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## 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.
MESSAGE FROM THE CEO

THERE IS NO DOUBT THAT 2021 WAS ANOTHER CHALLENGING YEAR, AS WE ALL CONTINUED TO EXPERIENCE THE ONGOING IMPACTS OF THE DEVASTATING AND DISRUPTIVE COVID-19 PANDEMIC. GIVEN THIS, I FEEL SO GRATEFUL TO BE ABLE TO SAY THAT IT WAS ALSO A SIGNIFICANT YEAR OF GROWTH AND ACHIEVEMENT FOR TEACH FOR AUSTRALIA.

We adapted quickly to change, while maintaining our high-quality programs and continuing to expand our impact to reach even more students – all while resetting our organisational values for the first time since TFA was established. There is much to celebrate.

We now have almost 1,000 program Alumni, reaching some 450,000 students – an ever-growing community of changemakers who are dedicated to creating a future of educational equity for Australian children.

We began the year by welcoming 171 new educators working in schools across the country, including South Australia for the first time, as part of our largest ever cohort of Leadership Development Program (LDP) Associates. We also recruited and placed another 161 high-calibre career-changers and graduates who will begin teaching in 2022.

As well as being the largest ever, our 2021 Cohort of Associates were also the first to undertake their National Initial Intensive fully online as we responded to the radically changed landscape brought about by COVID-19 pandemic restrictions. NII was delivered virtually to our incoming 2022 Cohort as well. This required a huge amount of innovation and responsiveness as we took all previously face-to-face learning online. I’m so proud of Teach For Australia’s people for ensuring we maintained our high-quality program during these challenging times.

This year our LDP was also endorsed as a proven and cost-effective pathway by the NSW Productivity Commission White Paper, Rebooting the Economy, which stated that TFA “has a proven model, national recruitment network, and singular experience providing employment-based pathways in Australia”. We’ve continued to work collaboratively with the NSW Department of Education and education stakeholders in NSW to help them with their workforce needs.

In another milestone for TFA, we piloted our innovative new Future Leaders Program in 2021 – working with teachers in rural, remote and regional schools to provide leadership development. The program helps to develop the next generation of school leaders, improving access to high-quality teaching and learning for all students.
We delivered the FLP to an inaugural cohort, with 35 aspirant leaders graduating in WA and the NT following the year-long program. We also recruited another 72 aspirant leaders for the second cohort who will participate in 2022 in schools across the NT, WA, QLD and NSW.

Looking inward, we introduced TFA’s new organisational values: Serve The Students, Have High Expectations, Make it Happen, Get There Together and Celebrate Along the Way. This included introducing The TFA Way Culture Code to guide staff to put these values into practice. We explain our values further in this report, but I would like to emphasise how important they are to us – they are not “set and forget”. Our values define who we are and how we operate in our pursuit of equity in education for every child.

We have continued our journey of Reconciliation, moving from a journey of reflection to one of action and reflection. This year saw us progress from our Reflect Reconciliation Action Plan that was launched in 2020, to commencing the drafting of our Innovate RAP, forming Reconciliation Action Groups across the business and rolling out a new Reconciliation Induction Program for all new staff. As an organisation dedicated to educational equity through transformative leadership, we recognise that we cannot fulfil our mission or vision without Reconciliation woven into the fabric of our core business.

We recognise that we still have a long way to go on our journey of reconciliation. We are not always getting it right and we do make mistakes. We recognise that accountability, transparency, and truthfulness are crucial parts to this journey, and as we continue we seek to hold ourselves accountable to our commitments.

It’s only through collective effort that TFA can continue to work in support of young people across the nation, and during 2021 we again expanded the number of individuals and organisations we work alongside. We are so grateful for the incredible generosity of our entire community. We thank you for sharing in our vision for all young people, and for supporting the work that wonderful teachers and leaders do every day.

We also value the support of the Australian Government Department of Education, our State and Territory Government partners alongside generous philanthropic and community supporters.

