

ANNUAL
REPORT
2019

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

2019 marked the ten-year anniversary of Teach For Australia.

Looking back to those early days, I can vividly remember criss-crossing the country, talking to anyone who would listen – from the politician who would become Prime Minister to the unsuspecting individual who might sit beside me on the plane – about something that I had seen first-hand through my work in Cape York, and the opportunities that existed to address it.

I'd witnessed how lucky Australia is in many ways, a beautiful and spirited land of diverse cultures and vivacious people, but it was impossible to ignore the deep divides that are incongruous with Australia's potential. And to bridge those inequity gaps, the idea was to bring more people into the work of teaching.

At that point in time, with no alternative pathways in existence, the number one question everyone asked me was, "Are you sure that people who haven't already chosen teaching would change their minds?" I thought it was worth a shot.

The fact that we're here ten years later is a testament to so many who believed in that gamble. That's from people who put their hands up to do the program, to students, parents and principals who welcomed those new teachers into their schools and communities, to our university partners who were excited to develop a program with us that would train exceptional teachers, to the Commonwealth Government and increasing number of jurisdictions who saw this as a way to complement their workforce in education.

We've always been committed to the fact that teaching is an act of leadership. We have never lost sight of the bigger objective: to develop and support a community of teachers and leaders who could enact fundamental changes to the education system in Australia, and truly make this a society that offered everyone the opportunity to live a good, fulfilling life. It's my pleasure to share a bit of what the past decade has yielded.

The past decade

Nearly 1,000 Associates have put their hands up to teach, in more than 14,500 classrooms within over 200 schools across Victoria, Tasmania, Western Australia, the ACT and the Northern Territory. We've reached nearly 300,000 students.

We have proven that not only are high-calibre graduates enthusiastic about teaching and leadership in education, but so too are people who are already established in their careers who wish to share their skills in classrooms where they are most needed.

While Teach For Australia started by recruiting, training and developing beginning teachers, our programs have extended to developing schools' existing staff: Teach To Lead accelerates the development of emerging leaders within schools serving low socioeconomic communities, and our Mentor Development Program builds best-practice skills and knowledge in practiced teachers, so they can in turn nurture new teachers in the early stages of their professional growth.

This year

In 2019 in particular, we have witnessed the continued strength of this movement we've built. We welcomed 20 new school partners, and 132 Cohort 2020 Associates were placed as teachers. When we asked our new teachers why they applied for the Leadership Development Program, their foremost motivation was a belief that all children, regardless of background, should attain an excellent education.

We also now know the depth of this commitment: 88% of our most recent graduating cohort have decided to continue teaching for a third year. Of all of our Alumni, 84% continue working in education, with 69% still teaching in classrooms.

49% of these teaching Alumni are in leadership roles in their schools – 16 are now principal class leaders.

Over the years, we've refined our approach to the formalised education our participants receive in partnership with universities. Now in 2019, with the shared value of social justice that characterises the partnership with ACU, we have together embarked on the design and accreditation of a new degree that will allow us to harness what we've learned so far to provide a better scaffolded learning experience for the contexts we serve. It will be a twelve- to eighteen-month process, but will place us at the forefront of teacher education, especially in disadvantaged contexts.

In Western Australia, we welcomed a multi-year partnership with Woodside, which will empower communities in the Pilbara, West Kimberley and beyond. The Commonwealth Government has continued its support for our work, by allocating funding to Teach For Australia as part of its new High Achieving Teachers Program. The Coalition also announced additional funding for Teach For Australia to develop a new program to strengthen the pipeline of school leaders in regional and remote schools.

What's next

While we have much to celebrate in this past year and the past decade, we also acknowledge that there is so much more to do. We know from the latest PISA results that our collective work and mission matters now more than ever. The forces holding educational inequity in place have deep roots. Australia, and most OECD countries, are overall making limited if any progress in closing gaps and improving excellence, despite on average spending 15% more on education than we were a decade ago.

We need a richer ecosystem of education actors that aren't recycling the same old ideas – we need to break new ground.

And we can't lose sight of why we're all in this work. Up until now, adults have been making decisions for kids – but we need more young voices and student leadership guiding what the system should look like. We need to be flexible and we need to be creative. We need a new level of commitment to the ultimate reason why we're here: kids deserve better than we're currently giving them.

