

OUR BOARD

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For everyone, 2020 was a year to remember. The COVID-19 pandemic changed everything as we knew it, and the whole world continues to adapt to new patterns of living, working, learning and connecting.

The pandemic may be the greatest unplanned experiment in education methods our nation has ever endured. Talk to any teacher that serves a community experiencing socioeconomic disadvantage, and they will tell you about students lacking access to devices, internet data and quiet study spaces. Losing the safe and consistent daily environment that many schools represent is enormously detrimental to our young people. For every student who enjoyed later starts, wearing pyjamas and the freedom of studying under their own steam, there were many more who weren't able to log in.

As the ongoing effects of COVID-19 unfold across Australia's education landscape, all teachers have been working on the ground, leading and navigating through unprecedented challenges and opportunities in Australian schools.

Learning how Teach For Australia could best support our teachers, so they in turn could best support their students, was of utmost importance to us in 2020. We increased individualised support for Associates across Cohorts 2019, 2020 and 2021, and pivoted to virtual instructional delivery and coaching.

Recruitment, selection and matriculation of our program candidates — a rigorous process that generally involves in-person elements — also moved entirely online. We were thrilled that at a time when Australia needs more excellent teachers than ever, a record-number of people applied for our Leadership Development Program. Throughout the more than 1,500 applications we received, we saw high-level expertise and experience, a strong desire to commit to a meaningful career and a wilful belief in an Australia that gives every child, regardless of their background, greater choice for their future.

We successfully placed our largest cohort to date. After completing a portion of their Master's in 2020, 171 Associates started teaching at the start of 2021 across the Northern Territory, Tasmania, Victoria, Western Australia and — for the very first time — South Australia.

With the support of the Australian Government Department of Education, Skills and Employment, we also designed

and launched the Future Leaders Program specifically for teachers in regional, rural and remote communities. We know that schools in these areas are facing unique demands, such as limited access to support services and challenges in attracting and retaining staff.

In these schools, the pipeline of ready school leaders is declining. Our new Future Leaders Program aims to empower these educators with relevant training, support and networks. This is critically important to ensuring that *all* children recieve an excellent education. Partnering with the Departments of Education in Western Australia and the Northern Territory, 43 aspiring leaders were selected to be part of the program's inaugural 2021 cohort.

We also continued developing schools educators through Teach To Lead, which accelerates the development of emerging leaders within schools serving low socioeconomic communities, and our Mentor Development Program, which 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.

While this year was not an easy one, we can find many things to celebrate. This report highlights some of our achievements and ongoing work.

We know that there is so much more to do, especially as reports continue to emerge, showing that COVID-19 is exacerbating some of the problems that our students face.

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



Melodie Hollo Roseras

Melodie Potts RosevearFounder and Chief Executive Officer

LARRY KAMENER - CHAIR

- Senior Adviser and former Senior Partner in the Boston Consulting Group
- Founder and former leader of BCG's Global Public Sector Practice
- Founder and Chair of the Centre for Public Impact, a BCG Foundation
- Chair of Save the Children Australia
- Chair of the Strategic Advisory Council of the Bastow Institute of School Leadership
- Board Member with the Melbourne Theatre Company

MELODIE POTTS ROSEVEAR OAM • 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

DOROTHY HISGROVE · BOARD MEMBER

- National Managing Partner People & Inclusion, KPMG
- Former Chief People Officer and Partner at PwC
- Former Head of Brand & Marketing, Customer Experience
 & People at AFL
- Former Executive at Australia Post, NAB and BHP

ELANA RUBIN - BOARD MEMBER

Chairperson Afterpay

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 Non-Executive Director of Mirvac, Telstra, Slater & Gordon, Transurban Queensland and VMIA

BEN JENSEN • BOARD MEMBER

- Founder of Learning First
- Former Director School Education Program, Grattan Institute

KEITA MATSUMOTO · BOARD MEMBER

- Teach For Australia Alumnus (Cohort 2016)
- Teach To Lead Alumnus (Cohort 2018)
- Partnership Manager at Our Place
- Board Director of Kindred Spirits Foundation

CHRISTINE CHRISTIAN AO • BOARD MEMBER

- Deputy Chairman and Director of FlexiGroup Limited
- Non-Executive Director of MaxCap Group and Lonsec
- President and Board Member of the State Library of Victoria
- Council Member of La Trobe University

