



ANNUAL REPORT 2023.

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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

“LOOKING BACK ON 2023, I’M PROUD OF THE MANY WAYS THAT TEACH FOR AUSTRALIA **EXPANDED** OUR IMPACT, **STRENGTHENED** OUR PROGRAMS AND **INNOVATED** OUR WAYS OF WORKING TO ADDRESS EDUCATIONAL INEQUITY.”





Helping bridge the teacher shortage: Our impact

Teacher workforce shortages continued to be a prominent issue over the year, disproportionately impacting schools in areas experiencing disadvantage.

We worked hard to be part of relieving the stress on the education system, with 170 new Associates from our flagship Leadership Development Program entering the classroom in 2023.

Complementing this cohort of passionate individuals were the 69 aspiring leaders who participated in our Future Leaders Program, strengthening the leadership pipeline in regional and remote schools.

We now have almost 1600+ program Alumni, reaching some 540,000+ students – a growing community of changemakers who are deeply committed to advancing educational equity. Teach for Australia also placed aspiring teachers in NSW schools for the first time in 2023.

We are excited to work alongside another 156 high-calibre graduates and career professionals who will start teaching in 2024. Forty-three regional and remote teachers will also enhance their leadership skills and boost their confidence through the Future Leaders Program.

We were also encouraged by government's continued focus on building and sustaining skilled teacher workforces and we were pleased to have a voice in the national discussion, drawing on our 15 years of insight and experience.

This included contributing to the Commonwealth Teacher Education Expert Panel's report and Australia's new National Schools Reform Agreement.

Proudly supported the Voice to Parliament

In 2023, Teach For Australia publicly supported the Yes vote for the referendum on enshrining an Aboriginal and Torres Strait Islander Voice to Parliament. In our work, we know that the fight for better outcomes for our young people is intrinsically tied to reconciliation and truth telling efforts. Communities have the answers – we all need to be better at listening.

While the nation voted against the proposed changes to the constitution, the work is not over. We must be more steadfast in our commitment to integrate First Nations voices and perspectives into our work and priorities. These efforts will continue into 2024, and beyond.

Celebrating our leaders

We are proud that nearly 90 per cent of all Alumni from our programs were working, teaching and leading across the education system in 2023.

This year alone, 13 TFA Alumni and Associates received prestigious recognition for their excellence, from industry bodies like the Australian Council for Educational Leaders to State Government teaching awards – a reflection of the high-calibre of candidates who undertake our program.

In a significant achievement, Cohort 2016 Alumnus Ameya Nagarkar was invited to speak from a classroom teacher's perspective about the future of skills and work at the World Economic Forum's Sustainable Development Impact Meeting in New York City in September.

Changes to Board

In a significant milestone for our Board, Patrick Forth was endorsed as the new Chair in December 2022 after founding member and long-serving Chair, Larry Kamener, stepped down. We are deeply grateful for Larry's monumental contribution to TFA since 2009.

Dr Forth, a Senior Advisor and former Managing Partner at The Boston Consulting Group, has brought a wealth of experience to the Board during this important period of growth and transformation for our organisation.

We were also delighted to welcome three new board members Edwina Dohle, Adam Ross and Olivia Brown in April. Their skillsets – paired with those of the existing board members – place TFA in strong stead to continue to tackle the issue of educational inequity.

We thanked departing board member and Alumnus, Keita Matsumoto, for his valuable contribution since coming onboard in 2020.

Our supporters

To continue to innovate and grow our impact, we partnered with global ecommerce technology company Rakt this year to support talented STEM graduates who want to join our work for educational equity and teach in schools where the need is greatest.

We've been delighted to work with nearly two dozen new and returning philanthropy partners this year – with the Hansen Little Foundation leading the way as our new strategic partner. Their valued support, and that of all our supporters and donors, has helped deliver vital initiatives right across the country, making a real difference for students.

We are constantly overwhelmed by the generosity of our network and this year's Giving Day was no exception, with Rakt matching every dollar donated.

Thank you to our supportive community and philanthropic partners for your generosity and commitment to educational equity for all young people.

Thank you

To close, I would like to reiterate the high regard we hold the wide network of people who support TFA. Addressing educational inequity is complex and requires a collective effort – we can't do it alone. We deeply value your partnership and belief in our vision: an Australia offering every child greater choice for their future.

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

I would also like to personally extend my gratitude to Chief Operating Officer Jane Phipps, who stepped in as acting CEO to allow me to take a sabbatical in 2023. Thank you, Jane – and indeed thank you to all our supporters, who make our work possible.