Next year, we deepen our commitment. We are looking forward to launching our first Reconciliation Action Plan (Reflect), making a public pledge to working towards equity for our nation's Indigenous young people. We also are excited to launch a new program aimed at developing school leaders in regional and remote communities across Australia.

We are all dedicated to this work, and we will not stop until every child in Australia has access to an excellent education. It is, for all of us, a lifelong commitment. We look forward to the year ahead.



Melodie Potts Rosevear

Melodie Potts Rosevear
Founder and Chief Executive Officer



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 2019 Annual Report will reflect on our achievements through the lens of these four strategic priorities.

OUR PRIORITIES

GROWTH

Increasing 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 sustainably funded by governments, corporate organisations and philanthropy.



We are recognised as a great place to work.



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



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



We operate with excellence and efficiency.



GROWTH

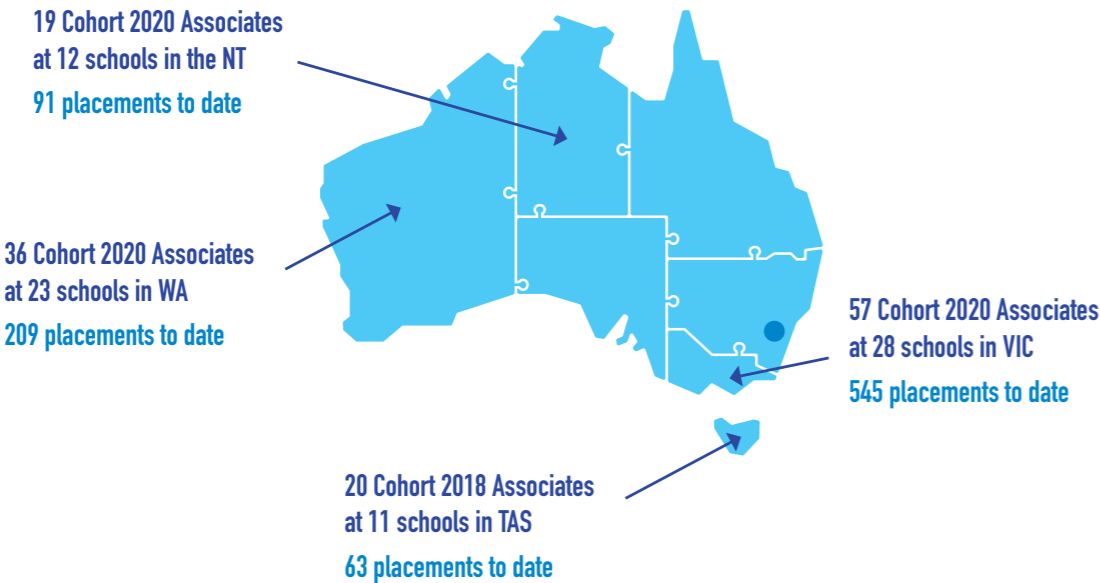
In 2019, we embarked on new strategies to increase our overall Cohort size, broaden our geographical footprint and build our sustainability.

This year, we welcomed 132 Associates as well as 20 new partner schools into the Teach For Australia community.

We updated our selection processes for our Leadership Development Program this year, introducing virtual screening as well as Alumni Assessors — so individuals who have completed the program are helping to assess future Associates.

We also directed our efforts to recruiting STEM (science, technology, engineering and maths) candidates in particular — subjects which suffer a critical shortage of teachers across Australia. 40% of Cohort 2020 is eligible to teach STEM subjects.

COHORT 2020 ASSOCIATES WILL TEACH ACROSS 74 SCHOOLS:



IMPACT

5 STATES AND TERRITORIES

11 COHORTS

202 PARTNER SCHOOLS

968 PLACEMENTS

12K+ APPLICATIONS

295K+ STUDENTS

Celebrating a decade of impact

In 2019, we celebrated our ten-year anniversary with two special publications: our TFA10 Impact Report summarised our impact over the past decade, and an interactive Ten Year Timeline highlighted milestones and stories from each year.

Where teachers are needed

In 2019, 62% of all of our partner schools were in regional, rural and remote locations — a more than 10% increase over 2018.

