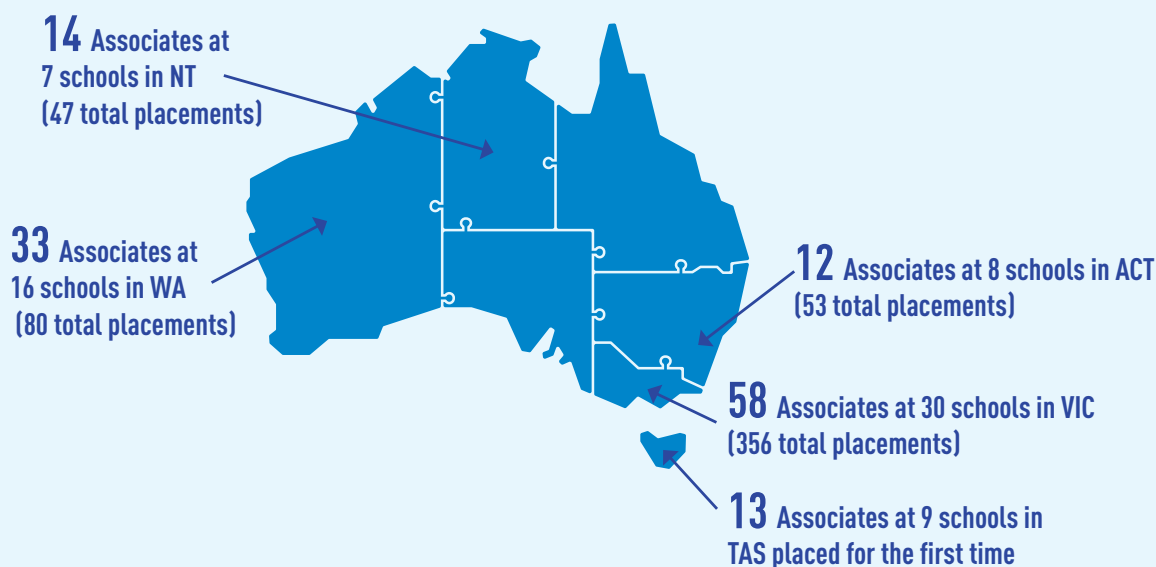
After an extensive, competitive tender process, Teach For Australia was pleased to partner with the Australian Catholic University (ACU) to deliver a Master of Teaching (Secondary) (Professional Practice) (MTSPP) for our 2018 and 2019 incoming Associates. This new partnership, underpinned by a shared value of social justice, marks a bold innovation in teacher preparation in Australia.

Building on Teach For Australia's success as an employment based pathway into teaching and ACU's extensive experience in tertiary teacher education, for the first time, Associates will be able to fully integrate three components – their classroom teaching, Teach For Australia leadership development activities and Master of Teaching studies – such that their efforts across all three domains are recognised, and contribute towards their qualification.

This partnership also offers enhanced integration of local context and on-the-ground Associate supports. The combined national footprint of ACU and Teach For Australia means that the program will respond to the unique contexts of the schools, states and territories in which the Associates teach.

We are grateful for Deakin University's role in developing three cohorts, including enabling the program to scale, introducing a Master of Teaching, building a school practicum component into the Initial Intensive and beginning to co-design intensives.

COHORT 2017 ASSOCIATES ARE TEACHING ACROSS 70 SCHOOLS, INCLUDING FOR THE FIRST TIME IN TASMANIA.



IMPACT

5 STATES AND TERRITORIES



8 COHORTS



132 PARTNER SCHOOLS



549 PLACEMENTS

8K APPLICATIONS

130K STUDENTS

CELEBRATING EIGHT YEARS OF IMPACT

In 2017, we published *Our Impact: Eight Years of Teach For Australia*. This report summarises our impact over eight years, highlighting some of the differences our Associates and Alumni have made in tackling educational disadvantage. We also published *Stories*: a retrospective magazine that demonstrates how Teach For Australia is building an inspired, connected and empowered community of Associates, Alumni, Ambassadors, staff and supporters who have taken up our mission to address educational inequity and contribute to this work in many unique ways.

