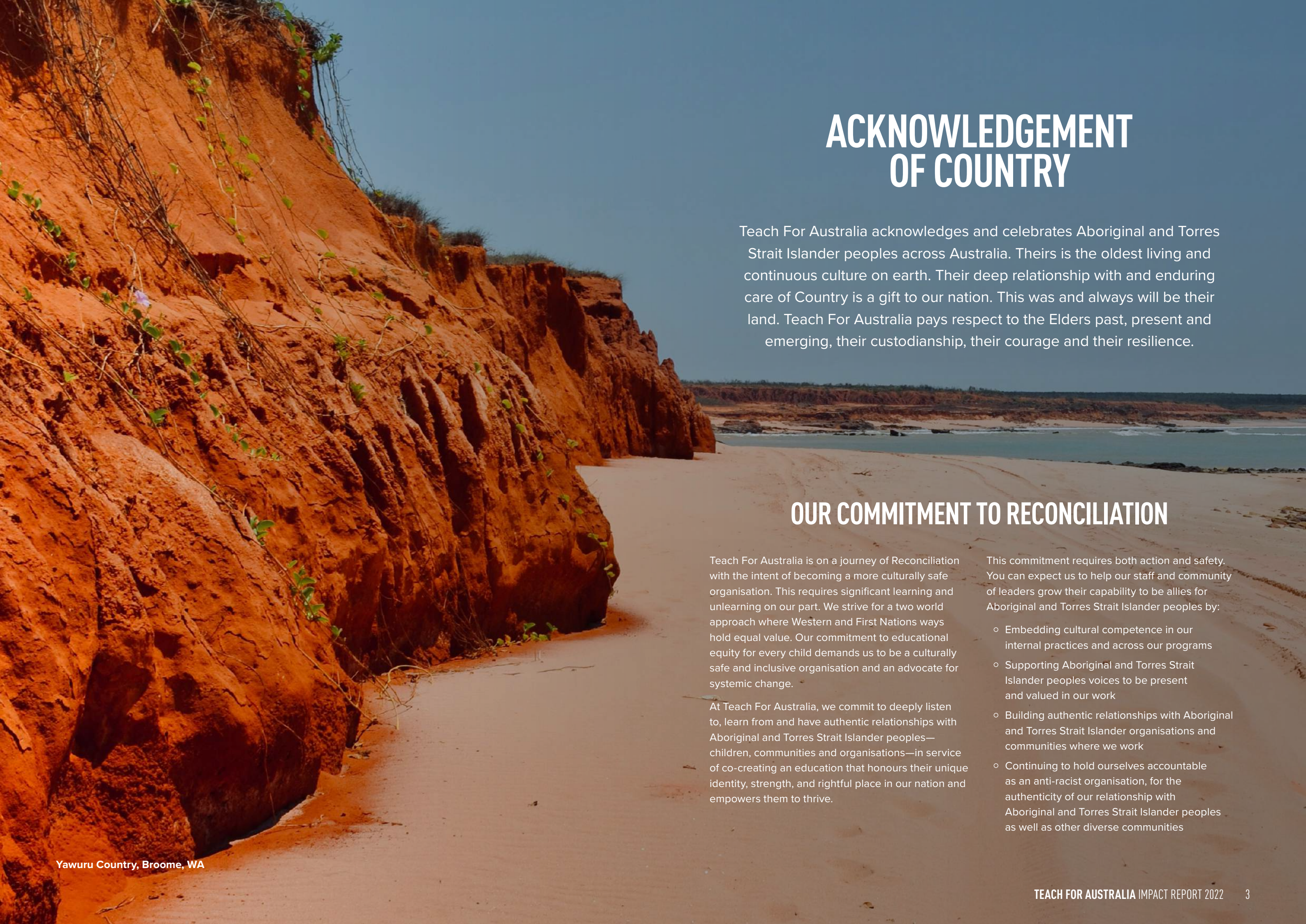




IMPACT REPORT

2022



ACKNOWLEDGEMENT OF COUNTRY

Teach For Australia acknowledges and celebrates Aboriginal and Torres Strait Islander peoples across Australia. Theirs is the oldest living and continuous culture on earth. Their deep relationship with and enduring care of Country is a gift to our nation. This was and always will be their land. Teach For Australia pays respect to the Elders past, present and emerging, their custodianship, their courage and their resilience.

OUR COMMITMENT TO RECONCILIATION

Teach For Australia is on a journey of Reconciliation with the intent of becoming a more culturally safe organisation. This requires significant learning and unlearning on our part. We strive for a two world approach where Western and First Nations ways hold equal value. Our commitment to educational equity for every child demands us to be a culturally safe and inclusive organisation and an advocate for systemic change.

At Teach For Australia, we commit to deeply listen to, learn from and have authentic relationships with Aboriginal and Torres Strait Islander peoples—children, communities and organisations—in service of co-creating an education that honours their unique identity, strength, and rightful place in our nation and empowers them to thrive.

This commitment requires both action and safety. You can expect us to help our staff and community of leaders grow their capability to be allies for Aboriginal and Torres Strait Islander peoples by:

- Embedding cultural competence in our internal practices and across our programs
- Supporting Aboriginal and Torres Strait Islander peoples voices to be present and valued in our work
- Building authentic relationships with Aboriginal and Torres Strait Islander organisations and communities where we work
- Continuing to hold ourselves accountable as an anti-racist organisation, for the authenticity of our relationship with Aboriginal and Torres Strait Islander peoples as well as other diverse communities

WHY WE EXIST

OUR VISION

An Australia where education gives every child greater choice for their future.

OUR MISSION

Grow a community of leaders committed to educational equity for children, by recruiting and developing exceptional people to teach and lead across Australia.

A great education is a powerful thing. At Teach For Australia, we want an education system which gives all children greater choice for their future. We believe in the potential of every child—in their right to an education that can unlock choice, in their chance for a future of opportunity and prosperity, and their ability to pursue their dreams.

Our young people deserve an excellent, equitable education system, led by teachers who are supported in their roles—allowing them to help students reach their full potential. Our young people need to be equipped with the tools to navigate all the challenges this generation will face. Right now, for many, **this is not the case.**

Despite our prosperity, and our desire for everyone to experience a “fair go”, Australia has one of the most inequitable education systems in the developed world. The postcode a child is born in radically impacts their future. Many face diminished opportunities through no fault of their own. The realities of the status quo are shown by:

Student performance in Australia is in decline.

Students are now nearly a year further behind in science, maths and reading compared to just 10 years ago².

Large, entrenched gaps in educational opportunity exist

from early childhood through to adulthood³. Our system is failing up to one in three children and young people, and too often these gaps grow as students get older. In particular, the system isn’t serving:

- Aboriginal and Torres Strait Islander students, who are on average six times more likely to be below the national minimum standards for literacy and numeracy⁴.
- Students from refugee or asylum backgrounds, who miss out on basic literacy skills as they are placed in grades based on age instead of ability⁵.
- Students from rural or remote communities, who are less than half as likely to go to university—and are more likely to drop out if they do⁶.

COVID-19 has only exacerbated the unfair, costly and widening gap between students. Estimates show the achievement gap has tripled for students experiencing systemic disadvantage⁷.

Educational inequity is the result of multiple complex factors. Teach For Australia chooses to focus on the people within the system. **Evidence shows that teaching is the most significant in-school factor that can positively affect student achievement⁸.** The world’s highest-achieving school systems **value teachers and the teaching profession.** They uphold **quality teaching** as a priority in their communities, applying strategies to develop, reward and retain great teachers while recruiting new talent into teaching⁹.

