



# ANNUAL REPORT 2021.

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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 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 Lonsec
- 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<sup>1</sup>, in comparison to 47% of undergraduates and 76 per cent of postgraduates in mainstream ITE courses<sup>2</sup>.

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**.

### Leadership Development Program



**13**  
cohorts



**1200+**  
associates



ALMOST  
**15,000**  
applications



**250+**  
partner schools



**440,000+**  
students reached

1 Average of 2010-2020 LDP cohort completion rates.

2 Australian Institute for Teaching and School Leadership (AITSL), (2020) National Initial Teacher Education Pipeline: Australian Teacher Workforce Data Report 1. Melbourne. Retrieved from: [https://www.aitsl.edu.au/docs/default-source/atwd/reports/new-pipeline-report/2020\\_aitsl-atwd\\_pipeline-report.pdf](https://www.aitsl.edu.au/docs/default-source/atwd/reports/new-pipeline-report/2020_aitsl-atwd_pipeline-report.pdf)

## PRIORITY 2: ELEVATE BRAND AND COMMUNITY



**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:



Our news

Top of the class: accolades for Latrobe Valley educators

Monday, May 31st, 2021

[Read More](#)



Our news

Award recognition for young teacher with a love of learning

Thursday, September 9th, 2021

[Read More](#)



Future Leaders Program

Future Leaders: Emma steps up for Goldfields students

Thursday, October 21st, 2021

[Read their story](#)



Future Leaders Program

Future Leaders: Joanna finds skills for the school community and beyond

Friday, November 26th, 2021

[Read their story](#)



Alumni

Statewide recognition for Latrobe Valley teacher

Friday, December 3rd, 2021

[Read More](#)



Leadership Development Program

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 teamed 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.





Jawoyn, Dagoman and Wardaman Country, Katherine, NT

“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



## MAJOR PARTNERS



The Baker Foundation

The Howarth Foundation

The Berry Ward Foundation

## UNIVERSITY PARTNER



## SUPPORTERS

Australian Communities Foundation

Boston Consulting Group

Corrs Chambers Westgarth

Equity Trustees

Perpetual

The GHD Foundation

The Hansen Little Foundation

The JTM Foundation



## 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

**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.



Yawuru Country, Broome, WA



# FINANCIAL REPORT

## Statement of Financial Position

As at 31 December 2021

	2021	2020
<b>ASSETS</b>		
Cash and cash equivalents	10,372,824	4,924,601
Investments	1,682,321	8,753,214
Trade & other receivables	192,514	1,403,792
<b>Total Current Assets</b>	<b>12,247,659</b>	<b>15,081,607</b>
Property, plant & equipment	304,383	184,544
Investments	7,891,857	5,138,525
<b>Total Non-Current Assets</b>	<b>8,196,240</b>	<b>5,323,069</b>
<b>Total Assets</b>	<b>20,443,899</b>	<b>20,404,676</b>
<b>LIABILITIES</b>		
Trade and other payables	1,048,120	618,297
Funding in advance	5,401,288	6,813,404
Lease liabilities	153,811	169,417
Short term provisions	545,450	508,810
<b>Total Current Liabilities</b>	<b>7,148,669</b>	<b>8,109,928</b>
Lease liabilities	148,147	-
Long term provisions	96,162	227,206
<b>Total Non-Current Liabilities</b>	<b>244,309</b>	<b>227,206</b>
<b>Total Liabilities</b>	<b>7,392,978</b>	<b>8,337,134</b>
<b>Net Assets</b>	<b>13,050,921</b>	<b>12,067,542</b>
<b>ACCUMULATED RESERVES</b>		
Accumulated Reserves	13,050,921	12,067,542
<b>Total Accumulated Funds</b>	<b>13,050,921</b>	<b>12,067,542</b>

## Statement of Profit and Loss and Other Comprehensive Income

For the year ending 31 December 2021

	2021	2020
<b>INCOME</b>		
Revenue	15,372,669	15,834,558
<b>EXPENSES</b>		
Program costs	11,323,598	10,763,697
Fundraising	1,837,577	1,421,401
Administration	1,228,114	1,428,996
<b>Total Expenses</b>	<b>14,389,289</b>	<b>13,614,094</b>

## Statement of Cash Flow

For the year ending 31 December 2021

	2021	2020
Cash at beginning of period	4,924,601	4,966,827
Net cash (absorbed)/provided from operating activities	875,484	2,537,973
Net cash used in investing activities	4,747,979	(2,390,336)
Net cash used in financial activities	(175,240)	(189,833)
<b>Net increase/(decrease) in cash held</b>	<b>5,448,223</b>	<b>(42,226)</b>
<b>Cash at end of period</b>	<b>10,372,824</b>	<b>4,924,601</b>

A more extensive financial report is available at [teachforaustralia.org/financial-reports](https://teachforaustralia.org/financial-reports).

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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.

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