SARAH DAVIES AM · BOARD MEMBER

- CEO of the Alannah & Madeline Foundation
- Former CEO of Philanthropy Australia
- Former CEO at The Reach Foundation and The Australian Communities Foundation
- Board Member of the Centre for Social Impact
- Council Member of the National Museum of Australia

Thank you to the following Board members who retired from the Board in 2020 and 2021:

PAUL BRASHER · FORMER BOARD MEMBER

- 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 Chair of Reach Foundation

ALYCE CLEARY · FORMER BOARD MEMBER

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







OUR STRATEGY

In 2020, we committed to a multi-year strategy to make our ambitious vision a reality.

OUR 2023 PRIORITIES

We know that the two key levers to positively impact student outcomes are teacher quality and school leadership. We're proud that since 2009 we've recruited, developed, supported and empowered great teachers working in hundreds of schools serving over 370,000 children in communities experiencing educational inequity.

But we know that there's so much more to do, and have committed to a multi-year strategy aiming to reach further and with greater impact than ever before. This report reflects on our achievements through the lens of our four strategic priorities for 2023.



LEAD

We will grow a community of leaders, underpinned by programs that make a demonstrated impact by:

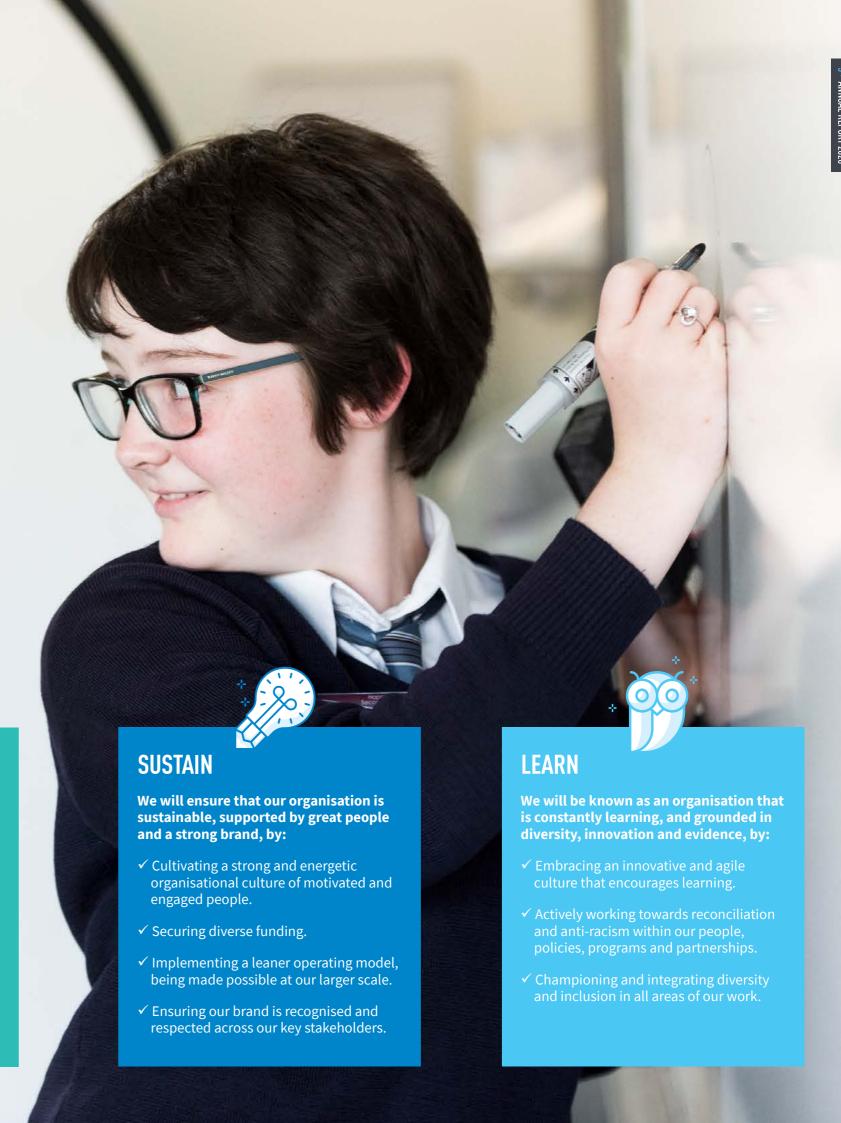
- ✓ Growing our community of dedicated teachers and leaders in education, in particular those qualified to teach Maths and STEM.
- ✓ Further developing and preparing teachers' leadership capabilities.
- ✓ Strengthening our Alumni networks, and supporting them to continue to actively address educational equity.