Since 2009, Teach For Australia has led a community of changemakers, dedicated to creating a future of educational equity for Australian children. **These leaders make a difference**, alongside the other great teachers and leaders in the profession, and help all children have greater choice for their future.

We’ve identified significant challenges impacting students across the country:

CHOOSING TO TEACH

Attracting and retaining teachers requires the profession to have a strong reputation. However, recent estimates suggest more than half of teachers are considering leaving the classroom¹⁰. Meanwhile, only 3% of high achievers (ATAR >80) choose teaching for their undergraduate studies, compared to 19% for science, 14% for health, and 9% for engineering¹¹. Latest modelling of teacher demand and supply has suggested shortages could worsen over the coming years, with the demand for secondary teachers to exceed the supply of new graduate teachers by around 4,100 between 2021 to 2025¹².

SUBJECT-SPECIFIC EXPERTISE

Schools need adequate supply of teachers with relevant subject area knowledge and capabilities, however there are currently major shortages in critical subject areas. This has a significant effect on students in systemically disadvantaged schools, who are five times more likely to be taught by a teacher who is not qualified in their subject¹³.

LEADERSHIP PIPELINE

Strong school leadership is second only to teaching when it comes to in-school factors that shape student outcomes¹⁴. Currently, there are too few aspiring school leaders in rural and regional schools, especially those schools in communities facing systemic disadvantage¹⁵. Reports across States and Territories show a declining number of applications for principal vacancies, and a difficulty convincing talented prospects to apply.

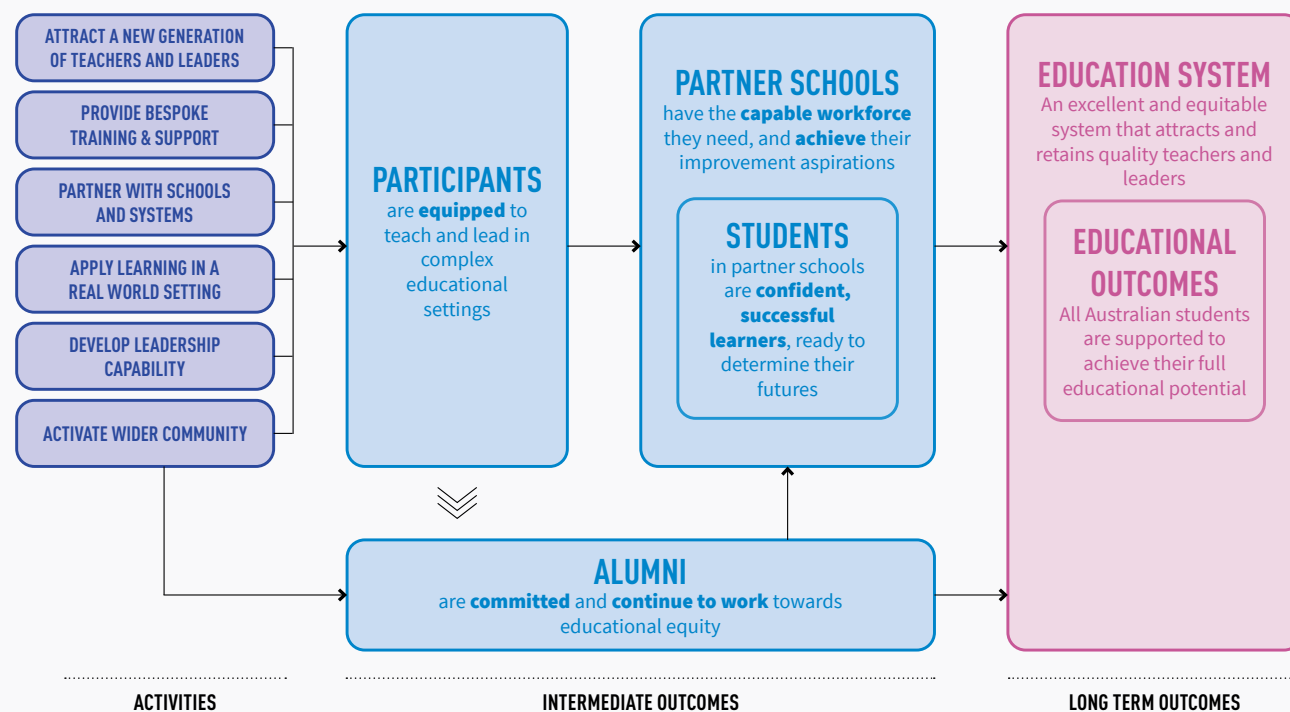
HOW WE CREATE IMPACT

Since 2009, Teach For Australia has offered leading development programs for teachers, school leaders, and mentors who can give their students the knowledge, skills and confidence to pursue their potential.

This report outlines our impact over 13 years, and highlights key achievements from the past year.

We measure and evaluate the impact of our work using our *Theory of Change*, which demonstrates how our activities lead to intermediate and long term outcomes.

THEORY OF CHANGE



ABOUT TEACH FOR AUSTRALIA

Innovative and leading
not-for-profit founded in
2009

We've worked with
300+
partner schools in
7
states/territories

More than
1,000
program Alumni, reaching
450,000+
students

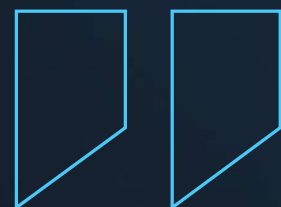
Supported by
Commonwealth, State and
Territory Governments,
philanthropic and
corporate partners



WE KNOW THAT A
GREAT TEACHER MAKES A
SIGNIFICANT DIFFERENCE
FOR STUDENTS.

WE ALSO KNOW THAT
GREAT LEADERS MAKE
ALL THE DIFFERENCE FOR
THE **EDUCATION SYSTEM.**

—Melodie Potts Rosevear, CEO



LEADERSHIP DEVELOPMENT PROGRAM (LDP)

Teach For Australia’s two-year Leadership Development Program is Australia’s leading employment-based teaching pathway. Great teachers change lives, and through this program we work to break the cycle of educational inequity for students across Australia by recruiting more exceptional graduates and career changers to the profession.

We recruit Australia’s future leaders into the classroom to inspire, connect and empower. Our teachers, known as *Associates*, make for a truly passionate community. Partnering exclusively with schools serving low socioeconomic communities, we work in the regions and communities that need us the most. We focus on two main areas: outstanding teacher quality and skilled leadership.