THE DOCUMENTARY

In April 2017, SBS aired *Testing Teachers*, a three-part documentary series following the experiences of six Teach For Australia Associates in their first years of teaching as they confront Australia's educational gap head on.

The series explored the wide and varied challenges facing students, teachers and schools in low socioeconomic communities. It brought the issue of educational disadvantage to over one million national viewers across the three episodes.

Testing Teachers highlighted the ever-important work of teachers in schools serving low-income communities. But addressing educational disadvantage is a shared responsibility. To help highlight the ways in which the public could take action Teach For Australia published *Breaking The Cycle: A Snapshot of Educational Disadvantage in Australia* alongside the documentary.

Teach For Australia would like to thank Screentime, SBS, Screen Australia, Screen West, Screen Territory and Screen NSW for expertly supporting and funding the development of this documentary. We would also like to especially thank the six Associates who allowed cameras to follow them around, and to Southern River College, Melton Secondary College and Tennant Creek High School for their ongoing and tireless support of Teach For Australia.

DEVELOPING HIGHLY EFFECTIVE LEADERS AND MENTORS

With seven cohorts having completed the Leadership Development Program at the end of 2017, a pipeline of leadership is emerging: 93% of Associates teach for at least two years, and 86% of the most recent cohort of Alumni has remained in teaching for a third year.

Integral to Associate training is the in-person support they receive through dedicated School Mentors and Teaching and Leadership Advisers. With the support of the William Buckland Foundation, Teach For Australia enhanced its program this year through specialised training for School Mentors who support Associates over the two years.

Additionally, the first Teach To Lead cohort graduated at the end of 2017. Initiated in 2016, Teach To Lead builds a pipeline of school leaders to improve whole school outcomes in low socioeconomic communities by providing comprehensive coaching for middle leaders, with a focus on evidence and impact. A survey revealed that 100% of Principals who sponsored Fellows believe that they have seen positive changes in the performance of the team led by the Fellow over the last year.

INDEPENDENT GOVERNMENT EVALUATION

In 2017, the Australian Government released an independent evaluation of Teach For Australia's Leadership Development Program. The evaluation found that Teach For Australia is substantively delivering against the Australian Government's key objective of placing high-quality teachers in schools serving low socioeconomic communities to meet specific skill requirements, for as long as possible. The assessment cited Teach For Australia as an innovative model which may have lessons for wider initial teacher education – in particular through pioneering an employment-based pathway, proactive recruitment and rigorous selection, fostering a pipeline of quality teachers and school system leaders and provision of support to early career teachers.

WHERE WE WORK

VICTORIA



356 Associates at
76 schools since 2010

In Victoria, Associates work across a wide range of geographical, community and school contexts: from the wheat field towns of the Wimmera to the urban melting pot of outer Western Melbourne, no two schools are the same – and each Associate brings their own unique talents and skills to the classroom.

In 2017, 58 enthusiastic Associates joined the Victorian Cohort with an increased presence in regional and remote communities with major clusters in Horsham, Shepparton, Gippsland and along the South West Coast. Associates and Alumni in the state are part of a collaborative and interconnected community dedicated to tackling educational disadvantage. Most remain in teaching, while others do a range of things after the two year program within the education sector including leading schools, influencing policy and innovating at social enterprises.

At Northern Bay P-12 College in Victoria, James Bayard (Cohort 2014), Caity Conway (Cohort 2014) and Paul Bolitho (Cohort 2015) developed an Extended School Day science program. “There was a cohort of students who wanted the opportunity to complete more science activities,” James says. “We wanted this to be an opportunity for them to engage with science in an environment where they aren’t assessed.” The program earned the trio a nomination for the The Victorian Education Excellence Awards in October 2017, for the “Outstanding School Advancement Award”.

We’re grateful to the Department of Education and Training Victoria for their ongoing support and partnership in delivering the highest quality possible and to the Victorian Institute of Teaching for working closely on regulatory requirements to ensure the highest quality subject expertise of Associates in classrooms. We appreciate the support of our school partners and principals in 2017, as well as the William Buckland Foundation, the Collier Charitable Fund and the Bastow Institute for Educational Leadership.

