



IMPACT REPORT

2025

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.**

OUR COMMITMENT TO RECONCILIATION

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

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

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

Embedding cultural competence in our internal practices and across our programs.

Supporting Aboriginal and Torres Strait Islander peoples' voices to be present and valued in our work.

Building authentic relationships with Aboriginal and Torres Strait Islander organisations and communities where we work.

Continuing to hold ourselves accountable as an anti-racist organisation, for the authenticity of our relationship with Aboriginal and Torres Strait Islander peoples as well as other diverse communities.

A note on sources

All Leadership Development Program cohort data collected through participant monitoring and surveying, conducted by Teach For Australia.

Principal data was collected through a survey of Principals of TFA partner schools conducted by Teach For Australia (2025) with approval from the relevant Departments of Education.

Alumni data was collected through a survey of Alumni, conducted by Teach For Australia (2025).

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

This Impact Report captures the extraordinary work and impact of Teach For Australia across the 2025 calendar year.

Teach For Australia is the nation's only charity dedicated to advancing educational equity by attracting, developing and supporting exceptional teachers and leaders for schools in communities experiencing disadvantage.

This year, as every year since our founding in 2009, we remain steadfast in achieving our mission: to create a community of leaders committed to ensuring that every child has access to the opportunities they deserve.

TEACH FOR AUSTRALIA'S 2025

This year marked a significant moment of renewal for Teach For Australia. I had the privilege of stepping into the role of Chief Executive Officer, following in the footsteps of our Founder, Melodie Potts Rosevear OAM.

Over sixteen years, Melodie led Teach For Australia through growth, innovation and impact – building a movement that has placed extraordinary educators in the classrooms that need them most.

We owe her our deep gratitude for a legacy that continues to shape who we are and what we do.

To date, over **2,100** leaders have participated in our programs, more than **1,700** of which have joined our flagship Leadership Development Program. This year alone, **167** new Associates began their teaching journey, supported by a national network of mentors, coaches and Alumni.

The impact of these teachers is tangible. Principals across the country tell us that TFA Associates are improving both academic outcomes and student wellbeing, with **94%** eager to welcome another Associate into their school.

A recent evaluation commissioned by the Australian Government Department of Education affirmed what we see every day: Teach For Australia recruits and develops highly effective teachers who progress to leadership roles faster than their peers from traditional pathways – strengthening the pipeline of future school leaders in communities that need them most.

These leaders bring fresh ideas and a deep commitment to equity, driving whole-school improvement – from raising student outcomes and retention, to shaping a culture of high expectations and belonging that can transform the educational experience for entire communities.

Importantly, our mission doesn't end after two years in the classroom. Today, **86%** of our Alumni continue to work in the education sector, and **three-quarters** are still in schools – many in senior or leadership positions.

Their ongoing commitment demonstrates that the TFA experience is not a short-term intervention, but a lifelong commitment to change.

INNOVATING AND STRENGTHENING

Teach For Australia was founded on innovation. Fifteen years ago, we pioneered Australia's first employment-based pathway into teaching – and that same spirit continues to drive us today. We are embedding the science of learning into every stage of our teacher development, ensuring that our Associates and Alumni are equipped with the best evidence-based practices to meet the complex needs of their students.

Our Alumni community is a powerful network of leaders spanning every layer of the education ecosystem. Among them are more than forty school principals and assistant principals, as well as leaders in government departments, education agencies, think tanks, ed-tech start-ups and even parliament. What unites them all is the shared experience of two years of teaching in communities facing disadvantage, and a lifelong determination to make a difference.

Through ongoing development and collaboration opportunities, we equip these Alumni with the tools and networks to influence policy, shape school culture, and drive lasting change across the system.

This network represents one of the most powerful levers for systemic change in Australian education. By connecting these leaders across sectors, we are creating pathways for collaboration, innovation and trust that can accelerate progress toward a fairer system for all.

YOU'RE PART OF OUR SUCCESS

Every day, across hundreds of classrooms and communities, Teach For Australia educators and leaders are committed to ensuring that disadvantage ought not dictate destiny – and this would not be possible without the collaboration of our diverse community of educators, supporters, funders and partners.

From all of Teach For Australia, thank you.

As we look to the years ahead, our commitment remains unwavering: to grow a movement of leaders who will reimagine what is possible in education and, in doing so, help build a fairer and more hopeful future for every child in this country.

**– Edwina Dohle,
Chief Executive Officer**



WHY WE EXIST

OUR VISION

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

OUR MISSION

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

THE STATE OF EDUCATION IN AUSTRALIA IN 2025

Inequity continued to characterise Australia's education landscape in 2025; and the national data paints a picture of a critical system under pressure.

Recent NAPLAN results have laid bare the gaps: scores for all year levels and all domains for students from the highest socioeducational background were substantially above those from the lowest.¹

Meanwhile, compounding stressors have complicated young people's experience of school, including the cost-of-living crisis² and rising mental health distress.³

Educators, too, are feeling the crunch. One of the largest and most comprehensive studies of teacher mental health in Australia was published this year, finding that 90% of teachers reported moderate to extremely severe levels of stress; and the reported figures for depression and anxiety were more than double the national averages, with workload identified as the primary cause.⁴

Collectively, these figures paint a concerning picture; one where student achievement, wellbeing and opportunities continue to be constrained – the effects of which echo far beyond the classroom.

Education is a critical lever to alleviate so many of Australia's enduring disparities, with strong educational outcomes leading to better health, longer lives and more social cohesion, inclusion and trust for all of us.⁵

At a time of complex and far-reaching social challenges, Teach For Australia's north-star of educational equity is more important than ever.