PROGRAM OVERVIEW

- 1

RECRUIT AUSTRALIA'S FUTURE EDUCATIONAL LEADERS

We attract graduates and career changers for learning areas in greatest need. A rigorous selection process ensures program participants have the subject knowledge, skills and mindsets needed to thrive in a complex educational setting.
- 2

TRAIN THEM AS QUALIFIED TEACHERS AND PROVIDE BESPOKE SUPPORT

Associates complete a Master of Teaching (Secondary) (Leading Learning) in partnership with the Australian Catholic University, and are supported with wrap-around coaching and mentoring to accelerate professional development.
- 3

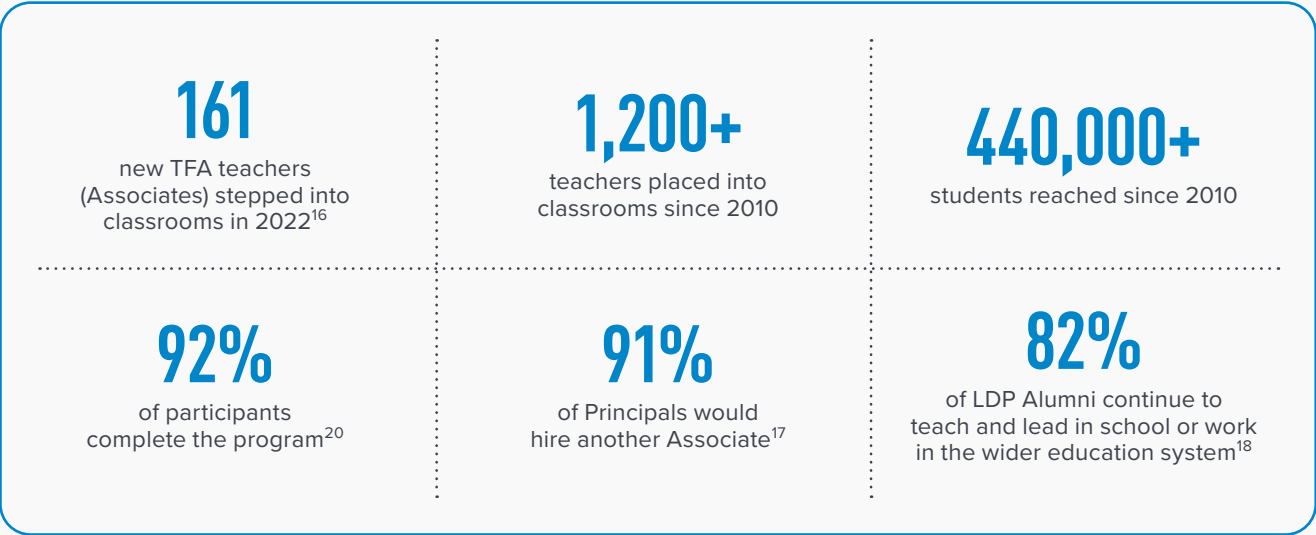
PLACE TALENT WHERE THEY ARE NEEDED THE MOST

Associates complete a two year placement at a TFA partner school. They teach in subject areas directly related to their previous work or studies, at schools where workforce needs are greatest.
- 4

SUPPORT COMPLETION AND TRANSITION TO ALUMNIHOOD

We create and maintain a community of support for Associates to facilitate their successful completion of the program, and prepare them to join the Alumni community.

KEY LDP STATISTICS



FUTURE LEADERS PROGRAM (FLP)

Our Future Leaders Program (FLP) is a one-year professional development program that supports educators working in regional and remote schools to develop their leadership skills and capabilities.

Remote, Rural and Regional (RRR) schools are uniquely challenged because of the breadth of demands placed on school leaders in these locations, such as limited access to support services and difficulty attracting and retaining staff. The FLP also recognises the strength and resilience of these communities.

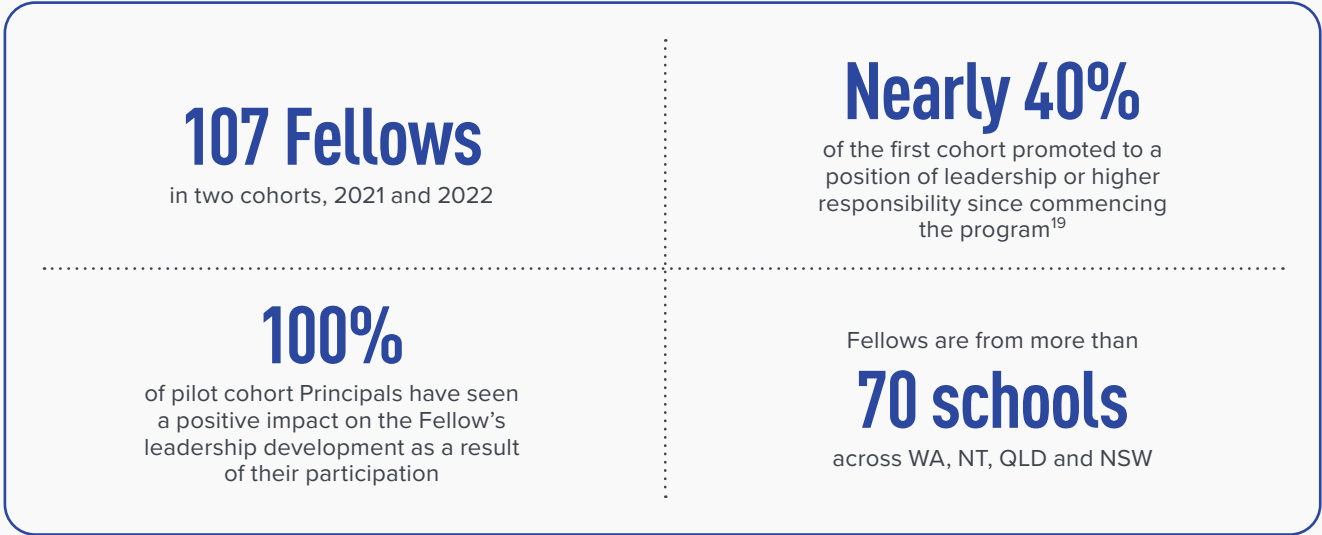
The program supports educators in regional and remote schools by developing the next generation of school leaders, improving access to high-quality teaching and learning for all students.

Participants—known as *Fellows*—experience targeted workshops, a peer network who share their context, and the support of an experienced leadership coach to help drive positive student outcomes. They are guided to design and implement an Innovation Project (an applied learning initiative), which can bring tangible and lasting impact to their school and community.

I think professional development, such as FLP, is filling the gap in developing aspiring leaders in regional and remote contexts.

—Cohort 1 Fellow

KEY FLP STATISTICS



LDP PARTICIPANTS

We rigorously recruit, support, and train quality teachers and leaders. We equip them with the skills they need to teach and lead in complex educational settings. We recruit them for, and foster, their enthusiasm and dedication to educational equity.

Associates are backed by a support network that enables them to grow into excellent educators. All Associates have:



A TEACHING AND LEADERSHIP COACH

An experienced teacher providing rigorous one-on-one coaching, regular classroom observations and pastoral care to guide their professional development.



AN ACADEMIC ADVISOR

Supports and supervises academic progress and achievement of the Australian Professional Standards for Teachers.