REACH

We will extend our reach nationally, with programs that are in high-demand, by:

- Deepening our partnerships with schools and building broader coalitions of support.
- ✓ Expanding to all states and territories, so that we can support more eligible schools and communities across Australia.



LEAD

We welcomed our largest cohort of Associates into the community and designed and launched a new program for teachers in regional, rural, and remote areas.

✓ BY GROWING OUR COMMUNITY

In 2020, we recruited our largest-ever cohort of Associate teachers through our Leadership Development Program. Due to travel and safety restrictions, we successfully shifted to a blended online learning model and trained 171 Associates who have now commenced teaching in 2021.

• 51% of Cohort 2021 have backgrounds in science, technology, engineering, or mathematics (STEM), making them eligible to teach STEM subjects. These subjects suffer from the greatest shortage of teachers across Australia.

✓ BY DEVELOPING TEACHERS' **LEADERSHIP CAPABILITIES**

Our fifth cohort of Teach To Lead Fellows completed the program. 37 Fellows participated in the program, alongside 14 Fellows from Greater Shepparton Secondary College in Victoria, partaking in a new approach to support whole-school leadership teams.

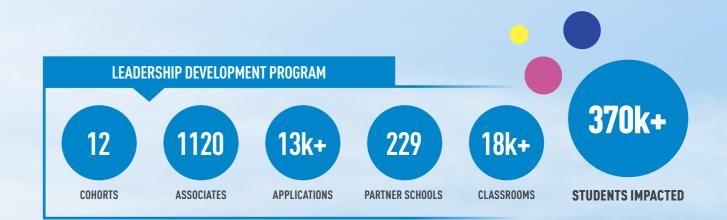
With the support of the Australian Government Department of Education, Skills and Employment, we designed and launched the Future Leaders **Program**. This is an innovative, new approach to strengthening school leadership in regional, rural and remote schools facing unique demands, such as limited access to support services and challenges in attracting and retaining staff. We recruited 43 aspiring leaders for the inaugural cohort who will participate in 2021.

✓ BY STRENGTHENING **OUR ALUMNI NETWORK**

With 10 cohorts having completed the Leadership Development Program at the end of 2020, our network of Alumni as teachers and leaders continues to grow.

From our most recent Alumni survey conducted at the start of 2021, we learned that:

- 92% of the most recent cohort of Alumni (Cohort 2019) have decided to remain in teaching for a third year.
- 73% of all Alumni are still working in schools, with half of them in school leadership roles.
- 87% of all Alumni are currently working across the education sector, in roles such as teaching or leading schools, working within education policy and government or at an education-focused notfor-profit or social enterprise.







REACH

We celebrated the start of a new partnership with South Australia, placing three Associates in the state who have commenced teaching in 2021.

✓ BY DEEPENING OUR PARTNERSHIPS

In collaboration with the Australian Catholic University (ACU), we launched a new Master of Teaching. Together, we developed entirely new course and session content, including a School Practicum which took place at schools in Associates' home states, in collaboration with our extensive Alumni and school partner network.

✓ BY EXPANDING TO SUPPORT MORE SCHOOLS

We expanded our work into new jurisdictions in 2020, **collaborating with the South Australian Government**. As part of a small-scale pilot, we are partnering with schools in Roxby Downs and Whyalla, placing our first three Associates in the state.

New South Wales also announced a budget allocation for Teach For Australia to design a program to recruit and train high-performing professionals to move into the classroom, with a focus on filling gaps in science, maths and technology and applied sciences, as well as roles at rural and remote schools.



We are making sure we can continue delivering on our vision and mission until the work is done.

✓ BY CULTIVATING A STRONG CULTURE

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, New South Wales and Queensland – with 50% of our people based outside of our Melbourne headquarters.