HOW WE CREATE IMPACT

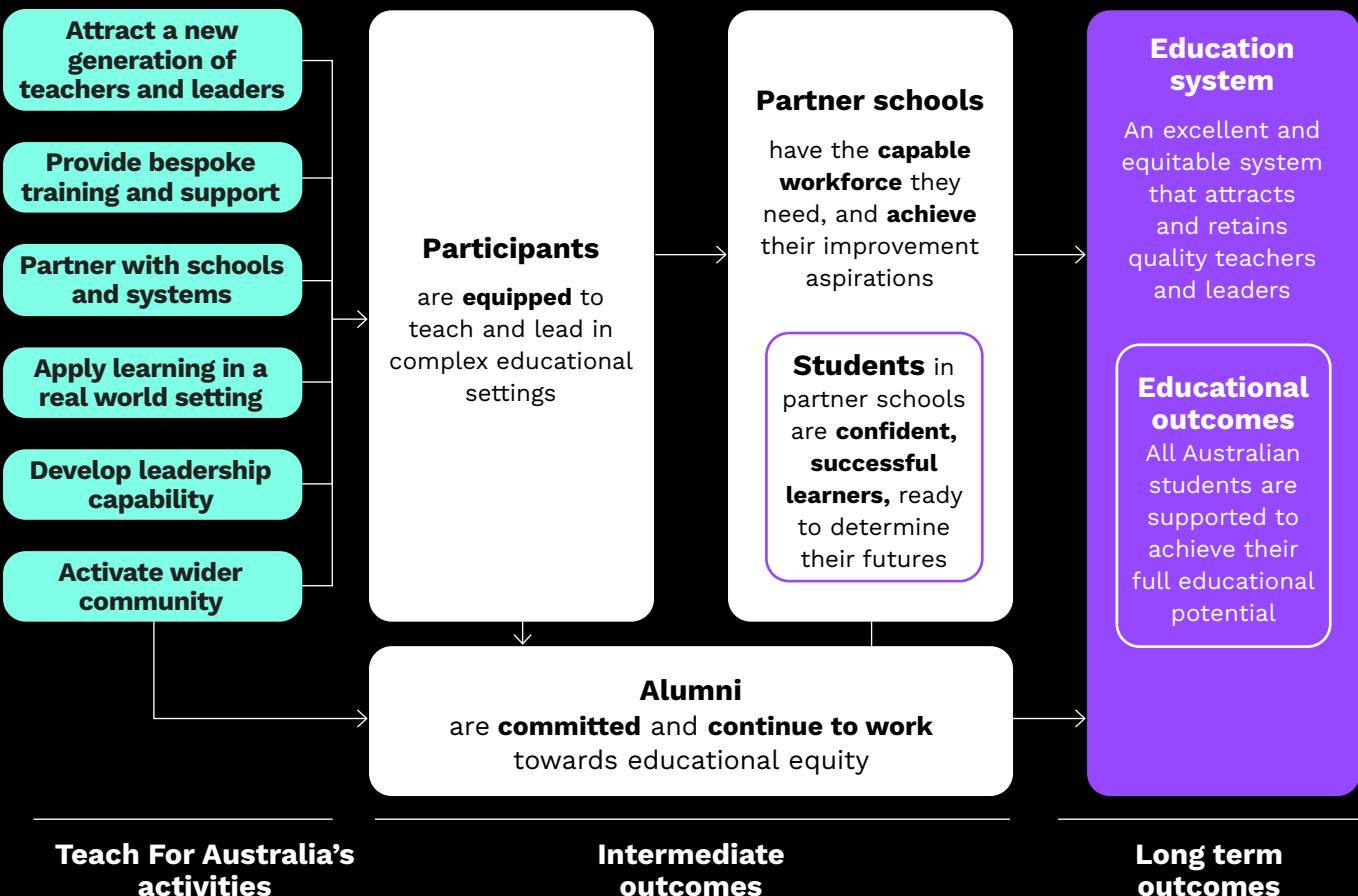
Since 2009, Teach For Australia has offered leading development programs for teachers, school leaders, and mentors who can give their students the knowledge, skills and confidence to pursue their potential.

Over 16 years, TFA has expanded nationally and has built a program recognised for quality teaching and leadership. With bipartisan support from Commonwealth, State and Territory governments between 2010-2025, TFA has supported more than **2100+** new and developing teachers in **over 300 partner schools** in seven states and territories.

This report outlines TFA's impact and highlights our key achievements in the past year. We measure and evaluate the impact of our work using our **Theory of Change**.

We know that a great teacher makes a significant difference for students. We also know that great leaders make all the difference in changing education.

OUR THEORY OF CHANGE



OUR 2025 IMPACT

LEADERSHIP DEVELOPMENT PROGRAM

IMPACT AT A GLANCE

84%

of **principals** said that TFA Associates have been effective at Improving students' academic outcomes and socio-emotional outcomes.⁷

94%

principals would hire another Associate in the future.

84%

of **Alumni** continue to teach and lead in schools and across the education sector.⁸

**750,
000+**

students reached since 2010.

1770+

teachers placed in classrooms since 2010.

88%

of **participants** complete the program.

167

teachers (Associates) stepped into classrooms in 2025.⁶

We rigorously **recruit, support and train quality teachers** and leaders.

We equip them with the skills they need to teach and lead in **complex educational settings**.

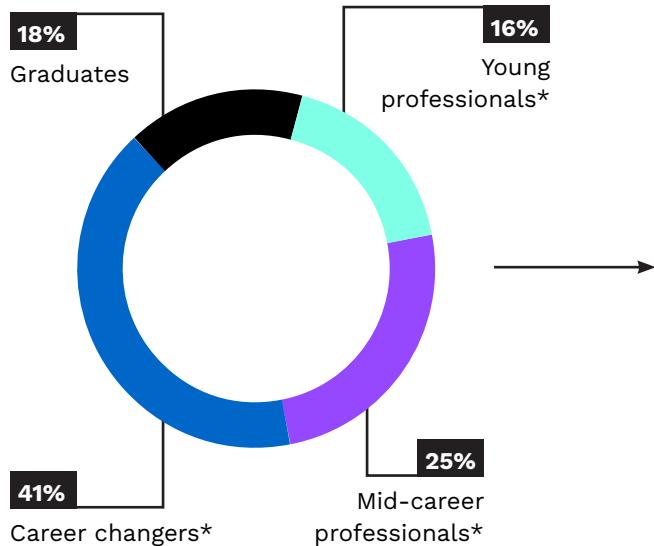
We recruit them for, and foster, their enthusiasm and dedication to educational equity.

Support seeds success

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

-  A **teaching and leadership coach** who is an experienced teacher providing rigorous one-on-one coaching, classroom observations and pastoral care to guide their professional development.
-  An **academic advisor** who supports and supervises their academic progress and achievement of the Australian Professional Standards for Teachers.
-  A **dedicated school mentor** who is an experienced teacher at their school providing instructional coaching and day-to-day practical support.

Career stage of Cohort 2025 associates



*Young professionals (1-2 years post graduation), Mid-career (3-6 years post graduation), Career changers (6+ years post graduation).