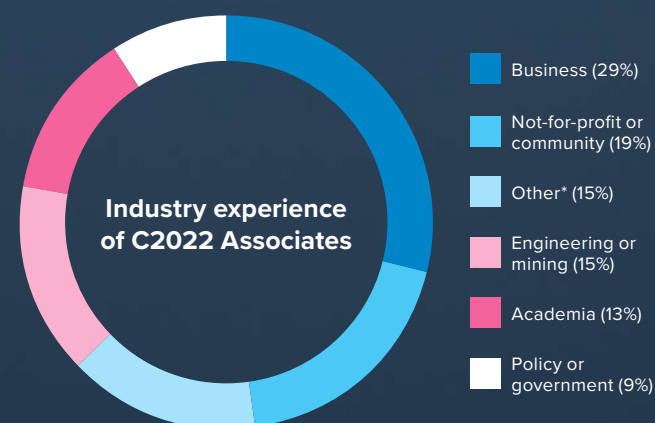


A DEDICATED SCHOOL MENTOR

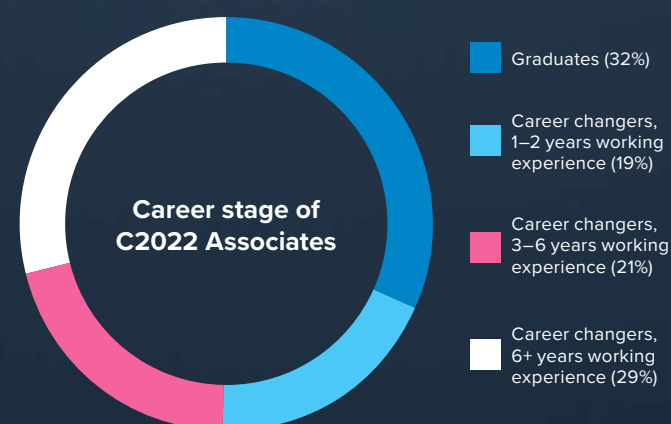
An experienced teacher at their school providing day-to-day practical support.

Completion rate of the LDP is significantly higher than other Initial Teacher Education (ITE) programs. 92% of Associates²⁰ complete our two-year ITE program, in comparison to 47% of undergraduates and 76% of postgraduates in mainstream ITE courses²¹.

OUR ASSOCIATES ARE HIGHLY QUALIFIED AND MOTIVATED



*Other industries include: Law, Laboratory Sciences, Conservation, Education, Healthcare, Fine Arts, Performing Arts, Media, and Fitness.



We have expanded our recruitment approach to include more young professionals and career changers: from 32% in 2010 to 68% in 2022, including 29% (46 of 161) with 6 or more years' career experience.

WE RECRUIT DIVERSE COHORTS FOR BOTH SKILLS AND MINDSET

Only the top
10-15%

of applicants commence teaching as Associates (Cohorts 2018-2022)

55% have an ATAR above

90

37%

of Cohort 2022 Associates were the first generation in their family to attend university

At least

46

different ethnic and cultural identities represented in Cohort 2022

LDP

ACCELERATING CLASSROOM IMPACT

LDP Associates come from all walks of life.

Some are graduates and early career changers who always knew they wanted to teach, while others are attracted to the classroom as their second (or even third!) vocation.

But among the myriad back stories and motivations, our Associates are united by their unwavering belief in the potential of their students, and a driving passion to help create a more equitable education system for them.



The immediate opportunity to begin teaching and learning concurrently drew me into applying for the Leadership Development Program, **and I've never looked back.**

—Daniel King (Cohort 2019)



It's been an **amazing opportunity**

because, without it, I simply couldn't have made that career transition from public servant to teacher.

—Moneka Knight (Cohort 2020)



TFA'S mission for

**addressing
educational inequality,**

alongside the enjoyment I gained working with students made teaching feel like a natural career choice.

—Dev Ansh Tiwari (Cohort 2020)



IN THE CLASSROOM



DEV ANSH TIWARI
COHORT 2020

Dev was always drawn to teaching, but first set out to complete a Bachelor of Economics / Bachelor of Laws (Honours) at ANU in Canberra. He became excited about connections teaching creates while tutoring during his university studies.

"I worked with students from migrant and refugee backgrounds in a variety of contexts—from Grade 6 Maths to university-level International Law. I'd leave those sessions feeling thrilled with the knowledge and experiences we shared."

Dev was also motivated by his own educational experiences—first at regional high school in NSW, and later receiving a scholarship to a private school in Victoria. The contrasting experiences brought Australia's equity gap into focus.

"TFA's mission for addressing educational inequality, alongside the enjoyment I gained working with students made teaching feel like a natural career choice."



MONEKA KNIGHT
COHORT 2020

Tasmanian teacher Moneka is bringing experience and skills from a broad career into her classroom career.

Working first as a journalist, with international stints in China, the South Pacific and the Middle East, Moneka then spent 10 years in public service communications and marketing roles.

When she started thinking seriously about teaching, the LDP pathway appealed because it helped Moneka move quickly, without needing to take time out of the workforce for full-time study.

"It's been an amazing opportunity because, without it, I simply couldn't have made that career transition from public servant to teacher."

Three years on, Moneka is still using her communications skill set teaching English subjects at a rural school 40 minutes south of Hobart.

A Tasmanian Government policy shift to drive up Year 12 attainment means more schools, including Moneka's, are now offering pre-tertiary subjects.

"That's been a really positive opportunity for me to be at Huonville High because it's the first time they're offering pre-tertiary programs in English and I am their teacher running that. A lot of these kids would have otherwise struggled to travel up to Hobart College [to study this subject]. Now we are giving them the opportunity to do Grade 11 and 12 pre-tertiary programs in their own community."



DANIEL KING
COHORT 2019

Daniel works at Lowanna College in Victoria's Latrobe Valley. Daniel had worked in warehousing and logistics before heading to university in his late 20s to study science.

"I came across Teach For Australia at a careers event at university and saw that fantastic opportunity they were offering to teach and work at the same time. The immediate opportunity to begin teaching and learning concurrently drew me into applying for the Leadership Development Program, and I've never looked back."

Daniel describes teaching as the most "rewarding yet challenging" job he's ever had.

"There is a lot to learn, and the first years are hard, but it is worth staying the course because you can make a positive difference in the lives of others. This gives teaching a deep sense of purpose as you have a role in shaping the minds of newer generations, you will help them develop the tools to make their own opinions, to think critically, and to participate in and influence society."

FLP PARTICIPANTS

BUILDING SCHOOL LEADERSHIP IMPACT

The Future Leadership Program's offering of individualised coaching, peer connection and leadership skill set development is already paying dividends for the 115 regional and remote teachers who commenced the two year pilot.



The Future Leaders Program provides a knowledge building and confidence boosting program that is
versatile, engaging and fun.

—Anna Latz (Cohort 2021)



FLP has offered me a journey of
deep cultural understanding
of First Nations knowledge,
perspectives and ways of being.

—Ambrose Nicholls-Skene (Cohort 2020)

IN THE CLASSROOM



AMBROSE NICHOLLS-SKENE
COHORT 2022

Ambrose Nicholls-Skene is a senior teacher at Dripstone Middle School in the Northern Territory, and said it was the program's focus on First Nations ways of knowing, being and doing that attracted him.

"As a school leader and career teacher I was attracted to further developing my relational leadership skills. FLP has offered me a journey of deep cultural understanding of First Nations knowledge, perspectives and ways of being. I am truly grateful to the coaches and leaders for the generous sharing of their experiences and personal feedback."



ANNA LATZ
COHORT 2021

Darwin primary school teacher Anna Latz found the program helped her recognise what was required for school leadership and honed her professional skills to the benefit of her students and school colleagues.

"Being a leader requires strength, confidence, resilience and creativity. The Future Leaders Program provides a knowledge building and confidence boosting program that is versatile, engaging and fun. As a leader I feel better equipped to support others and to provide an inclusive and exciting education for all."



JOANNA WRIGHT
COHORT 2021

Similarly, Kalgoorlie-Boulder teacher Joanna Wright was keen to develop her own leadership skills because she wanted to contribute to a shared vision for building cultural competence across her school community.

Joanna was looking for a program that would help her work on leadership and engagement skills and give her more confidence in contributing to her school's Reconciliation Action Plan.

She considers the ability to build and maintain relationships within, and beyond, the school community critical for school leaders.