To finish on a personal note, I was humbled to be awarded the Order of Australia Medal this year for services to education, particularly to teacher development. I see this very much as an honour for the entire Teach For Australia community, not just me alone.

“I know that it is our work together, our persistence and our talents united, that will create a fairer, better education system for children and young people across Australia.”

Melodie Potts Rosevear OAM
Founder and CEO
WE ARE SO GRATEFUL FOR THE INCREDIBLE GENEROSITY OF OUR ENTIRE COMMUNITY.

WE THANK YOU FOR SHARING IN OUR VISION FOR ALL YOUNG PEOPLE, AND FOR SUPPORTING THE WORK THAT WONDERFUL TEACHERS AND LEADERS DO EVERY DAY.

— Melodie Potts Rosevear, CEO
OUR BOARD

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

Elana Rubin - Board Member
- Chairperson Afterpay
- Non-Executive Director of Mirvac, Telstra, Slater & Gordon, Transurban Queensland and VMIA

Dr. Ben Jensen - Board Member
- Founder of Learning First
- Former Director School Education Program, Grattan Institute
- Former OECD Analyst, Directorate for Education
- Former member of groups including: Australian Government Teacher Education Ministerial Advisory Group, and OECD expert groups for Program of International Assessment (PISA) and Teaching and Learning International Survey (TALIS)
- Former adviser to groups including: Aspen Institute’s Urban District Leadership Network; Victorian Minister’s Expert Advisory Group; NSW Education Statistics and Evaluation Advisory Committee; Independent Schools Queensland Leadership advisory group; Myer Foundation’s Education Committee

Keita Matsumoto - Board Member
- Leadership Development Program Alumnus (Cohort 2016)
- Teach To Lead Alumnus (Cohort 2018)
- Partnership Manager at Our Place | Colman Foundation
- 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 Longsec
- President and Board Member of the State Library of Victoria
- Council Member of La Trobe University

Sarah Davies AM - Board Member
- CEO, 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 and Council Member of the National Museum of Australia

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

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

Alyce Bradford – Board Member
- Teach For Australia Alumna (Cohort 2010)
- Principal Senior School at Palm Beach Currumbin State High School
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)
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.
PER OUR THEORY OF CHANGE, WE STRIVE TO ACHIEVE TWO LONG-TERM OUTCOMES AND FOUR INTERMEDIATE OUTCOMES THROUGH OUR WORK:

**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.

- **Alumni** are committed and continue to work towards educational equity.

- **Partner schools** have the capable workforce they need, and achieve their improvement aspirations.

- **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.

**Immediate priorities**

1. Supercharge core program

2. Elevate brand and community program

3. Grow impact and income

4. Evolve culture and ways of working
**PRIORITY 1: SUPERCHARGE CORE PROGRAM**

**WE WELCOMED 171 NEW EDUCATORS IN COHORT 2021, WORKING IN 89 SCHOOLS ACROSS THE COUNTRY - INCLUDING FOR THE FIRST TIME IN SOUTH AUSTRALIA - IN OUR LARGEST EVER COHORT FOR THE LEADERSHIP DEVELOPMENT PROGRAM (LDP).**

Cohort 2021 is also the first to undertake our new bespoke Master’s of Teaching (Secondary) (Leading Learning) with our University partner Australian Catholic University (ACU). The course has been designed in partnership with our ACU colleagues, with focus on leadership, equity, reconciliation, teacher quality, and classroom impact, and assessment tasks geared to support Associates in their classroom practice.

We also recruited and placed another 161 high-calibre career-changers and graduates who will begin teaching in 2022.

TFA’s innovative model of attracting and selecting high quality professionals from all walks of life and supporting their entry to the teaching profession was endorsed in the NSW Productivity Commission White Paper, *Rebooting the Economy*.

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

As we know, 2021 was a year of challenge across the country in the second year of the COVID pandemic, and as an organisation we have worked hard to maintain a high quality program.