- 84 full- and part-time staff
- 56% are qualified teachers
- 33% are Alumni of Teach For Australia or another Teach For All network partner

In 2020, we spent time as an organisation understanding what has led to our success so far. Our focus was to identify the values that will help to bring our strategy to life and to advance our vision and mission in the years ahead. This was a substantial project for the whole organisation which was carried into 2021.

✓ BY DIVERSIFYING FUNDING

We hosted our first-ever Giving Day in 2020, and were overwhelmed with generosity and support from our community. The Atlassian Foundation and the Hansen Little Foundation matched individual pledges on the day and we hit double our target, raising over \$200,000 in 12 hours.

✓ WITH A LEANER OPERATING MODEL

As our programs grow and expand, we are able to achieve more at scale. Having recuited our largest Leadership Development Program cohort to date in 2020, we are finessing our model to ensure all Associates get the best and most relevant training and support before they start teaching and throughout the two-year program.

✓ WITH A RECOGNISED AND RESPECTED BRAND

In 2020, we were proud to receive a **record number of applications** to the Leadership Development Program, as well as strong application numbers for the inaugural cohort of the Future Leaders Program. Teach For Australia is a trusted organisation delivering high quality, viable professional learning pathways.

We don't do this work alone. Our work is 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. Thank you.

UNIVERSITY PARTNER



GOVERNMENT PARTNERS













MAJOR PARTNERS

















SUPPORTERS

ATCO Australia

Amgen Foundation

Australian Communities Foundation

The Baker Foundation

The Betty Ward Foundation

Boston Consulting Group

Corrs Chambers Westgarth

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

Toyota Community Trust



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

LEARN

As an education-based organisation, learning is at the heart of our work.

✓ BY ENCOURAGING A LEARNING CULTURE

We encourage our staff to be curious. We dare to fail so that we can learn. This attitude is **embedded in our organisational culture**, and it's why our staff are given choice, time and budget to develop professionally every year.

In 2020, we made cultural learning a requirement for all staff, to help everyone understand the purpose and signifiance behind the cultural protocols of Aboriginal and Torres Strait Islander peoples. We have also formed a Reconciliation Action Group, which is responsible for promoting cultural events.

✓ BY WORKING TOWARDS RECONCILIATION AND ANTI-RACISM

With great humility, understanding how much more we must learn and grow, we launched our first Reconciliation Action Plan in 2020. The Plan holds us accountable as we take our first steps inspired by the final line of the Uluru Statement from the Heart: to walk alongside our Aboriginal and Torres Strait Island brothers and sisters in a movement of the Australian peoples towards a better future.