"Teaching is a career that has the potential to be far more effective when people collaborate well. If you can build relationships with your team at school, with outside support agencies and with your local First Nations people [then] everyone benefits."



GARY QUINN & JULIE PERRY
COACHES

Future Leaders coaches Gary Quinn and Julie Perry said FLP Fellows are gaining a suite of tools that will help them grow professionally and personally.

"Participants are exposed to high level professional learning that challenges them to grow the skills we know successful leaders possess, and they are supported by experienced coaches along the journey. I strongly recommend this program for anyone who aspires to be a leader in a school," Gary said.

"Participants are getting the training, support and understanding of the complexity of leadership before they move into the role, which is so important. The individualised coaching the program offers challenges participants' thinking, helping them to grow and understand themselves better as leaders in their schools and communities," Julie said.

ALUMNI

After graduating, Associates and Fellows join our growing Alumni community.

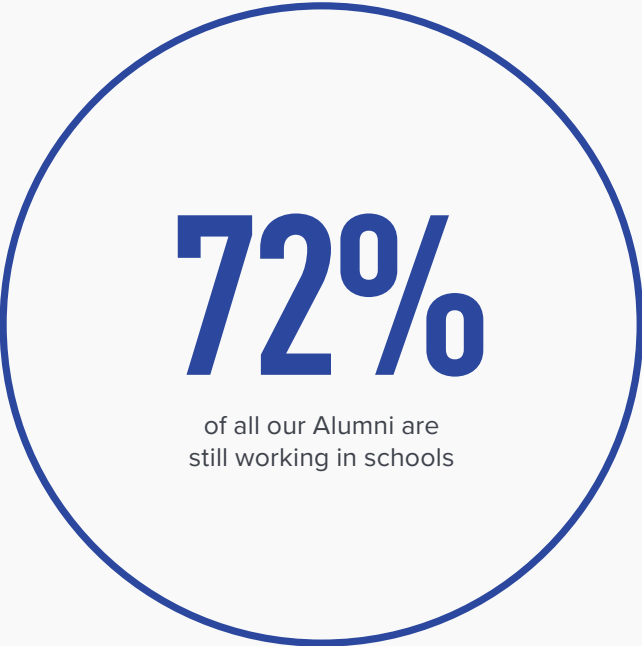
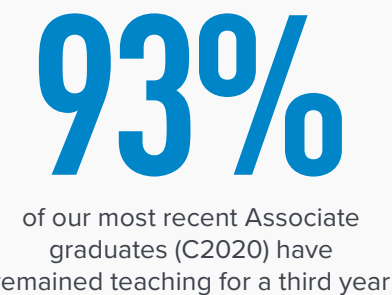
We continue to support their leadership development through ongoing professional learning opportunities, while fostering networks to help Alumni achieve greater impact through collaboration with others.

We want our Alumni to continue working towards educational equity as a connected community. We believe their impact in schools and the wider system can be amplified. They are a self-sustaining community of skilled leaders, with deep commitment to combating educational inequity.

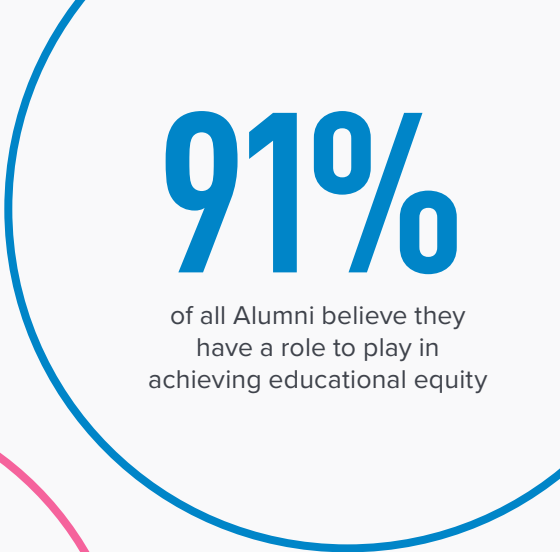
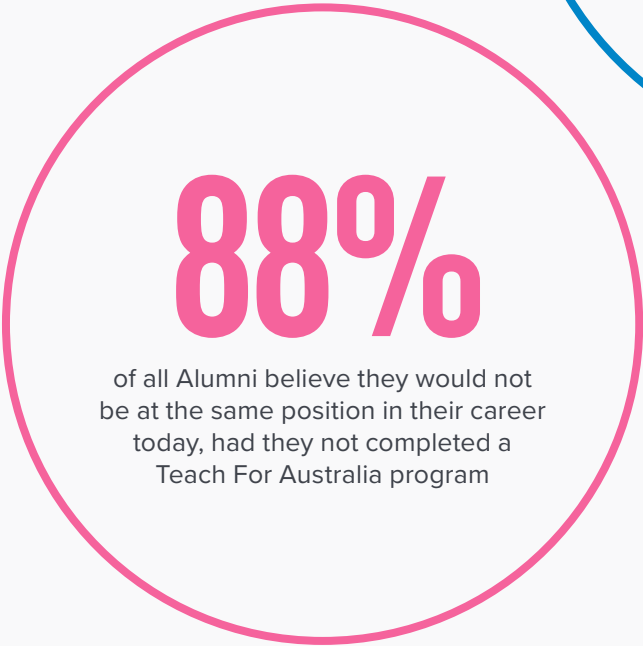
We're seeking to drive system change from inside and outside of the classroom, and we're proud of our 1000+ strong Alumni who are working for educational equity in myriad ways.

Just some of the highlights from our Alumni community include:

OUR ALUMNI CONTINUE TO TEACH, LEAD AND WORK IN EDUCATION

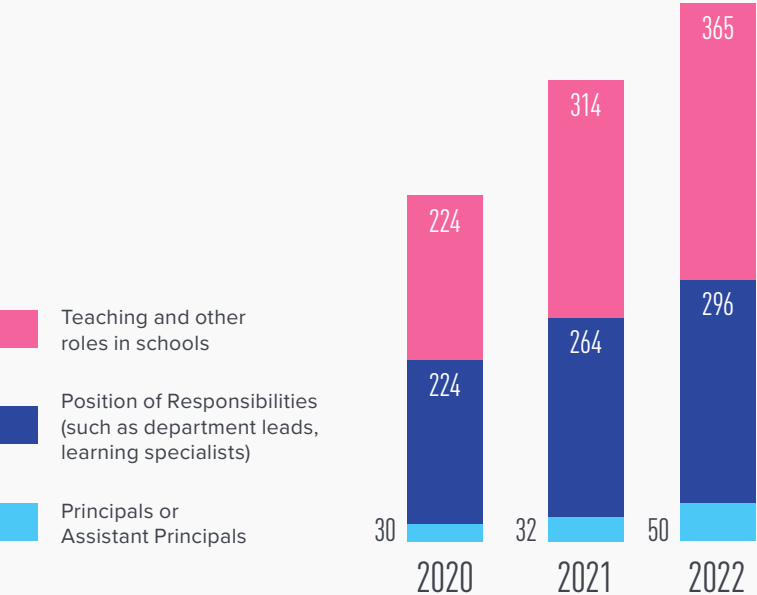


THEY ARE WORKING IN AREAS OF NEED



THEY ARE LEADING IN SCHOOLS AND THE WIDER SYSTEM

In the last three years, we have seen the number of in-school leaders grow across all our program Alumni²².





My career in education
has already consisted of many

life-changing moments.