A proven approach

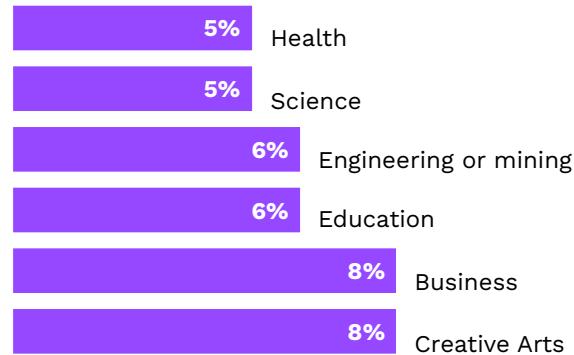
The completion rate of the LDP is significantly higher than for other Initial Teacher Education (ITE) programs.

88% of Associates complete our two-year ITE program, in comparison to **48%** of undergraduates and **63%** of postgraduates in other ITE courses.⁹

High-calibre people from diverse backgrounds choose to join Teach For Australia to become exceptional teachers and leaders. In particular, the LDP is a compelling option for people changing from other professions, including **41%** of our most recent cohort.

We have expanded our recruitment approach to include more young professionals and career changers: from 32% in 2010 to **82%** **in 2025**, including 41% with 6 or more years' career experience.

Top industry experience of Cohort 2025 Associates



Skills and mindsets

Teach For Australia is proud to deliver additional teachers to Australia's school system, through a **selective recruitment process that recruits for skills and mindsets**.

We are committed to recruiting **diverse Associates** who reflect the communities in which we work.

COHORT 2025 AT A GLANCE:

Only the top **21%** of applicants commenced teaching as Associates in 2025.

39% were the **first generation in their family to attend university.**

6% identify as **having a disability.**

Of the almost **41%** of Associates who had an ATAR score, the average score was 84, and

17% had an ATAR of 90 or above.

48% identify as **women.**

32% are from **regional or remote communities.**

Associates are from

34 different **cultural or linguistic backgrounds**

STORIES OF IMPACT

Alex Stokes:



Where leadership meets the outdoors

Cohort 2024, Tasmania

Alex's story started with a teacher who changed everything.

"I was pretty lost in my final years of school, unsure of what I wanted to do," he says.

"It was a tough time. But, in Outdoor Education, I had this amazing teacher who made sure I showed up and gave everything a go. That was my shining light."

"Realising how much I enjoyed it led me to outdoor leadership, which became the catalyst for getting my act together, finding friends, hobbies, and a real sense of direction. Outdoor Education was a game-changer, and that teacher... played a huge role."

Now, in a twist of fate, Alex, part of our 2024 Cohort, is the Outdoor Education teacher using nature and the environment as tools to inspire

and challenge his students, including forming a partnership with the local council to take his classes out to volunteer.

"Together, we've collected 1,000 kilos of rubbish from local parks and beaches, pulled 100 kilos of weeds, and planted over 1,000 native trees."

Principal Shane Cleaver is quick to stress Alex's advanced progress in making an impact.

"Alex is only in his second year with us, yet he consistently goes above and beyond what we expect of an early career teacher," he says.

"He excels at building rapport, showing strong initiative, and demonstrating early signs of emerging leadership qualities that we're recognising."

It was for these qualities that Alex, only a year into teaching, was awarded the 2025 Tasmanian ACEL Award for Early Career Teacher Leadership; an honour that makes perfect sense to Shane.

“Even at this stage,” he says, Alex “embodies the Teach For Australia ethos, making him a standout example of what [the organisation] is trying to achieve with its teachers.”

Yazmen Eltabbal:



Following a legacy of impact

Cohort 2025, Victoria

For Yazmen – or Yaz, as she's known – joining the Leadership Development Program to teach science was a family affair.

"My Dad was one of the original people to join Teach For Australia – he's from Cohort one," she says. "So, following Dad's footsteps I wanted to become a teacher and make some changes in the education world."

"I'm excited to [be] a role model for [my students] – being that somebody for them because I didn't have that in my high school experience."

As a half-Lebanese, Muslim woman, Yaz knows what it's like to be a "minority within a minority," as she calls it, and was inspired to enter the largely masculine world of STEM education by her ICU nurse mother. It's a responsibility she doesn't take lightly.

“We’re already at a disadvantage being women,” Yaz says. "We all know about the... stereotypes that come with being a woman – **so seeing a woman in a position like [teaching STEM], a position of power, is super significant and so inspirational to young people everywhere.”**

“I would like to see more women in [STEM teaching] and I hope it encourages more women to join.”

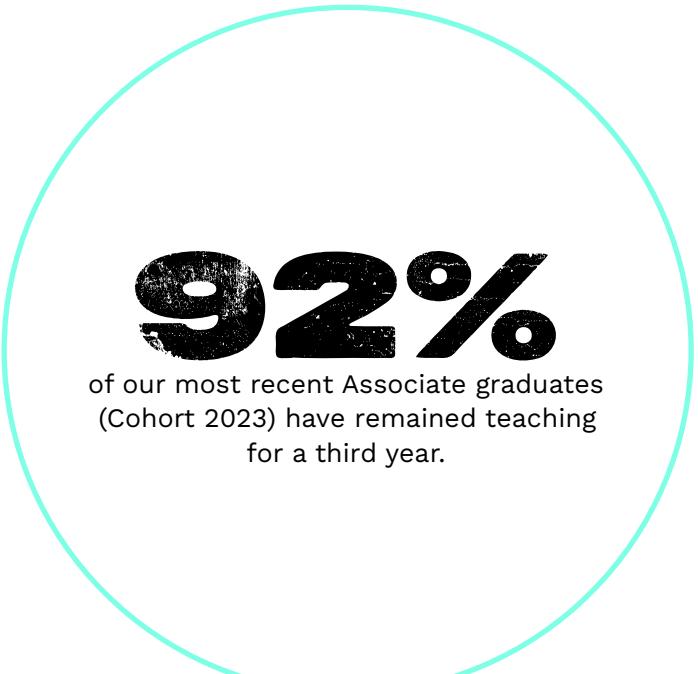
Yaz may have followed in her father's footsteps, but the path she's carving now is her own – one that continues her family's legacy of leadership, learning and lasting impact.

OUR ALUMNI...

