ANNUAL REPORT
2022.
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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 and present, their custodianship, their courage and their resilience.
MESSAGE FROM THE CEO

It has been another challenging year for the education sector, with teacher shortages affecting school communities across the country.

While there is no silver bullet to systemic issues, our programs are continuing to help unlock doors for more aspiring teachers and supporting schools to develop the leaders of tomorrow – and reach more young people across Australia.

We began the year by welcoming 161 new teachers into classrooms at 94 schools across the country through our Leadership Development Program. We also recruited another 170 high-calibre graduates and career professionals who will start teaching in 2023 – including, for the first time, in New South Wales Catholic schools. Our teachers bring learning to life in the classroom, leveraging their diverse backgrounds, experience, and passion for their students and their subjects.

This year we also saw 62 aspiring leaders complete our Future Leaders Program and recruited another 70+ regional and remote teachers who will develop their leadership skills and confidence during the one-year program in 2023. Strengthening the leadership pipeline in Australia’s regional and remote schools is critically important for today’s students and for those to come.

We now have almost 1200 program Alumni, reaching some 540,000 students – a growing community of changemakers who are deeply committed to combating educational inequity.

Our impact is set to expand further in coming years, as we welcomed a Federal Budget 2022-23 investment this year that will support us to recruit, place and train even more high-calibre graduates and career changers as teachers. The new funding will make a difference for children across Australia by increasing the number of subject specialist teachers in classrooms where teacher shortages are most acute.

We also welcomed additional funding from the Tasmanian Government which will support us to recruit, place and train more high-quality teachers across the state over the next two cohorts of the Leadership Development Program.

And in our other, valued partner states and territories – the Northern Territory, South Australia, Victoria and Western Australia – TFA has continued its work supporting our current Associates and engaging with respective Departments of Education to facilitate future boosts to their teaching workforces.
We are committed to delivering the highest quality training programs, in support of our schools and students, and we were exceptionally proud to receive positive interim evaluation reports for both the Leadership Development Program and Future Leaders Program this year. The independent evaluations, commissioned by the Commonwealth Government, indicated that our Leadership Development Program is an effective employment-based pathway bringing high-quality people into teaching careers, while our Future Leaders Program pilot is a well-designed, quality model that is delivering relevant, best evidence course content for rural and remote educators who aspire to leadership positions in their school communities.

As well as this, the final report of the independent review into Quality Initial Teacher Education (CITE) commissioned by the Commonwealth Government acknowledged TFA’s expertise in ITE and recognised our potential for greater and ongoing impact through its recommendations.

We also took the opportunity to share some of what we’ve learned about attracting and supporting people to become quality teachers in a submission to the Federal Government’s National Teacher Workforce Action Plan this year. We know that addressing educational inequity in Australia is complex and collective work and we are dedicated to working with governments, education stakeholders, schools and communities across the nation to lift the status and quality of teaching.

We are so grateful for the incredible generosity of our entire community – from raising more than $40,000 through Trek for Teachers and more than $195,000 through our third Giving Day, to the individuals and organisations we are working alongside.

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

“I always say there are two roles in education: the first is the teacher and their relationship with their students, and the second role is everyone who stands in support of them to have the biggest impact.”

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.

Finally, it was with immense gratitude that we farewelled our founding member and long-serving Chair Larry Kamener who stepped down from the role this year. Larry generously provided nearly 14 years of service, leadership and counsel and we thank him for his monumental contribution to TFA since 2009. His guidance has been integral to our success and we know he will continue to champion our work.

Melodie Potts Rosevear
Founder and CEO

Melodie Potts Rosevear
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

Patrick Forth - Chair
- Senior Adviser and former Senior Partner at the Boston Consulting Group
- Ex Global leader of BCG's Technology, Media and Telecommunications practice
- Founding board member of BCG’s Digital Ventures
- Member of the UNSW Business School Advisory Council, and of the Advisory Council of the Centre for Social Impact
- Ex Vice President of Cranbrook School Council

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

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

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

Thank you to the following Board members who retired from the Board in 2022:

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

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

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
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

- Supercharge core program

- Elevate brand and community program

- Grow impact and income

- Evolve culture and ways of working
PRIORITY 1:
SUPERCHARGE CORE PROGRAM

THIS YEAR WE WELCOMED 161 NEW TEACHERS INTO CLASSROOMS AT 94 SCHOOLS ACROSS THE COUNTRY THROUGH OUR FLAGSHIP LEADERSHIP DEVELOPMENT PROGRAM (LDP).