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1. Average of 2010-2020 LDP cohort completion rates.
WE WELCOMED THE OPPORTUNITY TO CONTRIBUTE TO THE NATIONAL DISCUSSION ABOUT INITIAL TEACHER EDUCATION (ITE) AND ITS IMPACT ON STUDENTS.

Improvement to ITE is one of the levers by which we can ensure that education gives all children greater choice for their future.

TFA’s Leadership Development Program is at the forefront of ITE in Australia and has developed a proven employment-based model for recruiting and developing teachers to make an impact on the lives of their students and communities.

The recommendations in our submission reflect insights generated from 13 years of operations in which TFA has placed teachers in schools across six states and territories. The recommendations consider how TFA’s successful approach can inform a multi-level, multi-stakeholder strategy to advance the teaching profession in Australia.
WE WERE DELIGHTED TO COLLECT AND SHARE A NUMBER OF HIGHLIGHTS FROM OUR ALUMNI, ASSOCIATES, FELLOWS, AND PARTNER SCHOOLS ACROSS THE COUNTRY:

- Top of the class: accolades for Latrobe Valley educators
  Monday, May 31st, 2021
  Read More

- Award recognition for young teacher with a love of learning
  Thursday, September 9th, 2021
  Read More

- Future Leaders: Emma steps up for Goldfields students
  Thursday, October 21st, 2021
  Read their story

- Future Leaders: Joanna finds skills for the school community and beyond
  Friday, November 26th, 2021
  Read their story

- Statewide recognition for Latrobe Valley teacher
  Friday, December 3rd, 2021
  Read More

- Working towards educational equity: meet Louise Hobbs
  Thursday, July 1st, 2021
  Read their story
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
PRIORITY 3: GROW IMPACT AND INCOME

WE CONTINUE TO EXPAND THE NUMBER OF INDIVIDUALS AND ORGANISATIONS WE WORK ALONGSIDE - WHETHER IT IS SCHOOLS AND COMMUNITIES, OTHER LIKE-MINDED ORGANISATIONS, GENEROUS DONORS, OR GOVERNMENTS.

In a new partnership with the South Australian Government, we expanded our Leadership Development Program to South Australia with a small-scale pilot. Three Associates began teaching at partner schools in Roxby Downs and Whyalla in 2021, while we recruited another 12 Associates who will begin teaching at eight partner schools in 2022.

With the support of the Australian Government Department of Education, Skills and Employment, we also piloted our new Future Leaders Program for the first time, working with teachers in rural, remote and regional schools across the nation to provide leadership development. Our first cohort saw 37 aspirant leaders graduating in WA and the NT following the year-long program. We also recruited another 72 aspirant leaders for the second cohort who will participate in 2022 in schools across the NT, WA, QLD and NSW.

It’s only through collective effort that TFA can continue to work in support of young people across the nation. We were so grateful to the generous philanthropic donors who provided critical support for TFA’s programs, including:

- Funding support from the Toyota Community Trust to TFA that has helped to support four Associates, all first-year STEM teachers, at schools in Melbourne’s west.
- A three-year partnership between TFA and IG Group that is helping to support our programs.
- Support of our programs in Western Australia from the Stan Perron Charitable Foundation over three years.
- Our second Giving Day which raised $264,400 thanks to the overwhelming generosity of our community and donation matching partners, TDM Foundation and Platinum Pacific Partners.
PRIORITY 4: EVOLVE CULTURE AND WAYS OF WORKING

WE CONTINUED TO BE RESPONSIVE TO THE NEEDS OF OUR TEACHER AND LEADER COMMUNITY, UNIVERSITY PARTNER, SCHOOL PARTNERS AND OTHER STAKEHOLDERS, AND - NOT LEAST, OUR STAFF DURING THE PANDEMIC. THIS INCLUDED SUBSTANTIAL PIVOTS IN DELIVERY OF OUR CORE PROGRAMS DUE TO SAFETY RESTRICTIONS BROUGHT ABOUT BY THE COVID-19 PANDEMIC IN 2020 WHICH CONTINUED IN 2021 AND 2022.