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

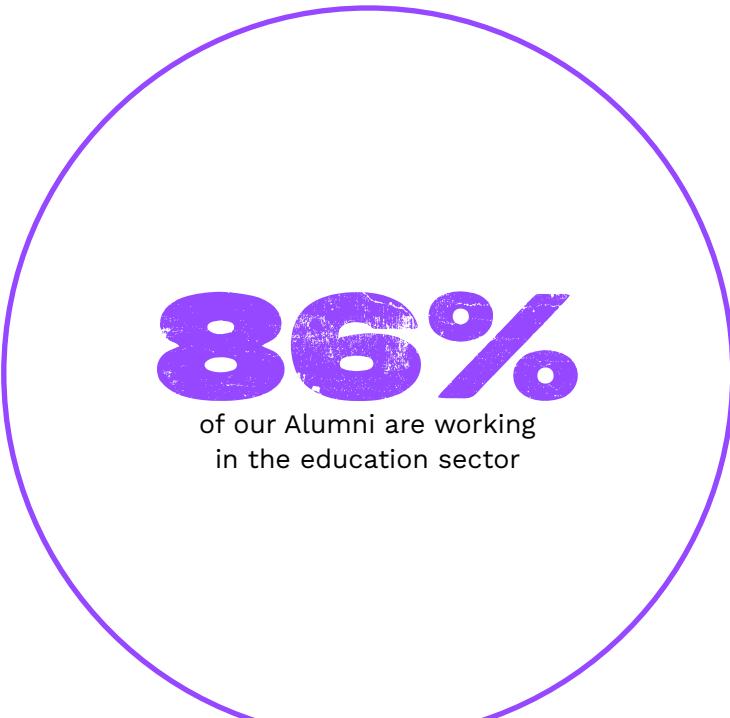
We continue to support their leadership development through ongoing professional learning opportunities, while fostering networks to help Alumni achieve greater impact through collaboration with others.

**...CONTINUE TO
TEACH, LEAD
AND WORK IN
EDUCATION**



92%

of our most recent Associate graduates (Cohort 2023) have remained teaching for a third year.



86%

of our Alumni are working in the education sector



75%

are currently working in schools.

...ARE WORKING IN AREAS OF NEED

89%

of our Alumni believe they have a role to play in achieving educational equity.

85%

believe they would not be at the same position in their career today, had they not completed a Teach For Australia program.

41%

work in schools in regional/rural areas.

...ARE WORKING IN AREAS OF NEED

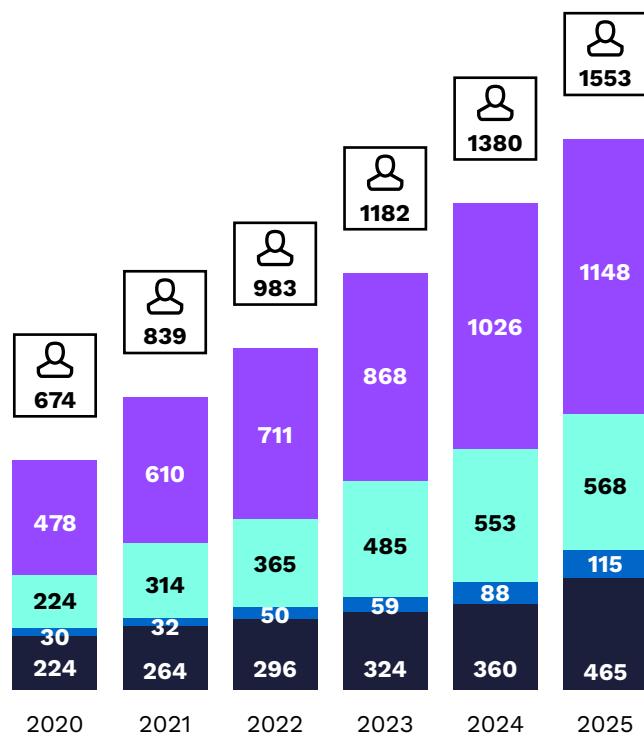
In the last five years, we have seen the **number of in-school leaders grow** across all our program Alumni.

Number of In-school leaders across our Program Alumni

37%

of our Alumni are in leadership positions.

- Education (working in schools)
- In teaching and other roles in schools
- Position of responsibility (such as department leads, learning specialists)
- Principals or Assistant Principals



STORIES OF IMPACT

A student's letter of thanks

When TFA alum Kathryn McLeod (Cohort 2017) was nominated for an award for her drama teaching, her student, Banjo, wrote an extraordinary letter detailing how the educator changed the trajectory of their life.

Published with permission below is an excerpt from the letter, which Kathryn said reading was, "honestly better than [being] shortlisted itself!"

Banjo's letter:

"My first exploration of the world of high school theatre was in year 8, where I was so petrified I could barely walk through the door to my first rehearsals. The only thing that inspired my self-confidence enough to come back was Kat's unwavering support of every student in the room."

“When I eventually chose to continue theatre in VCE, it was largely because of that exact support. **One of Kat's best qualities is that she genuinely believes in all her students in a way that is so evident in everything she does in the classroom that you cannot help but believe in yourself.**”

"To have an adult around you as a teenager that treats you like a person, rather than just a subordinate, is tantamount to flourishing as an adult. Kat was that adult for me and many others in my theatre class."

“For a large amount of time in high school I would joke that my only goal was to be a manager at Coles because I did not believe that I was smart enough for tertiary education nor that anything I wanted to do was worthy of putting time into. This perspective shifted greatly upon being in Kat's class, **she fostered my passions and encouraged me to push myself in ways I never had in or out of school.**”

“She told me stories of her own life that put everything into perspective for me and made me feel as though I was worthy of pursuing my own passions. **I am now in university studying a double degree of Human Rights and Laws and I truly believe I would not be doing this now if it weren't for Kat McLeod's guidance and support. Undoubtedly, I credit her with fostering me into the person I am now.**”