Cohort 2022 includes scientists, business managers, engineers, writers, and even professional music and dance teachers, who joined recent graduates and academics from other tertiary fields to begin new careers of impact in education.

We also recruited and placed another 170 high-calibre career-changers and graduates who will begin teaching in 2023.

A Federal Budget 2022-23 investment to expand the High Achieving Teachers Program will enable TFA to recruit, place and train more high-calibre graduates and career changers as teachers through the LDP. The new funding will make a difference for children across Australia by increasing the number of subject specialist teachers in classrooms where teacher shortages are most acute.

In TFA’s 2022 national cohort, nearly 50 per cent are qualified to teach in-demand STEM subjects and 68 per cent are career changers who bring additional professional perspectives to their teaching.
PRIORITY 2: ELEVATE BRAND AND COMMUNITY

THIS YEAR WE WELCOMED THE LATEST INDEPENDENT EVALUATIONS OF OUR LEADERSHIP DEVELOPMENT PROGRAM AND FUTURE LEADERS PROGRAM.

These interim reports recognise and evaluate how Teach For Australia’s programs are helping to attract, train and develop high-quality teachers and school leaders who are working in communities across the country where needs are greatest.

The High Achieving Teachers program Interim Report indicates TFA’s Leadership Development Program is an effective employment-based pathway bringing high-quality people into teaching careers.

The Future Leaders Program Interim Report indicates TFA’s the pilot program is a well-designed, quality model that is delivering relevant, best evidence course content for rural and remote educators who aspire to leadership positions in their school communities.

This year we also welcomed the release of the final report of the independent review into Quality Initial Teacher Education (QITE), commissioned by the Australian Government.
We appreciated the opportunity to participate in the Review’s public consultation phase, and are grateful to see TFA's expertise in ITE acknowledged. We are also pleased to see TFA's potential for greater and ongoing impact reflected in the Review’s recommendations:

- **Recommendation 6: Accelerate high-quality candidates into teaching**
- Accelerate entry of high-quality candidates into teaching by:
  - establishing an innovation in initial teacher education fund that supports innovative employment-based pathways
  - expanding existing Australian Government alternative pathways and securing long-term funding for Teach For Australia
  - expanding state and territory alternative pathway programs.

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WE WERE DELIGHTED TO COLLECT AND SHARE A NUMBER OF HIGHLIGHTS FROM OUR ALUMNI, ASSOCIATES, FELLOWS, AND PARTNER SCHOOLS ACROSS THE COUNTRY:
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.

This year we struck new partnerships with Catholic Education Diocese of Bathurst, Catholic Education Diocese of Parramatta and Catholic Schools NSW that will see TFA Associates work at six NSW Catholic secondary schools in Dubbo, Wellington, Orange, Lithgow, South Windsor and Granville next year – the first time our Associates have worked in NSW schools.

We also welcomed a funding announcement by the Tasmanian Government which will enable TFA to recruit, place and train up to 75 high-quality teachers in schools across the state over the next two cohorts.

Since partnering with Tasmania’s Department of Education in 2017, TFA has brought 100 high-quality new teachers to Tasmanian government schools. This year there are 18 TFA Associates in their first year and 17 Associates in their second year of the TFA program, working in 33 Tasmanian schools.

With the support of the Australian Government Department of Education, Skills and Employment, we also continued piloting our new Future Leaders Program for a second year, working with teachers in rural, remote and regional schools across the nation to provide leadership development. Our second cohort saw 62 aspirant leaders graduating in NT, WA, QLD and NSW following the year-long program, while we recruited another 71 who will participate in 2023.