I've seen the boundless capacities of the young mind, and worked with truly inspiring colleagues, around a very clear sense of shared moral purpose. I've had the privilege of teaching young people, and helping them learn about themselves and the intricacies of the world around them. I've had the exhilaration of witnessing them grow into professionals, who are now inspiring others.

—James Murphy (LDP Cohort 2010)

*Assistant Principal (Years 7, 8 & 9
and College Wellbeing) at Newcomb
Secondary College, Victoria*



The experience I've had teaching in a classroom is foundational to the research I do in the Grattan Institute's Education team. In education policy, there are no silver bullets—great policy relies on great implementation in schools.

—Amy Haywood (LDP Cohort 2013)

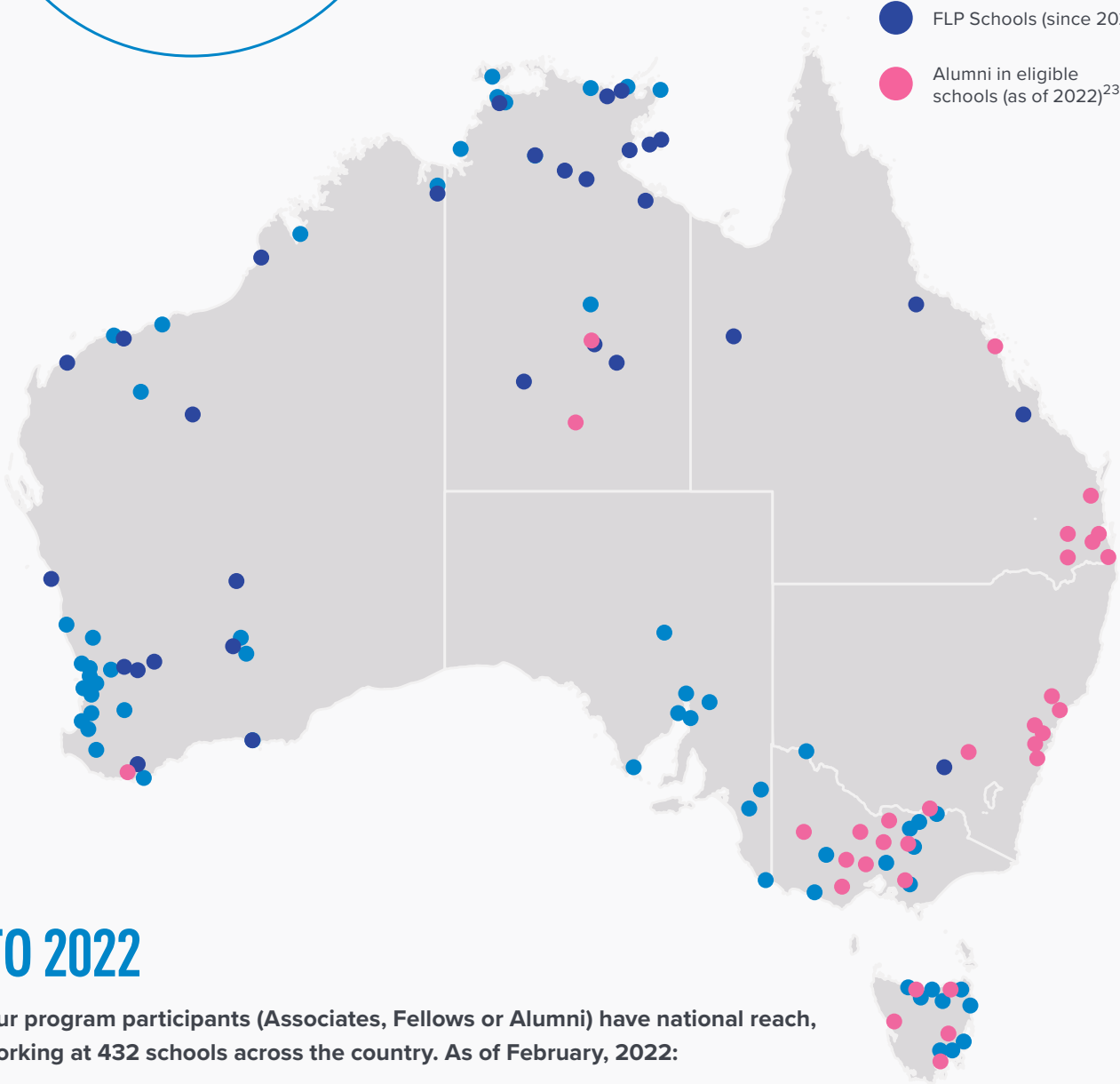
*Senior Associate in Education at
the Grattan Institute*

SCHOOLS

We build sustained partnerships with schools, bringing subject area expertise to fill teaching vacancies across Australia. We work alongside schools to build the capable workforce they need, and support them to achieve their improvement aspirations.



- LDP Schools (since 2010)
- FLP Schools (since 2021)
- Alumni in eligible schools (as of 2022)²³



WE PARTNER WITH SCHOOLS AROUND THE COUNTRY

FROM 2010

First LDP cohort includes
42 Associates in 13 Victorian partner schools.

TO 2022

Our program participants (Associates, Fellows or Alumni) have national reach, working at 432 schools across the country. As of February, 2022:

WA 218 participants 96 schools	QLD 23 participants 16 schools	
NT 107 participants 44 schools	NSW 29 participants 23 schools	VIC 465 participants 189 schools
SA 20 participants 13 schools	ACT 29 participants 20 schools	TAS 60 participants 31 schools



WE BRING SUBJECT MATTER
EXPERTS INTO SCHOOLS

ALMOST
50%

of C2022 Associates
are qualified to teach STEM



WE ARE SUPPORTING RURAL,
REGIONAL AND REMOTE SCHOOLS

75%

of current (2022) partner
schools are in regional, rural
or remote communities

68%

of C2022 Associates are placed in
rural, regional and remote schools

67%

of C2022 Associates with
non-regional/rural origin moved to a
regional/rural community to teach

30%

of C2022 Associates are
from regional/rural communities

100%

of C2022 Fellows are working in
outer regional or remote schools



SCHOOLS & STUDENTS

Together with our partner schools, we work to support students to achieve their goals—academic or otherwise. We want students to be confident, successful learners, with greater choice for their future.

PRINCIPALS TELL US TFA MAKES A DIFFERENCE FOR THEIR SCHOOLS AND STUDENTS

LDP

91%

of principals believe that TFA Associates make a positive difference in their school

94%

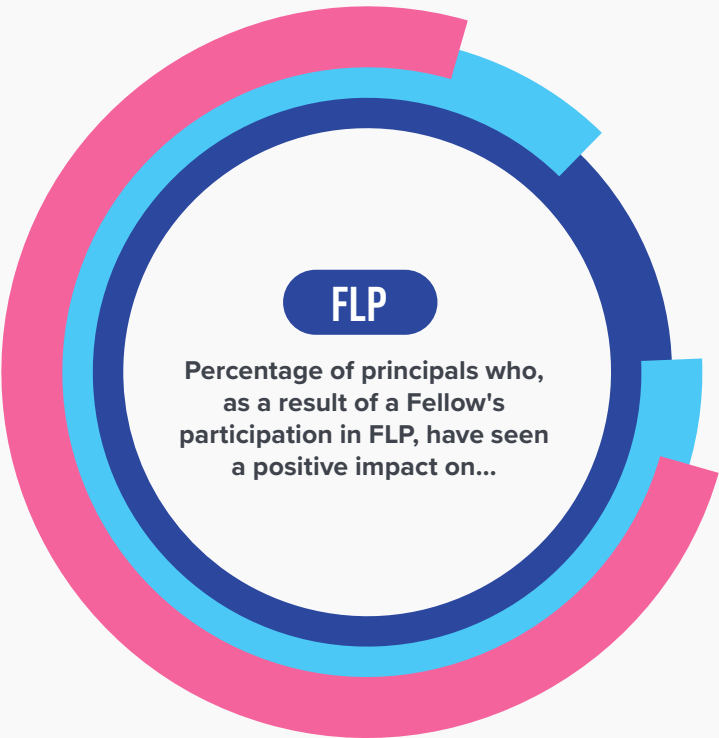
say Associates are improving their students' academic outcomes