We were responsive and innovative as we navigated the radically changing landscape and delivered a high-quality learning program virtually for the first time ever. Cohort 2021 of the LDP was the first to have their National Initial Intensive fully online during November and December 2020, followed by Cohort 2022 during November and December 2021. Some Associates were able to connect in person for school practicum, Regional Intensives and other mid-year learning events throughout 2021, but restrictions were changing quickly in many states and territories. Consequently, virtual programming was developed to respond and maintain high quality learning experiences for our cohorts.

We focused on maintaining connection. This wasn’t easy – an experience shared with many organisations around the country. When TFA was founded in 2009 we had around 10 staff, fully based in Victoria. We now have staff members across six states and one territory - one of the privileges of operating our programs across seven jurisdictions. We maintained a range of internal policies to support our national staff to navigate shifting professional and personal needs over the course of the year.
WE REVISED TFA’S ORGANISATIONAL VALUES FOR THE FIRST TIME SINCE THE ORGANISATION’S INCEPTION.

AS AN ORGANISATION, WE:

**HAVE HIGH EXPECTATIONS**

Having high expectations – for ourselves, of others, and of what should be possible for students – is essential. The students we serve deserve no less. This does not mean setting unrealistic expectations that cannot be met, however this does mean having a sense of possibility and being motivated by a bold ambition.

**MAKE IT HAPPEN**

To best serve students and their futures, we know there is a lot of work to be done. Not all of it will be straightforward. We act with deliberate intent. ‘Hope is not a strategy’, we use data, creativity and the wisdom of experience to plan then execute. Our work is a marathon not a sprint, so we pace ourselves, working hard and smart.

**SERVE THE STUDENTS**

Everyone at TFA works in service of our vision for children and young people: an Australia where education gives every child greater choice for their future. Our partnerships – with teachers and leaders in schools and across communities, organisations and systems – is in service of making their future fairer and brighter.

**GET THERE TOGETHER**

We have a big vision and mission. We can’t – and won’t – achieve it on our own. Authentic, mutually reciprocal relationships come first. We know that relationships — with students, colleagues, the TFA community, and countless others involved in this work — underpin everything else. Through trusting relationships, we can harness the power of collaboration and foster a collective sense of belonging.

**CELEBRATE ALONG THE WAY**

We find joy and possibility in the big vision of what could be. We celebrate the strength and uniqueness of every student, and those who work in service of them. To sustain ourselves, we strive to laugh often and celebrate the small wins along the way. We believe in acknowledging contributions, recognising how far we have come by leveraging our strengths, and working with gratitude, humour and a bit of fun to keep us motivated for the journey ahead.
As we moved from a journey of reflection to one of action and reflection, 2021 saw us progress from our Reflect Reconciliation Action Plan (RAP) launched in 2020 to commencing the drafting of our Innovate RAP.

We formed Reconciliation Action Groups that were teemed by committed individuals from across the business and led by our First Nations Cultural Advisor and Reconciliation Coordinator:

1. Recruitment Action Group
2. Events and Protocol Group
3. Building Cultural Competency Group
4. Anti-Racism Group

These Action Groups, along with Reconciliation events known as Gulpa Ngawal (Deep Listening in Yorta Yorta language) and the roll-out of a Reconciliation Induction Program for all new staff, seek to cultivate a culture of learning and unlearning within the organisation to ensure we were actively working towards becoming an anti-racist organisation that embraces a two-world approach to knowing and learning.

Our dedicated program delivery teams in the Leadership Development Program and the Future Leaders Program are also committed to grounding our programs in a two-world approach to learning that recognises, teaches and celebrates First Nations knowledges, pedagogies, ways of being and ways of doing as essential to creating teachers and leaders who are culturally capable and aware of what equity looks like in diverse settings.