SCHOOL PARTNERSHIPS

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

WE PARTNER WITH SCHOOLS AROUND THE COUNTRY

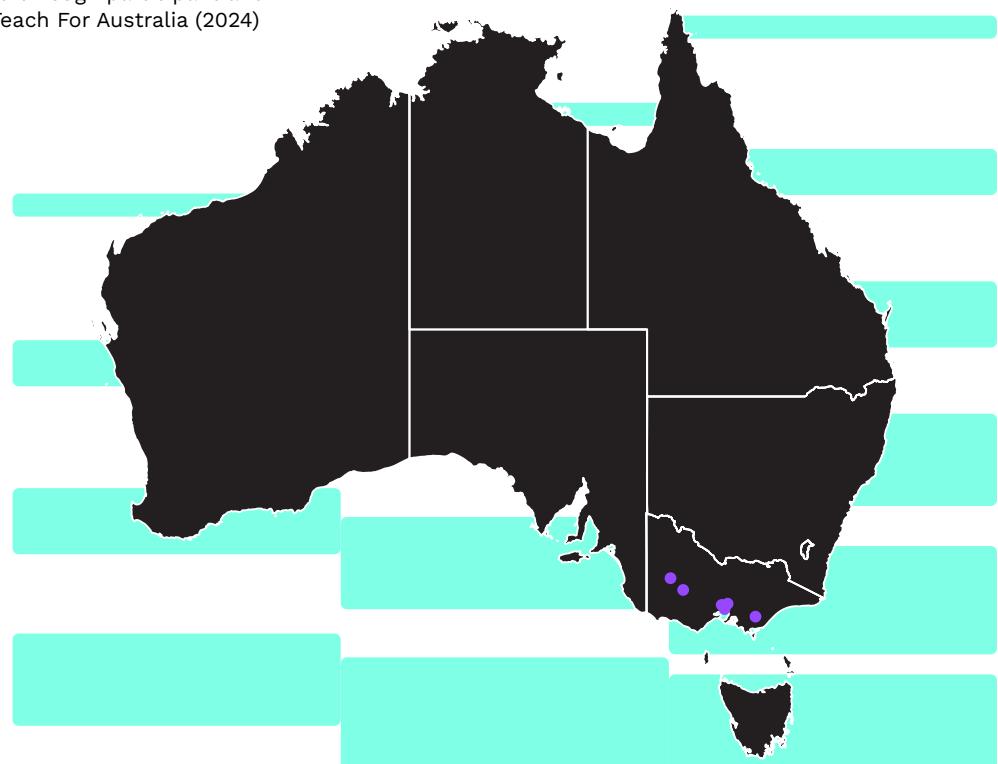
FROM 2010

our first LDP Cohort placed

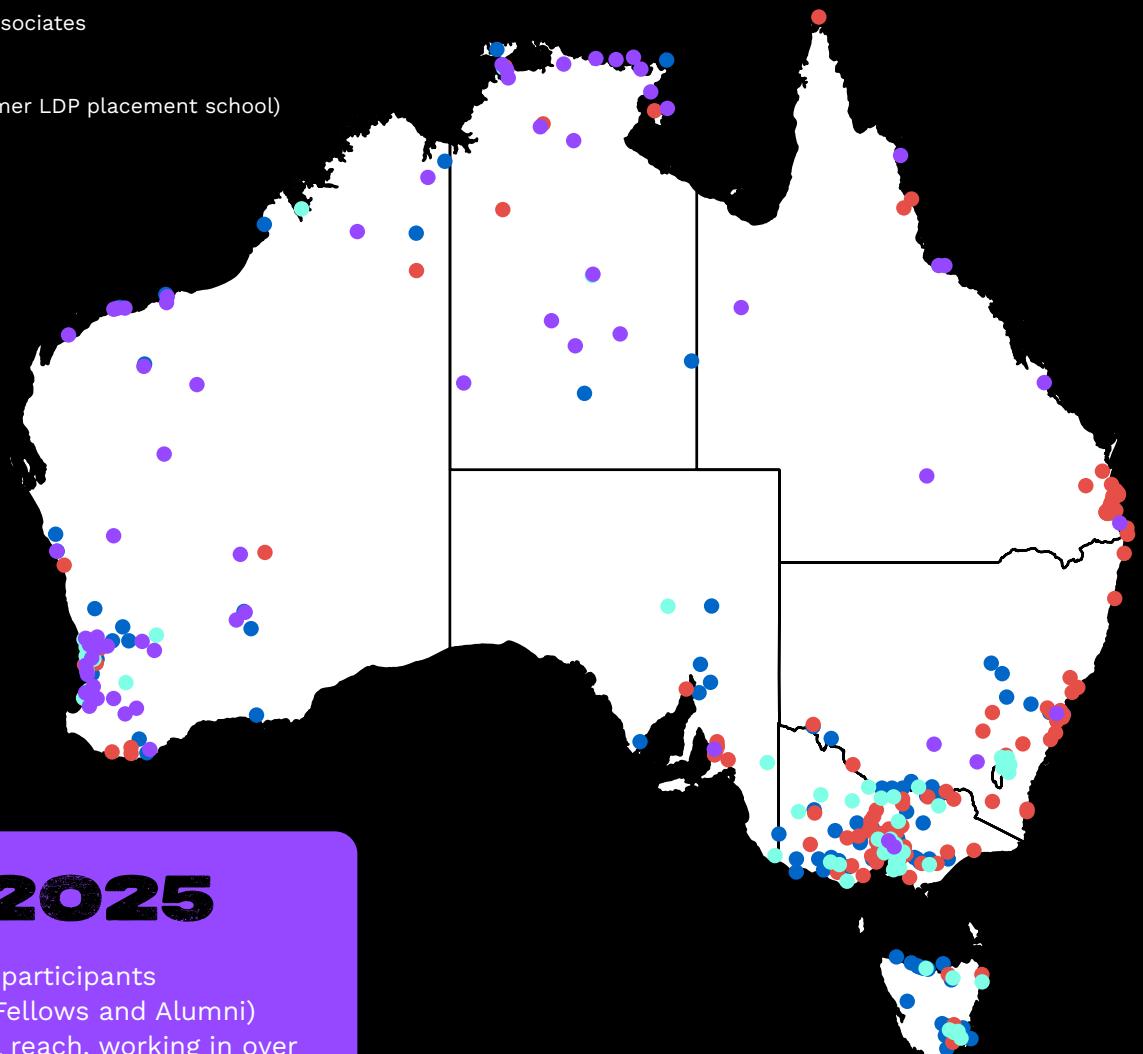
42 associates in

13 Victorian partner schools

* All partner school data collected through participant and Alumni surveys, conducted by Teach For Australia (2024)



- Current LDP Associates
- LDP Alum
- LDP Alum (Former LDP placement school)
- FLP Alum*



Participants in schools	Schools with TFA presence since 2011
ACT	34
NSW	57
NT	114
QLD	43
SA	38
TAS	92
VIC	654
WA	316
	149