“Teach for Australia Associates have been a catalyst for change at Horsham College. The energy, aspirations and commitment of Associates have been harnessed to create a better school environment and ultimately impact on student outcomes.”

– Rob Pyers, Principal at Horsham College, VIC. Partner school since 2010.

At Traralgon College, biology teacher **Keita Matsumoto (Cohort 2016)** helped his student Alex apply for the National Youth Science Form, a competitive and prestigious symposium held in Canberra. She was accepted – and after attending in January of 2017, was nominated to go to the London International Youth symposium later in the year as one of twenty-five students to represent Australia.



WESTERN AUSTRALIA



80 Associates at
22 schools since 2015

From metropolitan Perth to the thriving regional town of Kalgoorlie, and regional areas in between, Associates and Alumni are part of vibrant communities across Australia's largest region.

In 2017, 33 new Associates were placed across sixteen schools in Western Australia, and the second WA Cohort graduated at the end of the year. Of the 32 graduates, over 90% continued teaching in schools across the state into 2018.

Associates were recognised for their efforts: Amy Blitvitch (Cohort 2016) was nominated for Beginning Teacher of the Year, and Adam Inder (Cohort 2015) was appointed into the position of Head of Maths and Science in his first year as an Alumnus of the program.

To support growth in Associate numbers, three new Teaching and Leadership Advisers joined the Western Australia team – including, for the first time, a Kalgoorlie local who can more closely support Associates placed in the region.

Teach For Australia formed a partnership with Fogarty Edvance to provide Associates with high quality professional learning in Explicit Instruction and Data Directed Teaching. The Fogarty Foundation is dedicated to school improvement with leadership teams in a number of our placement schools, and Annie Fogarty (Executive Chairperson of the Fogarty Foundation) is a Teach For Australia Ambassador.

Our funding agreement with the Education Department was renewed for a further four years through to 2021 and Catholic Education of WA provided the team with a common workspace at their Newman Siena Centre for meetings and events. We also continued to enjoy effective and supportive relationships with the Teacher Registration Board of Western Australia (TRBWA) and the State School Teachers' Union of Western Australia (SSTUWA).

"The quality and diligence of the Associates is exceptionally high. With the right mentoring and coaching they have what it takes to go beyond expectations, providing students and the school with rich learning opportunities".

– Everal Miocevic, Principal at Southern River College, WA.
Partner school since 2015.

"I love teaching in Kalgoorlie because everything I do is part of the school: the school and the community are so intertwined. I don't think I would ever move back to a city after my experience here because in a community like this, everything I do is contributing."

– Patrick Elliot (Cohort 2016) was placed at Eastern Goldfields College in Kalgoorlie



WHERE WE WORK

NORTHERN TERRITORY



47 Associates at
10 schools since 2012

In 2017, Teach For Australia moved into a new region in the Northern Territory, partnering with a school in Alice Springs.

Throughout the vast region, the Associate and Alumni community remains tightly connected. Two-thirds of the fourteen new Associates in 2017 relocated to the Territory to teach. While limited access to resources and distance from family and friends can make the Territory a challenging place to work, Associates are supported by the strong network of peers, Teaching and Leadership Advisers and School Mentors.

In 2017, the Northern Territory was the first jurisdiction to implement the enhanced Mentorship Development Program with support and collaboration from the Department of Education. After the initial training, 100% of mentors reported a high level of satisfaction.

The challenge of distance in the Northern Territory has also fuelled innovation: 2017 brought a successful pilot of a virtual professional development program, and we have begun to build a virtual coaching model.

Beyond the program, Alumni are continuing to strive towards enhanced educational outcomes in the Northern Territory. In 2017, Hannah Morris (Cohort 2016) and Jonathan Chow (Cohort 2015) started Blue Sky Connect, a non-profit organisation that connects aspirational high school students in the Northern Territory with meaningful, challenging work experience placements in leading organisations.