Melodie Potts Rosevear OAM

Founder and 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 UNSW Business School Advisory Council, and of the Advisory Council of the Centre for Social Impact
- Ex Vice President of Cranbrook School Council.

Sarah Davies AM – Director, Deputy Chair

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

Melodie Potts Rosevear OAM

- Founder of TFA
- Former Consultant at Boston Consulting Group
- Think Tank leader at Cape York Institute, Member AICD.

Olivia Brown

- Founding partner Morris Brown Communications Pty Ltd
- Former co-COO of Mergers & Acquisitions at Goldman Sachs Australia New Zealand
- Member of Grande Experiences advisory board and Melbourne Committee for Human Rights Watch.

Edwina Dohle

- Teach For Australia Alumnus (Cohort 2010)
- Director Women's Economic Security, Commonwealth Treasury
- Acting Assistant Secretary, Social Policy Division, Commonwealth Treasury.

Ben Jensen

- Founder of Learning First
- Former Director School Education Program Grattan Institute
- Former OECD Analyst, Directorate for Education.

Adam Ross

- Teach For Australia Alumnus (Cohort 2012)
- Manager Victorian Academy of Teaching & Leadership.

Thank you to the following Board Members who retired in 2023:

Keita Matsumoto

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

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 540,000 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 1,450 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
170 NEW TEACHERS INTO
CLASSROOMS AT SECONDARY
SCHOOLS ACROSS THE COUNTRY
THROUGH OUR FLAGSHIP
LEADERSHIP DEVELOPMENT
PROGRAM (LDP).**

The new teachers, known as 'Associates', have been placed into secondary schools across Victoria, Tasmania, Western Australia, Northern Territory, South Australia and – for the first time – New South Wales, through partnerships with Catholic Education Diocese of Parramatta and Catholic Education Diocese of Bathurst and support from Catholic Schools NSW.

Cohort 2023 includes career changers from fields such as science, engineering, statistics, photography and construction, who joined recent graduates and academics from other tertiary fields to begin new careers of impact in education.

The cohort brings diverse perspectives from at least 46 different ethnic and cultural backgrounds, and skills and expertise from 19 different industries – with nearly two-thirds (63%) coming as career changers who bring additional professional experience to their new teaching job.

Of the 170 Associates, 65% have relocated interstate to serve areas most affected by teacher shortages and 40% are qualified to teach various STEM subjects.

This year we also recruited and placed another 156 talented career changers and graduates who will begin teaching in 2024.

Leadership Development Program



15
cohorts



650,000+
students reached



1600+
associates



**ALMOST
300**
partner schools



PRIORITY 2: ELEVATE BRAND AND COMMUNITY

**THROUGH RESEARCH,
ADVOCACY, AND CELEBRATING
ACHIEVEMENTS, WE CONTINUE TO
ELEVATE OUR BRAND AND BUILD
STRONGER CONNECTIONS WITH
THE EDUCATION COMMUNITY,
AMPLIFYING OUR SHARED VISION
OF EQUITY IN EDUCATION.**

Advancing research-driven impact

We proudly welcomed the release of the Lirata research summary report, commissioned which we commissioned in 2019. The report highlighted significant contributions by our passionate Associates and Alumni to school-level improvements in student engagement and wellbeing, pedagogy and school culture.

The Lirata research showcases the meaningful change driven by our network and will guide our ongoing efforts in internal continuous improvement. Alongside other measurement and evaluation initiatives, the report's findings will help us as we ensure our programs continue to deliver impact into the future.





Shaping teacher education policy

We made a substantial contribution to the Commonwealth Teacher Education Expert Panel Report. Our submission highlighted key reform areas we have actively championed, including equitable access to postgraduate Initial Teacher Education (ITE) pathways, enhanced ITE course content with high-quality practical learning experiences, and robust performance indicators for ITE programs.

These recommendations provide a roadmap for meaningful policy shifts to improve teacher education nationwide.

National advocacy for teacher retention and attraction

We participated in the consultation process for Australia's new National Schools Reform Agreement (NSRA), a pivotal framework aimed at improving student outcomes.

Drawing on our 14 years of expertise, our submission emphasised the urgent need to scale employment-based teacher education pathways that meet high standards and deliver quality teachers efficiently.

Celebrating excellence within our network

In 2023, 13 TFA Associates and Alumni received prestigious awards from organisations like the Australian Council for Educational Leaders and various State Governments. These accolades recognise the exceptional calibre of educators within our programs and their commitment to driving excellence in teaching and leadership.