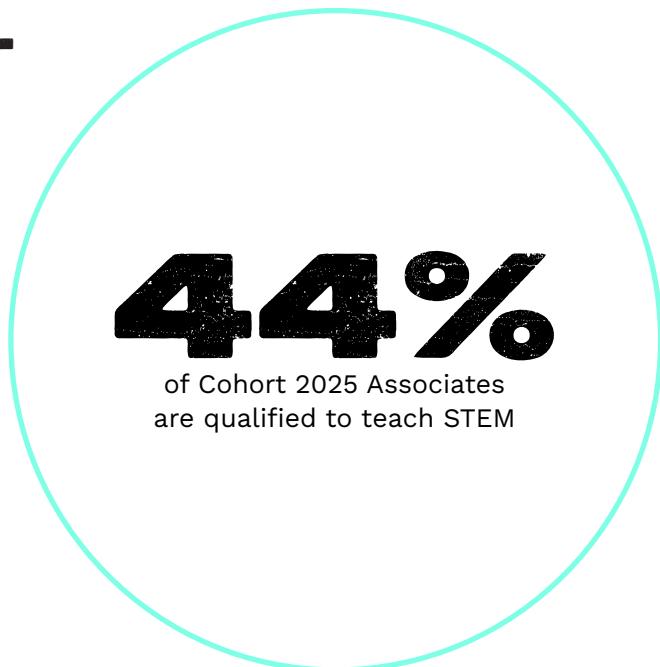
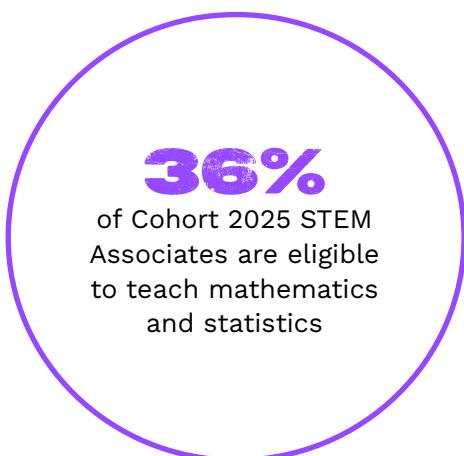
* Teach For Australia's Future Leaders Program was a one-year program to develop regional and remote educators to become leaders. Participants of the program are engaged members of our Alumni community.



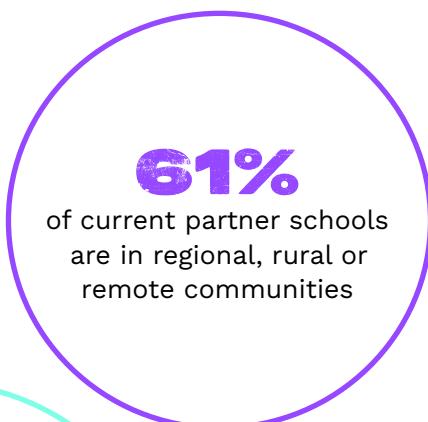
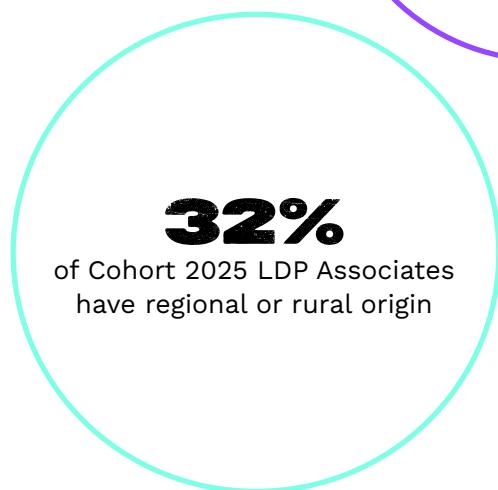
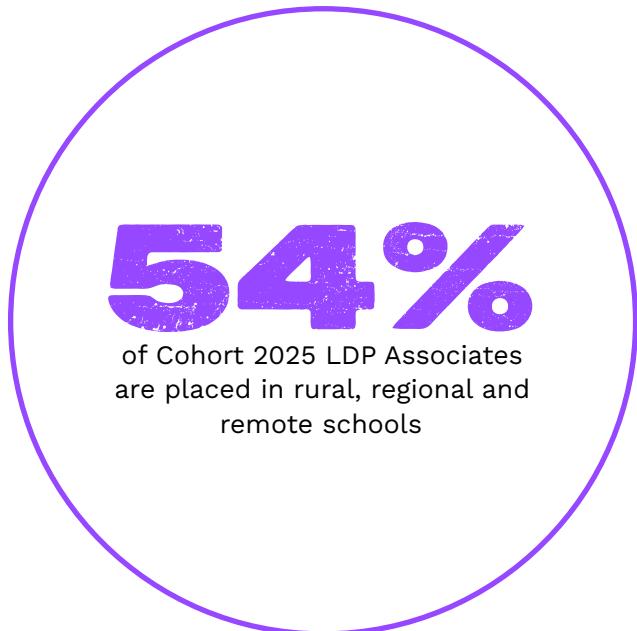
Since 2010, we have increased the proportion of Associates placed in regional and remote schools from **32% in 2010 to 54% in 2025** and those teaching STEM subjects from **25% in 2010 to 44% in 2025**.

SCHOOLS AND STUDENT IMPACT

WE BRING SUBJECT MATTER EXPERTS INTO SCHOOLS

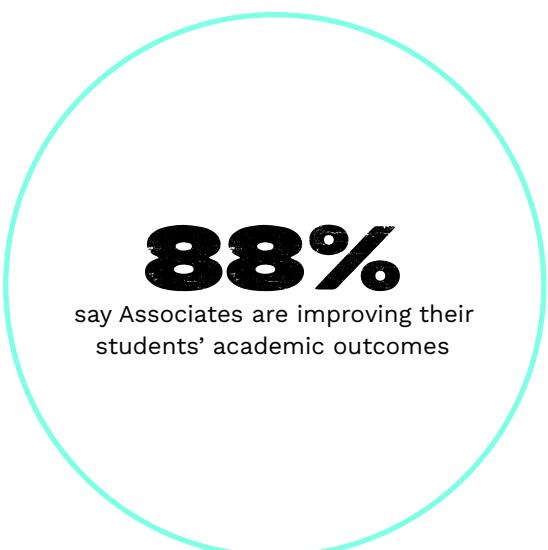


WE ARE SUPPORTING RURAL, REGIONAL AND REMOTE SCHOOLS



PRINCIPAL FEEDBACK

Principals tell us Teach For Australia's Leadership Development Program makes a difference...