We try where possible to place multiple Associates in the same school or schools within a close drive of one another, which means many Associates are able to live and study together. This has created buzzing Associate and Alumni communities right across Australia; from Horsham, Shepparton, Gippsland and the South West Coast in Victoria, to Katherine, Alice Springs and Tennant Creek in the Northern Territory, Kalgoorlie and the Pilbara in Western Australia, and across Tasmania’s north coast.

A lifetime of action

With nine cohorts having completed the Leadership Development Program at the end of 2019, our network of Alumni as teachers and leaders continues to grow. We know that:

- 93% of Associates teach for at least two years
- 88% of the most recent cohort of Alumni (Cohort 2018) have remained in teaching for a third year
- 69% of all Alumni are still teaching in schools, with half of them in school leadership roles
- 84% of all Alumni are currently working in the education sector, whether that’s teaching or leading schools, working with education policy and government or at an education-focused not-for-profit or social enterprise.



SUSTAINABILITY

We are a joint effort of governments, schools, parents, students, Associates, Alumni, universities and corporate and philanthropic organisations who all share a commitment to equity in education across Australia.

The Australian Government

This year, Teach For Australia welcomed the Commonwealth Government's decision to expand employment-based teacher education programs through the High Achieving Teachers Program tender process. We are grateful to have received further funding for our important work alongside ACU through this program, and are pleased to see other universities exploring the benefits of these models as well.

State and Territory Governments

Our close partnerships with State and Territory governments has enabled the placement of hundreds of Associate teachers. We continue to work together to identify areas of greatest need and explore opportunities for placements in some of the most isolated and unique regions of Australia.

Additionally, we work with the respective regulatory bodies in each state to support our teachers.

ACU

ACU has been our academic partner starting with Cohort 2018, and we are continuing to innovate teacher training together.

This year, Teach For Australia and ACU we have started to design and accredit a new degree based on our decade of experience to provide a better scaffolded learning experience for the contexts we serve. This new degree will place us at the forefront of teacher education, especially in disadvantaged contexts.

Philanthropic organisations

We were pleased to announce a multi-year, \$750,000 partnership with Woodside that deepens a mutual commitment to the potential of young people in Western Australia. The partnership helps empower communities together in the Pilbara, West Kimberley and beyond with outstanding teachers, leaders and mentors through our Leadership Development Program.

OUR SUPPORTERS

We don't do this work alone. Thank you to our partners and supporters:

Government Partners



University Partner



Major partners



Supporters

In alphabetical order

ATCO Australia
Amgen Foundation
Atlassian Foundation
Australian Communities Foundation
BCG
Charles David Fund
Corrs Chambers Westgarth
David Mack
Euroz Charitable Foundation
FJM Property

The Hansen Little Foundation
The Howarth Foundation
Hydro Tasmania
JTM Foundation
Jock Clough
Northrop Grumman
Perpetual
Platinum Pacific Partners
PwC
TDM Growth Partners



FOUNDERS 10

Colin and Angie Carter
John Wylie and Myriam Boisbouvier-Wylie
Jon and Caro Stewart
Sir Rod Eddington and Lady Young
Sook Eddington
The Brasher Family Foundation
The Kamener Family Foundation
Trevor and Jenny O'Hoy

PEOPLE & CULTURE

74

STAFF
FULL- AND
PART-TIME

54%

ARE QUALIFIED
TEACHERS

26%

ARE ALUMNI
OF TEACH FOR AUSTRALIA
OR ANOTHER TEACH FOR ALL
NETWORK PARTNER

Headquartered in Melbourne with teams based across Australia, we are passionate, professional and ambitious. Our team works across six States and Territories including Victoria, Western Australia, the Northern Territory, Tasmania, Australian Capital Territory, and New South Wales – with 36% of our people based outside of our Melbourne headquarters.

OUR VALUES

Empowering greatness

We see great possibilities and strive to bring them to life. We seek to lead by example and are agents for change in ourselves, in students and in our society. We create empowering learning environments that enable others to excel.

Outcome driven

We are inspired by ambitious goals and pursue them with determination. We use fact-based data to think critically about problems and solutions. We take personal responsibility for delivering meaningful, measurable impact within timeframes that are challenging and motivating.