We are very grateful to the Northern Territory Department of Education, the Teacher Registration Board, the Catholic Education Office and all our partner schools for their support in 2017.

"Our Teach For Australia Associates are constantly striving to grow and improve. They seek out feedback and act on that feedback to improve their teaching practice. They ask insightful questions that help us to reflect on our shared practices and identify areas to improve."

– Paul van Holsteyn, Principal at Centralian Middle School, NT.
Partner school since 2017.

At Tennant Creek High School, **Tanith Margetson (Cohort 2017)** has helped to start a literacy team, which develops new programs to engage all students to improve their reading and writing skills, no matter the level they start the school year with. The team has started small-group phonics programs and a school-wide reading program: all classes start with ten minutes of paired reading which builds fluency and reading stamina. "I've had one student go from grade two to year seven in his reading/writing levels. On average, students have gained two years in three terms," Tanith says.



AUSTRALIAN CAPITAL TERRITORY



53 Associates at
15 schools since 2011

Teaching in the Australian Capital Territory can be a distinctly unique experience, with the vibrant city of Canberra often intimating a tight-knit town.

In 2017, the ACT Education Directorate committed to funding Cohort 2018 Associates in order to support our work in the Tuggeranong Valley, with a focus on filling vacancies across STEM subjects.

In August, Teach For Australia hosted Federal Education and Training Minister Simon Birmingham and Federal Shadow Minister for Education and Training Tanya Plibersek at Parliament House in Canberra to discuss how to lift student outcomes and close the equity gap in Australia's education system. The panel of speakers included Will Lutwyche (from *Testing Teachers*), Everal Mioceovich (Principal of Southern River College in Western Australia) and Dr. Pete Goss (Grattan Institute).

Minister Birmingham commended Teach For Australia's approach to not only build the capabilities of teachers and school leaders, but also for the attributes of our approach that could be replicated more broadly across the education system. Shadow Minister Plibersek stressed the importance of raising the status of teaching as a profession.

"The type of mentoring that we've heard about - that is essential to ensure that a young, bright, capable individual who has decided to take a career change into teaching - is supported."

- Minister for Education and Training, Senator the Hon Simon Birmingham

At the start of the year, **Zoe Rothfield (Cohort 2016)** connected her students at Melba Copland Secondary School with peers in India through a global pen-pal project. Along with Hannah Morris, a fellow Associate teaching in the NT, and Viveka Rajagopal, a Teach For India Fellow, the teachers paired their students with a pen-pal based on their interests and personalities. The project was a rare opportunity for students in Australia and India to learn from one another and form friendships.

"[We need to] continue to get high achievers into teaching as a career. This is particularly more important as we move into an economy and society changing at a faster pace all the time. ... Teach For Australia, in a relatively short time, is not just contributing inspirational teachers... [but] is also contributing inspirational designers of curriculum and policy."

- Shadow Minister for Education and Training, Hon Tanya Plibersek MP



WHERE WE WORK

TASMANIA



13 Associates at
9 schools since 2017

With its rugged and adventurous character, Tasmania welcomed its pioneering cohort of Associates in 2017. Teach For Australia successfully partnered with nine schools and placed thirteen Associates across the state.

Partner school response to the program has been uniformly positive: all schools we partnered with in 2017 have expressed a desire to continue partnering with Teach For Australia.

One of these first Associates to be placed in Tasmania is Rob Lee who teaches science and maths at Burnie High School. Rob studied science at university, and had previously worked in chemistry and agronomy. He had considered teaching for almost a decade, and Teach For Australia allowed him to enter the profession by working and studying simultaneously.

We are grateful for the support of the Tasmanian Department of Education throughout the year, including offering ready access to a range of departments willing to support intensives and other stakeholder engagement. This broad support of the program indicates that principals will have clear access to Associates in the future, with a strong platform to discuss future cohorts in Tasmania.

At New Norfolk High School, **Madeleine Brodie (Cohort 2017)** established the Kitchen Garden Program in her first year of teaching. Through the program, students develop an awareness of the environment, increase their physical activity, improve their diet, food consumption and sustainability practices, gain insight into vocational and tertiary education pathways, and grow their self-esteem, independence, respect, collaboration and leadership skills.