85%

say Associates are improving their students' non-academic or socio-emotional outcomes

88%

say Associates are building positive relationships with the school community



IN THE CLASSROOM: IMPACT FOR STUDENTS

LOUISE AND SUSAN — GOROKE P-12



LOUISE HOBBS

LDP COHORT 2021

Louise Hobbs (LDP Cohort 2021) has first-hand experience to draw on in her classrooms at Goroke P-12, in Victoria's West Wimmera district, having grown up on a family farm and attended school herself in the region.

Starting out at Kaniva College, Louise finished her VCE at a Horsham school before moving on to Melbourne to study a Bachelor of Science with a major in Pharmacology and minors in both Immunology and Business Management at Monash University.

"Throughout my time at Monash, I learnt so many awesome things about science that I really wanted to share with as many people as possible. Originally, I was planning to enter the pharmaceuticals field, but upon completion of my degree I felt that I didn't have that platform to share knowledge or be creative," Louise said.

"That's when I found TFA. I realised that TFA's mission to achieve educational equity is what I had been wanting to do the whole time. I wanted to return to a country school and teach specialist VCE subjects, to students who would otherwise be doing so via distance education. I think it's really important that quality STEM programs are delivered in schools."

Goroke is a West Wimmera community of around 400 people. Offering VCE subjects at Goroke P-12 College means students can continue studies in their home community and avoid daily bus commutes or relocation to bigger towns.

Louise is teaching VCE Science, Business Studies and Agriculture—three very relevant subjects for families in the agricultural district. In her first year she began recording podcasts to help students review the content of her VCE classes, and these continued after receiving positive student feedback and seeing their results.



SUSAN

YEAR 11 STUDENT

Year 11 student Susan appreciates her teacher's efforts, noting:

"Miss Hobbs is very organised and helps us clearly understand the content in Year 12 Business Management. I like how Miss Hobbs helps us with what pathways we're going to take after school. She finds us opportunities that will help us in our careers. I want to do accounting at university and she's helping me find opportunities to accelerate my studies in this area."

While there is plenty of fun and creativity among the day-to-day hard work in a school community, Louise is still grounded in why good teaching and educational equity matters for young people:

"Teaching is one of the most important jobs—you're the person having impact and educating our future generations. All our significant advances in human society have come from education: for teachers, it's about inspiring and creating lifelong learners."

OUR TEACHERS ARE PLAYING A ROLE IN IMPROVING SCHOOL AND STUDENT OUTCOMES


In 2019, we commissioned two case studies of long-term partner schools, to understand and learn about our impact²⁴.

Both case studies demonstrate that our teachers play a role in school improvements and quality student outcomes. Staff and leadership interviewed recognised TFA teachers as contributing to shifting their school’s culture, energy and outcomes.

The final report will be completed in late 2022.

SCHOOL PROFILE

SOUTHERN RIVER COLLEGE
CASE STUDY 1

 **Location**
Gosnells, WA


937 **ICSEA**
Bottom 20%

950 **Student enrolments**
Doubled since 2018

9% **Indigenous student population**

20% **EALD students** (English as an Additional Language)

ST JOSEPH'S CATHOLIC COLLEGE
CASE STUDY 2

 **Location**
Katherine, NT

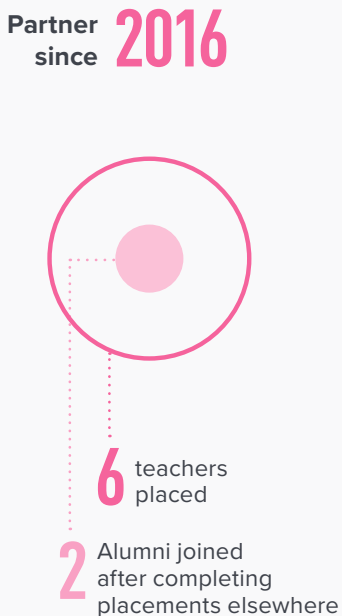
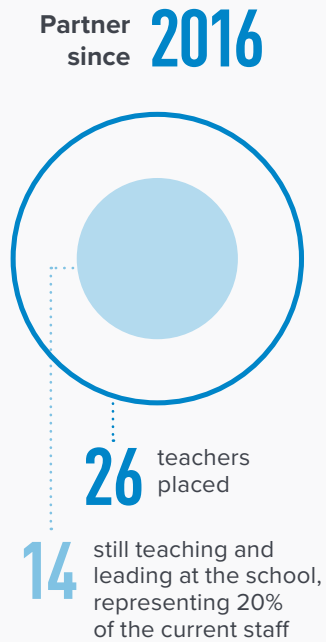
942 **ICSEA**
Bottom 20%

244 **Student enrolments**
18% growth since 2018

29% **Indigenous student population**

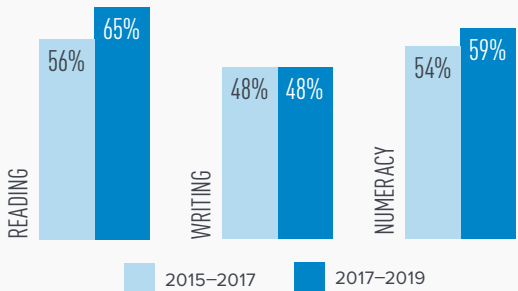
26% **EALD students**

TFA INVESTMENT



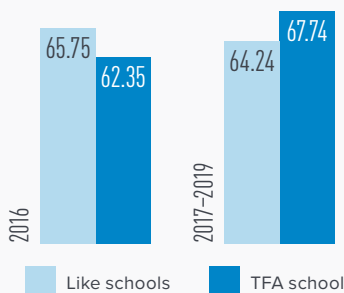
SOUTHERN RIVER COLLEGE
CASE STUDY 1

- Strengthened STEM program
- More students making above average NAPLAN progress²⁵

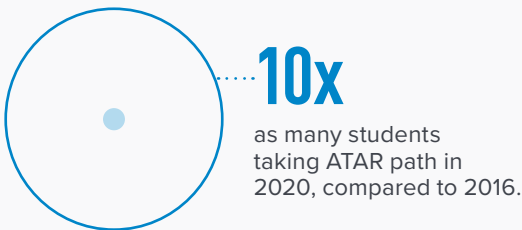


SCHOOL IMPROVEMENT

- Increased ATAR results²⁶

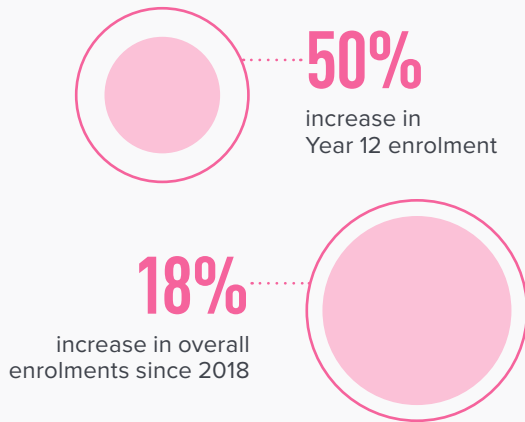


- More students taking ATAR path

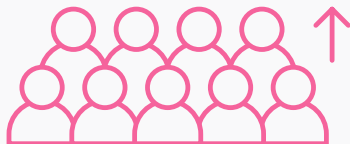


ST JOSEPH'S CATHOLIC COLLEGE
CASE STUDY 2

- Strengthened STEM program
- Increased student numbers and reputation



- Able to attract additional quality teaching staff





KEY TAKEAWAYS

- 1 TFA is one choice schools can make to drive school improvement, alongside wrap-around support and a culture of change.
- 2 Multiple TFA teachers help create a strong and cohesive internal support network.