In line with the First Nations principle of reciprocity, we attribute and express gratitude to Jean McMahon, Teach For Australia’s First Nations Cultural Advisor, for sharing her people’s sacred ancestral knowledges with our organisation and our programs.
FLP has offered me a journey of deep cultural understanding of First Nations knowledge, perspectives and ways of being.

— Ambrose Nicholls-Skene (Cohort 2020)
WE DON’T DO THIS WORK ALONE

Thank you to our partners and supporters.

GOVERNMENT PARTNERS
- Australian Government
- Government of South Australia
- Northern Territory Government
- Tasmanian Government
- Victoria Government

MAJOR PARTNERS
- Wesfarmers
- Woodside
- IG
- NGT
- ATLAS
- Toyota
- TDM Foundation
- The Baker Foundation
- The Howarth Foundation
- The Berry Ward Foundation

UNIVERSITY PARTNER
- Australian Catholic University

SUPPORTERS
- Australian Communities Foundation
- Boston Consulting Group
- Corrs Chambers Westgarth
- Equity Trustees
- Perpetual
- The GHD Foundation
- The Hansen Little Foundation
- The JTM Foundation

We don’t do this work alone
AND THANK YOU TO OUR GENEROUS COMMUNITY OF DONORS WHO HAVE SUPPORTED OUR VISION AND MISSION THROUGH GIVING DAY AND TREAD 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.

- 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
# Financial Report

## Statement of Financial Position

As at 31 December 2021

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<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
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</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<td>Cash and cash equivalents</td>
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<td>4,924,601</td>
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<td>Investments</td>
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<td>8,753,214</td>
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<td>Trade &amp; other receivables</td>
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<td>Total Current Assets</td>
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<td>Property, plant &amp; equipment</td>
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<td>Investments</td>
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<td>Total Non-Current Assets</td>
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<td><strong>Total Assets</strong></td>
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<td><strong>LIABILITIES</strong></td>
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<td>Trade and other payables</td>
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<td>Funding in advance</td>
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<td>Lease liabilities</td>
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<td>Short term provisions</td>
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<td>Total Current Liabilities</td>
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<td>Lease liabilities</td>
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<td>Long term provisions</td>
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<td>Total Non-Current Liabilities</td>
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<td><strong>227,206</strong></td>
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<td><strong>Total Liabilities</strong></td>
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<td><strong>ACCUMULATED RESERVES</strong></td>
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<td>Accumulated Reserves</td>
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<td><strong>Total Accumulated Funds</strong></td>
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<td><strong>12,067,542</strong></td>
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Statement of Profit and Loss and Other Comprehensive Income
For the year ending 31 December 2021

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
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<tbody>
<tr>
<td><strong>INCOME</strong></td>
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<td>Revenue</td>
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<td><strong>EXPENSES</strong></td>
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<td>Program costs</td>
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<td>Fundraising</td>
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<td>Administration</td>
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<td>Total Expenses</td>
<td>14,389,289</td>
<td>13,614,094</td>
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Statement of Cash Flow
For the year ending 31 December 2021

<table>
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<tr>
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<th>2021</th>
<th>2020</th>
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<tbody>
<tr>
<td>Cash at beginning of period</td>
<td>4,924,601</td>
<td>4,966,827</td>
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<td>Net cash (absorbed)/provided from operating activities</td>
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<td>Net cash used in investing activities</td>
<td>4,747,979</td>
<td>(2,390,336)</td>
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<td>Net cash used in financial activities</td>
<td>(175,240)</td>
<td>(189,833)</td>
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<td>Net increase/(decrease) in cash held</td>
<td>5,448,223</td>
<td>(42,226)</td>
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<tr>
<td>Cash at end of period</td>
<td>10,372,824</td>
<td>4,924,601</td>
</tr>
</tbody>
</table>

A more extensive financial report is available at teachforaustralia.org/financial-reports.
The Leadership Development Program and Future Leaders Program are delivered as part of the High Achieving Teachers Program with the support of the Australian Government Department of Education, Skills and Employment.