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:

- Our third Giving Day which raised more than $195,000 thanks to the overwhelming generosity of our community and donation matching partners, TDM Foundation and Rokt.
- New support from GHD Foundation will provide training, coaching and mentoring for up to 50 new female STEM-specialist teachers through our Leadership Development Program.
- Our generous community also helped us to raise more than $40,000 through our Trek for Teachers, where a group of TFA staff and supporters walked across the beautiful Larapinta Trail near Alice Springs.

GROW IMPACT AND INCOME
PRIORITY 4:
EVOLVE CULTURE
AND WAYS OF WORKING

FOR THE FIRST TIME, WE DELIVERED A HYBRID NATIONAL INITIAL INTENSIVE FOR OUR 2023 COHORT OF THE LEADERSHIP DEVELOPMENT PROGRAM. ASSOCIATES ENGAGED WITH A MIX OF ONLINE, IN-PERSON AND SCHOOL-BASED LEARNING – ALL CONTEXTUALISED TO THEIR SCHOOL AND REGIONAL CONTEXT AS THEY PREPARED FOR THEIR FIRST WEEK OF TEACHING.

This included a 10-day school practicum in their home state, where they applied learning and practised classroom teaching with supervising mentors. Following practicum, the entire cohort of Associates travelled to Melbourne to attend in-person sessions in December.

The National Initial Intensive was followed by Regional Intensive events in their placement State or Territory – with nine events held across all TFA placement jurisdictions and sub-regions. These regional events enabled Associates to connect with their region’s TFA community, including fellow Associates in Cohort 2023 and 2022, and Alumni.

As in previous years, Associates responded positively to the National Initial Intensive and Regional Intensive through the various surveys conducted across these events. Overall, 93 per cent of Associates agreed that the National Initial Intensive was high-quality, 98 per cent agreed or strongly agreed that what they learned improved their skills as a teacher, and 92 per cent agreed or strongly agreed that what they learned improved their skills as a leader.
We continued the Home Group model that was introduced with our 2021 Cohort, where Associates are divided into smaller groups to support their learning and wellbeing during National Initial Intensive.

Associates reported the structure to be helpful:

“The homegroup was without a doubt the best part of NII. I feel so lucky to have had their support, they are what made the last six weeks possible.

Putting us into home groups was an absolutely fantastic opportunity to help us get to know a small cohort of associates. This gave us a real sense of community and I have enjoyed this aspect of the national intensive the most out of the entire thing. I feel like I have 19 new friends who I can go to for help and support, and our shared experience means that so many barriers were broken down so quickly.

The homegroups are also a real standout for me, I received a lot of support from my fellow associates. I received incredible support from both my homegroup leads.”
ORGANISATIONAL VALUES

SERVE THE STUDENTS

Everyone at TFA works in service of our vision for children and young people: an Australia where education gives every child, regardless of background, 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.

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.

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.

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.
TEACH FOR AUSTRALIA
RECOGNISES THAT
RECONCILIATION IS A
CORNERSTONE OF OUR
ORGANISATIONAL MISSION
TOWARDS EDUCATIONAL EQUITY.

Our Reconciliation journey is grounded in reciprocity – this sacred First Nations way of being was gifted to Teach For Australia by former First Nations Cultural Advisor, Jeanette McMahon through the ancient knowledges passed down to her from her people, the Yorta Yorta people.

For Reconciliation to be authentically enacted, reciprocity recognises that listening cannot take place without action. Taking the important, small and continuous steps, to forge meaningful and reciprocal relationships with First Nations peoples and communities. It is from a place of reciprocity that we undertake the work of Reconciliation.

In 2022 we reflected on the ‘why’ of our work and based on our unique sphere of influence and impact, we defined our Reconciliation north star as “to develop relational leaders committed to Reconciliation in the pursuit of educational equity”. In order to develop relational leaders and embed a culture of Reconciliation in our programs, it is imperative that we also build this culture in our workplace and build awareness and understanding of the diverse lived experiences of members of staff and the communities where we work. Over 2021 and 2022 Jeanette McMahon has led this work in building the cultural capabilities of staff, with the development of the immersive Reconciliation Induction Program and also with a particular focus on Cultural Responsiveness and Capabilities of our Teaching and Leadership Coaches who work with our Associates in schools across Australia.