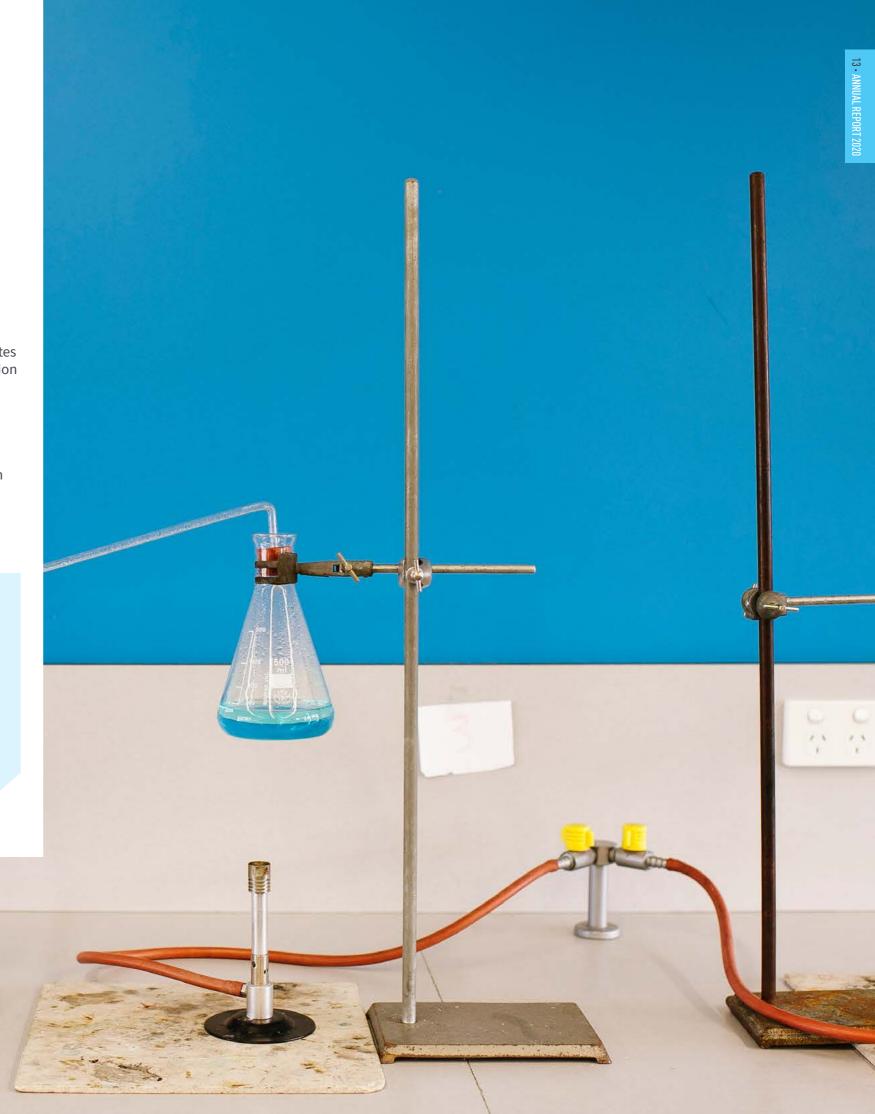
✓ BY CHAMPIONING DIVERSITY AND INCLUSION

It's important to speak up when something isn't right. The George Floyd protests in the United States catalysed a groundswell of awareness and reflection about the inequities and injustices happening here in Australia. We published a statement welcoming this movement, and engaged in a number of learning and outreach actions both at programmatic and organisational levels to collectively understand the damage that has been done and learn how to take meaningful action towards a fairer future for all.

OUR GLOBAL NETWORK

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





FINANCIAL REPORT

STATEMENT OF FINANCIAL POSITION

As at 31 December 2020

	2020	2019
Assets		
Cash and cash equivalents	4,924,601	4,966,827
Other financial assets	8,753,214	7,733,918
Trade and other receivables	1,403,792	1,257,612
TOTAL CURRENT ASSETS	15,081,607	13,958,357
Property, plant and equipment	184,544	572,503
Investments	5,138,525	3,743,340
TOTAL NON-CURRENT ASSETS	5,323,069	4,315,843
TOTAL ASSETS	20,404,676	18,274,200
Liabilities		
Trade & other payables	618,297	548,235
Funding in advance	6,813,404	6,850,965
Lease liabilities	169,417	166,654
Short term provisions	508,810	463,840
TOTAL CURRENT LIABILITIES	8,109,928	8,029,694
Lease liabilities		358,477
Long term provisions	227,206	38,949
TOTAL NON-CURRENT LIABILITIES	227,206	397,426
TOTAL LIABILITIES	8,337,134	8,427,120
NET ASSETS	12,067,542	9,847,080
Accumulated Reserves		
Accumulated reserves	12,067,542	9,847,080
TOTAL ACCUMULATED FUNDS	12,067,542	9,847,080

STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME

For the year ending 31 December 2020

	2020	2019
Income		
TOTAL REVENUE	15,834,558	15,563,966
Expenses		
Program costs	10,763,697	10,519,331
Fundraising	1,421,401	1,268,500
Administration	1,428,996	1,593,983
TOTAL EXPENSES	13,614,094	13,381,814

STATEMENT OF CASH FLOW

For the year ending 31 December 2020

	2020	2019
CASH AT BEGINNING OF PERIOD	4,966,827	4,433,824
Net cash (absorbed)/provided from operating activities	2,537,973	5,092,099
Net cash used in investing activities	(2,390,366)	(4,396,109)
Net cash used in financial activities	(189,833)	(189,833)
NET INCREASE/(DECREASE) IN CASH HELD	(42,226)	533,003
CASH AT END OF YEAR/PERIOD	4,924,601	4,966,827

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