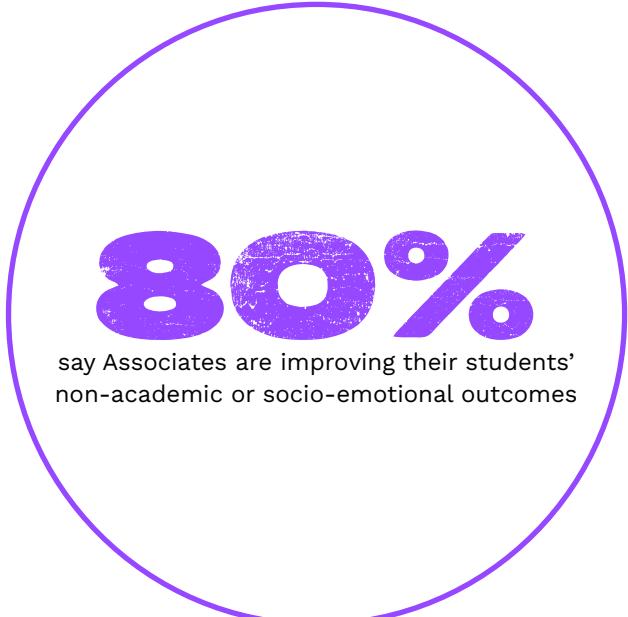
88%

say Associates are improving their students' academic outcomes



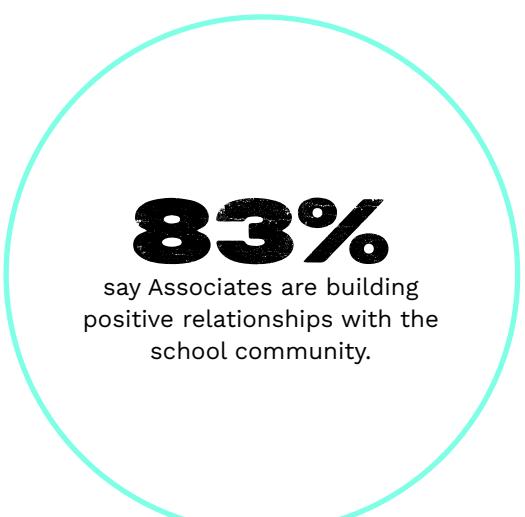
89%

of principals surveyed believe that Teach For Australia Associates make a positive difference in their school



80%

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



83%

say Associates are building positive relationships with the school community.

STORIES OF IMPACT



Cobram Secondary College: Science excellence on the Murray River

Nestled on the Murray River, the tiny town of Cobram sits on the border between Victoria and New South Wales.

For 16-year-old Cobram Secondary School student Adithi, the relative isolation of her hometown is no impediment to her ambition.

“When I finish school, I really want to be a psychiatrist,” she says.

Her fascination with psychology began in science class – but it’s been fuelled by the encouragement of her teacher, George Allen (2021).

Mr Allen teaches chemistry, and his passion for the subject is contagious.

“He’ll spend his lunchtimes and his own personal time helping us with experiments and assignments,” Adithi says.

That extra time and care made a lasting impact – Mr Allen encouraged her to apply for a range of science programs, including the Youth ANZAAS Science Camp, the Strengthening and Engaging Achievement in Mathematics program, and the prestigious National Youth Science Forum Year 12 Program.

Would Adithi have gotten into these programs without him? “No, I wouldn’t have,” she says. “He even helped us apply for grants to cover the costs and gave advice about how to study effectively and plan for university.”

Principal Kimberley Tempest is quick to praise Mr Allen’s STEM initiatives for the school, including a lunchtime science club that grew it into a thriving high-ability program.

“He’s raised more than \$77,000 in scholarships for our students and was named Early Career Teacher of the Year by the Public Education Foundation,” she says. “We’re aiming for \$100,000 this year.”

Mr Allen credits two factors for his success making an impact in the classroom.

“Having had a [science] career prior to teaching and one that took me all around the world, I really feel like I’ve been able to provide a lot more context to my teaching,” he says.

“But I wouldn’t have become a teacher or certainly not anywhere near as early in my life if it hadn’t been for the Teach for Australia model.”

STORIES OF IMPACT

Cranbourne West Secondary College: A tale of transformative teaching

When Principal Rob Duncan talks about Cranbourne West Secondary College, situated in a rapidly growing suburb on the outskirts of Melbourne, there's pride in his voice – not just for the results, but for the culture that's been built in just a few short years.

"Since we opened in 2021, we've had Teach For Australia Associates every year," he says. "They've made an enormous contribution to growing a really positive learning culture within the school."

For Rob, that impact runs deeper than strong classroom practice. It's about values – the kind of values that define a school community.

“The balance of equity and excellence is really important, and it's something we value deeply here,” he explains. “To find people who share those values – and who want to be influential in the lives of young people – that's powerful.”****

The results have been transformative. Associates at Rob's school now lead key learning areas – humanities, science and performing arts – and one has even become an assistant principal.

"They've made a massive school-wide contribution, well beyond the classroom," Rob says. "It's culture-building work. While we're a school in a disadvantaged community, we're not a disadvantaged school – we're high-performing. That's largely because of the impact those Associates have had."

Students in the spotlight

One student who has been positively affected is 15-year-old Asha, a bright spark deeply curious about the world around her.

"My favourite subject in school is international politics and law," she says. "I love knowing what's going on in the world... When we get to talk about those things, it makes me feel more complete – like I understand a little more about humanity as a whole."

“Her teacher, Jordan Daniels (Cohort 2022), has been an important influence. “He’s so enthusiastic about teaching,” Asha says. “He’s travelled, he’s studied politics, and he brings all of that into the classroom. You can tell he genuinely loves it – and that makes it easier for us to love it too.”****

Bringing diverse experience to the classroom

For student Bailey, it's one of Mr. Daniel's other subjects that is making school worthwhile: Gig Workshop, where students plan, promote and perform their own live music events.

"We're working out how to talk to the booking team, make posters, be in a band, practise – all of that," Bailey explains. "It's been really interesting to see how it all works, especially if you want to be a musician."

As a member of a band in Melbourne, Mr Daniels knows exactly what it takes. **"It's really good to have someone who actually knows the industry,"** Bailey says.

This hands-on learning has inspired a future goal. "I want to be an audio technician – the person mixing the sound at concerts to make everything come together," Bailey says.

And what about Asha?

In a full-circle moment, she wants to one day be a teacher at Cranbourne. "And maybe, in the far future, I'd like to run for a political position – but not until I'm very old and wise," she says.

For Jordan Daniels, the impact he's making speaks for itself.

“The legacy that I'd like to leave as a teacher would be to honestly instil a lifelong love of learning,” he says.

“Regardless of what pathway they go down or what occupation they choose, as long as they can carry out of secondary school that love of learning, that's going to produce amazing citizens.”