As part of our Leadership Development Program, we work with First Nations leaders, speakers and educational experts to provide our Associates with context, cultural awareness, understanding and First Nations principles and practices, so they are empowered to create culturally safe and inclusive learning environments for their students. Examples of this include:

- The National Initial Intensive speaker series focuses on First Nations voices and perspectives to challenge and inspire Associates on their Reconciliation journey of learning and unlearning.
- Cultural Awareness and Storytelling is fostered through our regional intensives where Associates connect to Country and Traditional Owners to build First Nations knowledges and relational worldviews through Deep Listening, yarning circles and individual reflection.
- Culturally responsive leadership and teaching is taught through the Masters units delivered by ACU.
- Building a community of Reconciliation through Associates and Alumni connections and creation of shared learning environments.

The Future Leaders Program was co-designed and created with First Nations educators and educational experts. One of the grounding principles of the FLP is the Two-Way Teaching and Learning Framework which brings First Nations knowledges alongside Western knowledges. Fellows engage in their professional learning by listening to and learning from First Nations voices, perspectives and pedagogies, with many of the workshops delivered by First Nations people and organisations. This included:

- Aboriginal education consultant and facilitator, Shelley Ware, teaching the Two-Way Teaching and Learning Model.
- Aboriginal educator and artist, Dr Miriam Rose Ungunmerr Baumann, presenting Dadirri Deep Listening to Cohort 2022.
- IvolveGen presenting a whole-day cultural awareness and wellbeing session to Cohort 2022.

While we continue to strive for greater representation of First Nations knowledges, people and voices in our workplace and in our programs, we also want to respect the importance of truth-telling to meaningful and authentic Reconciliation. With that in mind, we want to acknowledge that we have fallen short when it comes to providing a culturally safe and inclusive workplace for First Nations people, that meets our expectations of equity and inclusion. As we move forward this will be a priority and the focus of our work and our actions, as we reflect and hold ourselves accountable to the necessary work that needs to be undertaken.
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 State Government
- Western Australia

MAJOR PARTNERS
- Wesfarmers
- Woodside
- IG
- The Hansen Little Foundation
- ATLASIAN
- TOYOTA
- ROKT
- tdm.
- Platinum Partners

UNIVERSITY PARTNER
- ACU

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

STRATEGIC PARTNER
- Hansen Little Foundation
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.

- 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
## Statement of Financial Position

As at 31 December 2022

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<tr>
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<th>2022</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<td>Cash and cash equivalents</td>
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<td>Investments</td>
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<td>Trade &amp; other receivables</td>
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<td>Property, plant &amp; equipment</td>
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<td>Investments</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>Lease liabilities</td>
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<td>Short term provisions</td>
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<td><strong>Total Current Liabilities</strong></td>
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<td>Long term provisions</td>
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<td><strong>Total Non-Current Liabilities</strong></td>
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<td><strong>Net Assets</strong></td>
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<td>Accumulated Reserves</td>
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<td><strong>Total Accumulated Funds</strong></td>
<td><strong>11,095,620</strong></td>
<td><strong>13,050,921</strong></td>
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Statement of Profit and Loss and Other Comprehensive Income
For the year ending 31 December 2022

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<tr>
<th>INCOME</th>
<th>2022</th>
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<td>Revenue</td>
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<tr>
<th>EXPENSES</th>
<th>2022</th>
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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>
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Statement of Cash Flow
For the year ending 31 December 2022

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<th>Cash at beginning of period</th>
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<th>2021</th>
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<td>Net cash used in investing activities</td>
<td>(3,725,928)</td>
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<td>Net cash used in financial activities</td>
<td>(205,327)</td>
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<td>Net increase/(decrease) in cash held</td>
<td>(6,541,326)</td>
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<tr>
<td>Cash at end of period</td>
<td>3,831,498</td>
<td>10,372,824</td>
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</table>

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