"We've partnered with Teach For Australia since they expanded into Tasmania. It has been extremely positive for our staff, students and the Teach For Australia Associates. They have fitted into our community, and their enthusiasm and passion for improving students' learning has been great for our school."

– Glen Lutwyche, Principal at Ulverstone High School, TAS. Partner school since 2017.



SUSTAINABILITY

OUR PARTNERSHIP WITH THE AUSTRALIAN GOVERNMENT

Teach For Australia is grateful for the continued, bipartisan support from the Australian Government since our launch in 2009. The Department for Education and Training continues to provide strong support for our work, having invested \$20.5 million over the period of 2018-2021. This support allows Teach for Australia to recruit and empower over 300 of the best and brightest graduates, young professionals and career changers to become teachers where they are most needed, committed to a lifetime of action improving the outcomes of thousands of students across the country.

OUR PARTNERSHIPS WITH STATE AND TERRITORY GOVERNMENTS

We continued to receive support from all our partner state and territory governments, including Victoria, Western Australia, Northern Territory, Tasmania and the Australian Capital Territory. Investments from these partners have allowed us to continue to provide high quality support to our Associates and have ensured expansion into new regions across the country, notably the Goldfields and Pilbara regions in Western Australia.

OUR PARTNERSHIPS WITH PHILANTHROPY AND CORPORATE ORGANISATIONS

Since gaining Deductible Gift Recipient status in 2014 we have worked to develop long-term partnerships with a number of Trusts and Foundations. In 2017, we made corporate partnerships a priority in order to diversify and sustain our funding stream.

We maintain strong partnerships with the Paul Ramsay Foundation, Gandel Philanthropy, the Sidney Myer Fund and Myer Foundation. In 2017, we began a one million dollar, four-year partnership with Wesfarmers.

OUR IN KIND PARTNERS

Boston Consulting Group
Corrs Chambers Westgarth
Nightingale Communications
PwC

OUR SUPPORTERS

A L Lane
The Baker Foundation
Collier Charitable Fund
The Dyson Bequest
Eureka Benevolent Foundation

Gandel Philanthropy
The Ian Potter Foundation
JT Reid Charitable Trusts
The Letissier Evans Family Foundation
The Paul Ramsay Foundation
Platinum Pacific Partners
Shell

Sidney Myer Fund and Myer Foundation
The Victorian Department of Education and Training's Bastow Institute of Educational Leadership
Wesfarmers
The William Buckland Foundation

LANDMARK SUPPORT FROM WESFARMERS

In 2017, we embarked on a four-year, \$1 million partnership with Wesfarmers. Headquartered in Perth, Wesfarmers is dedicated to engaging with and making a positive contribution to the communities in which it works.

Together we will continue to scale the Leadership Development Program in Western Australia, meeting the challenges of distance in Australia's largest state, and supporting Associates

in some of Australia's most remote communities. In just three years since launching in Western Australia, we have placed 80 Associates across 22 schools in Perth and Kalgoorlie.

With Wesfarmers' support, we have already placed our largest ever cohort of 42 WA Associates for upcoming Cohort 2018.

The Australian Government Department of Education and Training is a major supporter of the Teach For Australia Initiative.

PEOPLE AND CULTURE

At Teach For Australia, our people are our greatest asset. We are each motivated by the organisation's mission, and every day we strive for an Australia where all children, regardless of background, achieve an excellent education.

WHO WE ARE

Teach For Australia is a diverse organisation. Our team members work across six states and territories including Victoria, Western Australia, the Northern Territory, Tasmania, ACT and New South Wales – and our people are increasingly based outside of our Melbourne headquarters.

27%

of our team
are based
outside of
Melbourne.

47%

of our team
are qualified
teachers.

24%

of our team are
Alumni of either
Teach for Australia
or another Teach For
All global network
organisation.

OUR VALUES

Our values are a central tenet of our positive culture, and part of who we are at Teach for Australia. We embed them in everything that we do to ensure we truly bring our values to life.