- 1 TFA provides subject-matter experts, with deep knowledge of content and contemporary pedagogies. Support and mentoring for these early career teachers is essential to their success.
- 2 TFA teachers bring energy, passion, care and a commitment to excellence, often driving improvement initiatives and new programs.

TESTIMONY


TFA teachers have been heavily involved in achieving an improved STEM focus and performance across the college, and in embedding STEM across all learning areas.


Interviewees repeatedly mentioned that the capability of TFA teachers was underpinned by deep content knowledge and contemporary research-based approaches to teaching and learning.

OUR 2030 STRATEGY

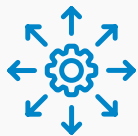
We know that two key levers to positively impact student outcomes are teacher quality and school leadership. We're proud that since 2009 we've recruited, developed, supported and empowered great teachers in hundreds of schools, reaching over 450,000 young people in communities experiencing disadvantage.

But we know that there's more to do. In 2020, we committed to our first multi-year strategy towards our ambitious vision.

Our key initiatives in the coming years include:



CONTINUE RECRUITING AND DEVELOPING HIGHLY EFFECTIVE TEACHERS AND LEADERS



EXPAND OUR PROGRAMS TO MORE SCHOOL COMMUNITIES



BETTER MEASURE AND COMMUNICATE OUR IMPACT



EMBED RECONCILIATION THROUGH OUR PROGRAMS



FURTHER DEEPEN OUR CONNECTIONS WITH PARTNER SCHOOLS AND THEIR COMMUNITIES

VISION

An Australia where education gives every child greater choice for their future.

MISSION

To grow a community of leaders committed to educational equity for children, by recruiting and developing exceptional people to teach and lead across Australia.

IMPACT

EDUCATION SYSTEM

An excellent and equitable system that attracts and retains quality teachers and leaders.

EDUCATIONAL OUTCOMES

All Australian students are supported to achieve their full educational potential.

OUTCOMES

Participants

are equipped to teach and lead in complex educational settings.

Partner schools

have the capable workforce they need, and achieve their improvement aspirations.

Alumni

are committed and continue to work towards educational equity.

Students

in partner schools are confident, successful learners, ready to determine their futures.

GROWTH

Since 2009, we have reached over 450,000 students through our suite of programs.

By 2030, we aim to reach **2 million students**

through the growth of our flagship program and wider support for existing teachers and leaders.

Since 2009, we have supported over 1,500 teachers through our suite of programs.

By 2030, we aim to support up to **4,000 teachers**

through our offerings.

PRIORITIES



SUPERCHARGE CORE PROGRAM



GROW IMPACT AND INCOME



ELEVATE BRAND AND COMMUNITY



EVOLVE CULTURE AND WAYS OF WORKING

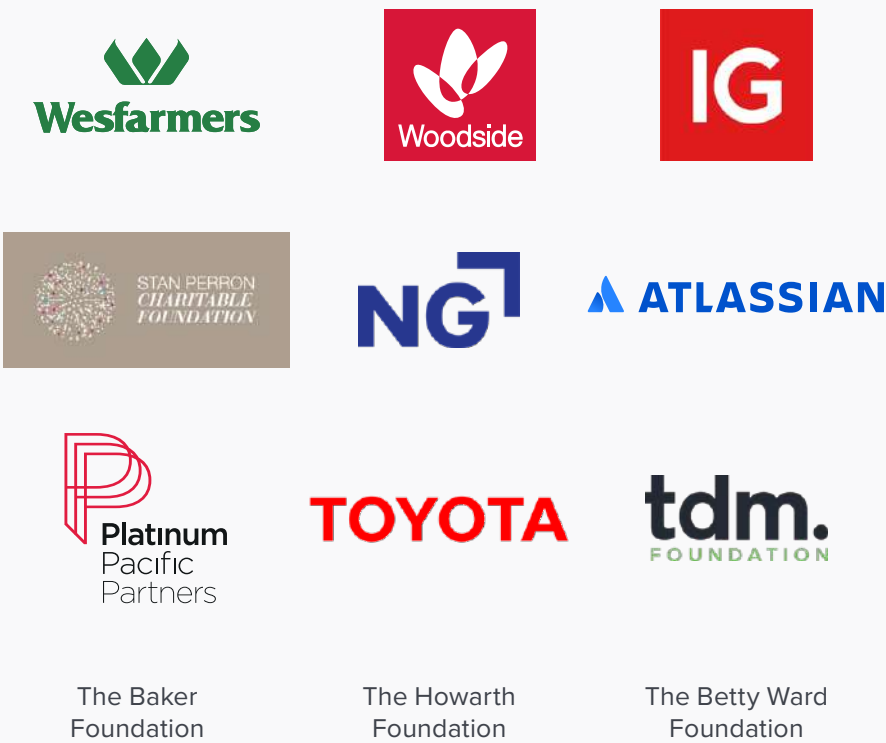
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Thank you to our partners and supporters.

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And thank you to our generous community of donors who have supported our vision and mission through Giving Day and Trek For Teachers.

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

The Future Leaders Program is delivered with the support of the Australian Government Department of Education.

SUPPORT US

HELP US TO CONTINUE TO MAKE A DIFFERENCE

We know it will take a movement of dedicated individuals inside and outside of the classroom to reshape our nation's education system.

The past three years have brought unprecedented challenges for Australia's students, schools and teachers. The impact of COVID-19 has further exposed inequities in our education system and made our work more important than ever.

Our most at-risk young people must not be left behind. Education is critical to their health, happiness and prosperity, today and into the future. Our next generations deserve Australia's best and brightest to guide them: together, we can make that happen.



teachforaustralia.org/support-us/



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As a charitable not-for-profit, Teach For Australia relies on the critical support of our sponsors, partners and donors to keep pursuing our vision.

All donations over \$2 are tax-deductible.

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17

Principal data was collected through a survey of Principals of TFA partner schools in the NT, TAS, and WA, conducted by Teach For Australia (September 2021) with approval from the relevant Departments of Education

18

All Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (February 2022)

19

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Average of 2010-2020 LDP cohort completion rates.

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2020 to 2022 Alumni survey data across all programs

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All partner school data collected through participant and Alumni surveys, conducted by Teach For Australia (2022)

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25

Percentage of students making above average progress (from Year 7 to Year 9) when compared to students of a similar background who had the same starting score on their previous NAPLAN test

26

Median ATAR compared to like schools



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