PRIORITY 3: GROW IMPACT AND INCOME



**THIS YEAR WE STRENGTHENED
OUR IMPACT AND DIVERSIFIED
OUR INCOME STREAMS,
FOSTERING MEANINGFUL
PARTNERSHIPS, DRIVING
COMMUNITY SUPPORT,
AND EXPANDING OUR
FOOTPRINT TO ADDRESS
EDUCATIONAL INEQUITY.**

Partnering for change with Rokt

We partnered with Rokt, a global e-commerce technology leader, to support exceptional graduates in teaching at schools with the greatest need.

This collaboration includes on-campus attraction and recruitment events and a pilot program encouraging students to apply for both TFA and Rokt graduate opportunities. Starting with placements in New South Wales schools, this initiative sets the stage for nationwide expansion.

Giving Day success

Our 2023 Giving Day raised an impressive \$131,588, thanks to over 90 generous donors and the matched contributions of our event partner, Rokt.

The funds directly support our mission to bring more passionate educators and leaders to schools across Australia. Acting CEO Jane Phipps expressed gratitude for the outpouring of community and philanthropic support, reinforcing our shared commitment to educational equity.



Expanding into New South Wales

Responding to Australia's national teacher shortage, we achieved a significant milestone by placing aspiring teachers in New South Wales schools for the first time. In partnership with Catholic Education Diocese of Parramatta, Catholic Education Diocese of Bathurst, and Catholic Schools NSW, we will match Associates to Catholic secondary schools in Western Sydney and Central Western NSW.

Bridging the digital divide in Tennant Creek

Through a partnership with IG Group, TFA facilitated the donation of new laptops to Tennant Creek High School in the Northern Territory, addressing the digital divide faced by rural students. This collaboration builds on over a decade of partnership, with 16 TFA Associates having completed our Leadership Development Program at the school since 2012.

Inspiring STEM pathways through Atlassian

Our second school immersion day, hosted by Atlassian, provided 22 Year 8 and 10 students from Delany College Granville with insights into STEM careers.

This visit, led by TFA's Philanthropy and Partnerships team alongside our NSW Regional Manager, showcased TFA's innovative leadership in STEM education and inspired students to explore pathways often inaccessible to them.



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.



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.



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.

WE DON'T DO THIS WORK ALONE

GOVERNMENT & UNIVERSITY PARTNERS



STRATEGIC PARTNER



MAJOR PARTNERS



SUPPORTERS

Australian Community Foundation

Boston Consulting Group

Corrs Chambers Westgarth

Equity Trustees

Perpetual

The Betty Ward Foundation

The Bokhara Foundation

The GHD Foundation

The Jack Brockhoff Foundation

The James N Kirby Foundation

The JTM Foundation



- 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

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.



FINANCIAL REPORT

Statement of Financial Position

As at 31 December 2023

	2023	2022
ASSETS		
Cash and cash equivalents	2,214,294	3,831,498
Investments	19,651,210	5,182,321
Trade & other receivables	1,186,494	3,202,847
Total Current Assets	23,051,998	12,216,666
Property, plant & equipment	-	122,272
Investments	8,223,691	7,533,544
Total Non-Current Assets	8,223,691	7,655,816
Total Assets	31,275,689	19,872,482
LIABILITIES		
Trade and other payables	1,263,163	867,253
Funding in advance	16,611,578	7,057,491
Lease liabilities	-	96,631
Short term provisions	699,909	650,069
Total Current Liabilities	18,574,650	8,671,444
Long term provisions	67,139	105,418
Total Non-Current Liabilities	67,139	105,418
Total Liabilities	18,641,789	8,776,862
Net Assets	12,633,900	11,095,620
ACCUMULATED RESERVES		
Accumulated Reserves	12,633,900	11,095,620
Total Accumulated Funds	12,633,900	11,095,620

Statement of Profit and Loss and Other Comprehensive Income

For the year ending 31 December 2023

	2023	2022
INCOME		
Revenue	18,995,998	15,229,522
EXPENSES		
Program costs	13,657,771	13,496,238
Fundraising	2,346,086	2,024,319
Administration	1,453,861	1,664,266
Total Expenses	17,457,718	17,184,823

Statement of Cash Flow

For the year ending 31 December 2023

	2023	2022
Cash at beginning of period	3,831,498	10,372,824
Net cash (absorbed)/provided from operating activities	13,128,633	(2,610,071)
Net cash used in investing activities	(14,649,208)	(3,725,928)
Net cash used in financial activities	(96,629)	(205,327)
Net increase/(decrease) in cash held	(1,617,204)	(6,541,326)
Cash at end of period	2,214,294	3,831,498

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