- **Empowering greatness**
- **Outcome driven**
- **Collaboration**
- **Humility and learning**
- **Innovation**
- **Resilience**

OUR PEOPLE STRATEGY

In 2017, we initiated a significant program of work to define our long-term ambitions for the people we attract, support and develop so we can retain top talent that will enable us to deliver against our mission. We are committed to increasing employee engagement and making Teach For Australia a great place to work.

We are building a compelling Employee Value Proposition with a focus on developing the necessary capabilities, enabling career progression and ensuring everyone at Teach For Australia is equipped to make their contribution to our mission and deliver our strategy.

OUR AMBASSADORS

Like the communities we work with, our Ambassadors are a diverse group of people from all walks of life, united by their belief in our vision.

- Adam Gilchrist AM, Australian Ambassador for Education to India / Former Cricketer
- The Hon Dr Andrew Leigh MP, Member for Fenner, Australian Capital Territory
- Annie Fogarty AM, Fogarty Foundation
- Brett Wigdortz OBE, Teach For All
- Carol Schwartz AM, Women's Leadership Institute Australia
- Damien Hardwick, Richmond Football Club
- David Evans, Evans and Partners
- Elana Rubin, Mirvac Group
- George Bailey, Champion Cricketer
- Jan Owen AM, Foundation for Young Australians
- Janine Kirk AM, The Prince's Trust Australia
- Prof John Dewar, La Trobe University
- John Dyson, Dyson Bequest
- John Inverarity, Teach For Australia
- John Wylie AM, Australian Sports Commission
- Julian Leeson MP, Member for Berowra, New South Wales Federal Parliament
- Justin Langer AM, Australian National Cricket Team
- Kate Cotter, Jetstar
- Mark Brayshaw, AFL Coaches Association
- Prof Michael Brear, University of Melbourne
- Michael Traill AM, Social Ventures Australia
- Myriam Wylie, John & Myriam Wylie Foundation
- Dr Ric Charlesworth AO, Australian Sports Coach
- Rob Nairn, Australian Institute for Teaching and School Leadership
- Sir Rod Eddington AO, JP Morgan
- Prof Rufus Black, University of Tasmania
- Susan Boucher, Australian Foundation for Fostering Learning in the Philippines
- Terry Moran AC, Boston Consulting Group
- Vedran Drakulic OAM, Gandel Philanthropy
- Wendy Kopp, Teach For All

OUR BOARD

LARRY KAMENER

Chair, 2017 - present

- Founder and Global Leader of the Public Sector practice at Boston Consulting Group
- Founder and Board Member of the Centre for Public Impact
- Former Leader of Public Sector and Health Care practices in Australia and New Zealand at Boston Consulting Group

RUFUS BLACK

Chair, 2009 - 2017

- Founder and Global Leader of the Public Sector practice at Boston Consulting Group
- Founder and Board Member of the Centre for Public Impact
- Former Leader of Public Sector and Health Care practices in Australia and New Zealand at Boston Consulting Group

PAUL BRASHER

Board Member

- Chairman of Incitec Pivot
- Non-Executive Director of Amcor Limited
- Deputy Chairman of Essendon Football Club
- Former Non-Executive Director of Perpetual Limited
- Former Chairman of the Global Board of PwC
- Former Chairman of Reach Foundation
- Former Board Member of Asialink

ALYCE CLEARY

Board Member

- Teach For Australia Alumna (Cohort 2010)
- Principal at Palm Beach-Currumbin State High School

JOHN DENTON AO

Board Member

- Partner and Chief Executive Officer of Corrs Chambers Westgarth
- Chair of the Business Council of Australia's Global Engagement Taskforce
- Board Member of Asialink and Asia Society
- Chair of Australia for the United Nations High Commissioner for Refugees Australia

ANTHONY MACKAY AM

Board Member

- Chief Executive Officer of the Centre for Strategic Education
- Deputy Chair of the Australian Council for Educational Research
- Deputy Chancellor of Swinburne University
- Former Chair of the Australian Institute for Teaching and School Leadership
- Former Deputy Chair of the Australian Curriculum, Assessment and Reporting Authority