Collaboration

We strive to build effective, professional relationships within and across sectors. We have a collaborative mindset that opens us to the opportunities and expertise available through partnerships. We work together - within the organisation, with Associates and with partners, to achieve the individual and systemic changes we seek.

Humility and learning

We respect and seek to learn from the communities we serve and the people with whom we work. We recognise the limits of our own experience, ask questions and seek diverse perspectives to inform our views. We work with curiosity and resourcefulness, engage in honest self-reflection and look for ways to continuously improve.

Innovation

We bring energy and creativity to everything we do. We are excited by new ideas and look for new ways to do things that will bring us closer to achieving our goals. We embrace the opportunity to operate outside our comfort zone as a chance to grow and innovate.

Resilience

We are resilient when faced with obstacles and undaunted by the scale of the change we seek. We rise to the challenge and never forget why we do what we do.

OUR GLOBAL NETWORK

Teach For Australia is proud to be a member of Teach For All, a global network of 53 independent, locally-led and -funded partner organisations with a shared vision for expanded educational opportunity in their countries.



OUR BOARD

Larry Kamenar | Chair

Former senior partner, Boston Consulting Group with specialist knowledge of the public sector

Melodie Potts Rosevear | Founder, Chief Executive Officer and Board Member

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

Paul Brasher | Board Member

Vice-President of Essendon Football Club
Former Chair of Incitec Pivot
Former Non-Executive Director of Amcor Limited and Perpetual Limited
Former Chairman of the Global Board of PwC
Former Chairman of Reach Foundation

Alyce Cleary | Board Member

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

Dorothy Hisgrove | Board Member

Chief People Officer and Partner at PwC
Former Head of Brand and Marketing, Customer Experience and People at AFL, Australia Post, NAB and BHP

Elana Rubin | Board Member

Non-Executive Director of Mirvac, Afterpay Touch and Slater & Gordon
Director of Transurban QLD, ME Bank and VMIA

Thank you to the following Board members who retired from the Board in September 2019:

Steven Schwartz, AM | Board Member

2013 - 2019



FINANCIAL REPORT

STATEMENT OF FINANCIAL POSITION

As at 31 December 2019

	2019	2018
Assets		
Cash and cash equivalents	12,700,745	11,510,629
Trade and other receivables	1,257,612	4,123,932
TOTAL CURRENT ASSETS	13,958,357	15,634,561
Property, plant and equipment	572,503	110,430
Investments	3,743,340	-
TOTAL NON-CURRENT ASSETS	4,315,843	110,430
TOTAL ASSETS	18,274,200	15,774,991
Liabilities		
Trade & other payables	548,235	733,567
Funding in advance	6,850,965	6,872,271
Lease liabilities	166,654	-
Short term provisions	463,840	443,953
TOTAL CURRENT LIABILITIES	8,029,694	8,049,791
Lease liabilities	358,477	-
Long term provisions	38,949	30,275
TOTAL NON-CURRENT LIABILITIES	397,426	30,275
TOTAL LIABILITIES	8,427,120	8,080,066
NET ASSETS	9,847,080	7,664,925
Accumulated Reserves		
Accumulated reserves	9,847,080	7,664,925
TOTAL ACCUMULATED FUNDS	9,847,080	7,664,925

STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME

For the year ending 31 December 2019

	2019	2018
Income		
TOTAL REVENUE	15,563,966	13,566,364
Expenses		
Program costs	10,519,331	9,165,750
Fundraising	1,268,500	1,001,260
Administration	1,593,983	1,725,446
TOTAL EXPENSES	13,381,814	11,892,456

STATEMENT OF CASH FLOW

For the year ending 31 December 2019

	2019	2018
CASH AT BEGINNING OF PERIOD	4,433,824	11,519,558
Net cash (absorbed)/provided from operating activities	5,092,099	(1,297,786)
Net cash used in investing activities	(4,396,109)	(5,787,948)
NET INCREASE/(DECREASE) IN CASH HELD	533,003	(7,085,734)
CASH AT END OF YEAR/PERIOD	4,966,827	4,433,824

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



**TEACHFOR
AUSTRALIA.**

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teachforaustralia.org

The Leadership Development Program is delivered as part of the High Achieving Teachers Program with the support of the Australian Government Department of Education, Skills and Employment.



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