PETER VAN ONSELEN

Board Member

- Contributory Editor of The Australian
- Anchor on Sky News
- Professor of Politics and Foundation Chair of Journalism at the University of Western Australia

MELODIE POTTS ROSEVEAR

Founder, Chief Executive Officer and Board Member

- Former Think Tank Coordinator of the Cape York Institute for Policy and Leadership
- Former Consultant at the Boston Consulting Group

STEVEN SCHWARTZ AM

Board Member

- Chair of the Australian Curriculum, Assessment and Reporting Authority
- Executive Director of the Council of the Humanities, Arts and Social Sciences
- Senior Fellow of the Centre for Independent Studies
- Senior Fellow of the Australian Scholarship Foundation
- Senior Fellow of the Asia Society
- Former Vice-Chancellor of Macquarie University

OUR GLOBAL NETWORK

Teach For Australia is proud to be a member of Teach For All, a global network of over 45 independent, locally led and funded partner organisations with a shared vision for expanded educational opportunity in their countries. In 2017, Teach For All celebrated one decade of exchanging ideas and solutions across diverse contexts, enabling its partners to make progress faster. Teach For Uganda, Teach For Cambodia, Teach For Vietnam, Teach For Afghanistan, Teach For Nigeria and Teach For Ukraine joined the network this year. In June, Teach For All launched its first Global Community of Practice in Education Policy in Lima, Peru.

The Community of Practice (CoP) brings together a group of 26 network Alumni from thirteen countries who are currently working in ministries of education, international think tanks, and non-profit organizations, where they lead initiatives in designing, implementing and influencing global and national education policy. The CoP was created to deepen the global network's education policy knowledge, and accelerate local impact through strengthening collaboration, capacity, and learning across borders.



FINANCIAL REPORT

STATEMENT OF FINANCIAL POSITION

As at 31 December 2017

	2017	2016
Assets		
Cash and cash equivalents	12,819,558	11,774,882
Trade and other receivables	3,560,367	2,129,082
TOTAL CURRENT ASSETS	16,379,925	13,903,964
Property, plant and equipment	185,711	243,573
TOTAL NON-CURRENT ASSETS	185,711	243,573
TOTAL ASSETS	16,565,636	14,147,537
Liabilities		
Trade & other payables	788,099	384,539
Funding in advance	10,299,764	8,570,817
Short term provisions	421,687	225,315
TOTAL CURRENT LIABILITIES	11,509,550	9,180,671
Funding in advance	-	-
Long term provisions	27,686	181,634
TOTAL NON-CURRENT LIABILITIES	27,686	181,634
TOTAL LIABILITIES	11,537,236	9,362,305
NET ASSETS	5,028,400	4,785,232
Accumulated funds		
Unrestricted reserves	3,330,419	3,087,251
Restricted reserves	1,697,981	1,697,981
TOTAL ACCUMULATED FUNDS	5,028,400	4,785,232

STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME

For the year ending 31 December 2017

	2017	2016
Total Income		
Government funding	9,112,466	7,350,545
Foundations, philanthropic & public donations	2,421,860	1,606,334
Investments and other income	263,273	315,860
TOTAL REVENUE	11,797,599	9,272,739
Expenses		
Program Costs	4,463,169	3,317,798
Administration	801,240	669,774
Staff and contractors	6,290,022	4,969,307
TOTAL EXPENSES	11,554,431	8,956,879
NET SURPLUS FOR THE YEAR	243,168	315,860

STATEMENT OF CASH FLOW

For the year ending 31 December 2017

	2017	2016
CASH AT BEGINNING OF PERIOD	11,774,882	11,056,793
Net cash (absorbed)/provided from operating activities	1,094,453	954,376
Net cash used in investing activities	(49,777)	(236,396)
NET INCREASE/(DECREASE) IN CASH HELD	1,044,676	717,980
CASH AT END OF PERIOD	12,819,558	11,774,881

A more extensive financial report is available at teachforaustralia.org/financial-reports.



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