PARTNERSHIPS

PHILANTHROPY PLAYS A VITAL ROLE IN TEACH FOR AUSTRALIA'S WORK

To recruit, train, support and empower individuals who participate in Teach For Australia programs, to positively impact the lives of students across Australia, requires support from many places.

We are proud to have a wonderful community of philanthropic supporters who recognise the effectiveness of our program and our impact on students. Gifts and grants from corporate partners, trusts, foundations, individual donors, private ancillary funds and philanthropic supporters have collectively surpassed \$2.3 million in 2025. These funds are critical in addressing Australia's ongoing teacher shortage, particularly in regional, rural and remote areas. By filling essential vacancies with highly trained educators, we ensure that students in disadvantaged communities receive the quality education they deserve.

Partnerships with corporate and trusts and foundations donors such as the Hansen Little Foundation, Atlassian, Toyota Community Trust, Grgensohn Foundation, Stan Perron Foundation and the GHD Foundation bring immense value to students in Teach For Australia partner schools, offering opportunities to explore STEM career pathways.

Joint initiatives, like school visits to Teach For Australia partner headquarters, create unique experiences for students, enriching their educational journeys and exposing them to various career possibilities. For example, we partner with Atlassian to host school visits to their headquarters and deliver virtual events for regional students, helping them explore future career possibilities in technology.

and innovation. The philanthropy team has already facilitated several visits for students taught by Teach For Australia teachers and alumni, with plans to expand these efforts further in 2026.

To all our wonderful and generous supporters, large and small, we thank you.



SUPPORTER SNAPSHOT

How GHD Foundation champions women like Ikran in STEAM



The GHD Foundation – backed by global professional services firm GHD – was founded in 2020 with a mission to build resilient communities globally. Today, it holds a focus on expanding access to STEAM (science, technology, engineering, arts and mathematics) education for underrepresented groups.

Since 2022, the GHD Foundation has granted \$331,500 to Teach For Australia, strengthening STEM educational outcomes in regional and remote communities and empowering women's representation in the STEM teacher workforce and the many students which get inspired from enabling passionate educators.

With their support, our teachers receive the coaching, training and resources they need to succeed as teachers and grow into future leaders. This includes tailored classroom coaching, school-based mentoring, access to real-time teaching tools and academic guidance through our university partner Australian Catholic University (ACU).

Inspiring the next generation

One shining example is Ikran Kadir Musa (Cohort 2025), who is teaching science in Western Australia while completing her Master of Teaching (Secondary) through our Leadership Development Program (LDP).

With East African roots and a deep commitment to educational equity, Ikran is passionate about creating inclusive and supportive learning environments. Her time as a teacher's aide working with refugee students solidified her calling to teach – driven by a desire to combine her love of STEAM with being a role model for students that look like her.

“I enjoyed working with kids and seeing how students that looked like me – the African kids, girls and hijabis – those that lacked representation – they looked up to me and that really inspired me to start teaching,” Ikran says.

“I think it's good to see somebody that looks like you because it encourages you to work hard and think, if they made it, I can do it too.”

A partnership of impact

Our CEO Edwina Dohle expressed her gratitude for the Foundation's partnership:

“We are so thankful to the GHD Foundation for their commitment to women in STEAM. Their investment ensures teachers like Ikran not only succeed in the classroom, but also create lasting change in communities where it is needed most.”

TFA IN WA: 10 YEARS AND COUNTING

Ten years ago, Teach For Australia made history: in a landmark partnership with the Government of Western Australia and with the support of philanthropy, we launched WA's first-ever employment-based teaching pathway.

We came together at an inspirational event in Perth to celebrate this important milestone. Read on to hear what some of those in attendance said about their partnerships and experiences with Teach For Australia.

“TFA's Leadership Development Program produces highly effective teachers and is having a significant impact on schools, students and the broader education system.”

**– Emily Hamilton, MLA,
speaking on behalf of Minister for Education, Hon Sabine
Winton MLA and Premier Hon Roger Cook MLA.**



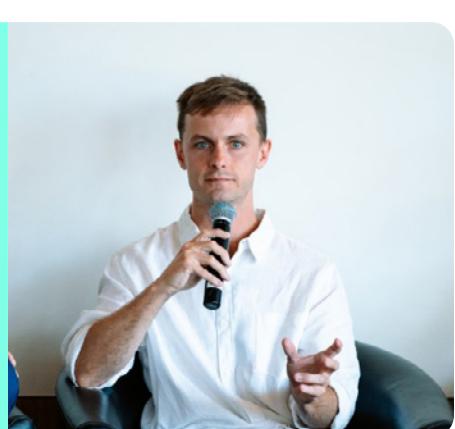
“I absolutely love teaching and leading in Kununurra. I think it's a huge privilege to be a part of the school community... There is such a strong sense of belonging that you get in regional towns.”

**– Darcy Robinson, Deputy Principal,
East Kimberley College, TFA Alum.**



“It's so important to maintain high expectations of what students can achieve. You can get caught in staff culture... using deficit language like, 'they come from a rough background'... But it's important to step back and ask, what does the data actually tell us? We could see there were real opportunities for students to do better, and when they are going backwards, we need to analyse why.”

**– Nick Mozley, Head of Maths,
Champion Bay Senior High School, TFA Alum.**



OUR FUTURE

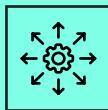
We know that two key levers to positively impact student outcomes are **teacher quality and school leadership**.

We're proud that since 2009 we've recruited, developed, supported and empowered great teachers in hundreds of schools, reaching 750,000+ young people in communities experiencing disadvantage. But we know that there's more to do. Since 2020, we've been working towards an ambitious 2030 vision for impact!

Our key initiatives in the coming years include:



Expand our newly-launched Undergraduate Teaching Program



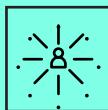
Extend the reach of our programs to serve more students



Deepen our connections with partner schools and local communities



Experiment and adopt new technology solutions to support program delivery



Continue our efforts to embed reconciliation, diversity, equity, inclusion and belonging into our programs

OUR AMBITION

SINCE 2009,

we have reached over half a million students through our suite of programs.

SINCE 2009,

we have supported over 2,100 teachers through our suite of programs.

BY 2030,

we aim to reach two million students through the growth of our flagship program and wider support for existing teachers and leaders

BY 2030,

we aim to support up to 4,000 teachers through our offerings.

THANK YOU TO OUR PARTNERS AND SUPPORTERS IN 2025

Government partners



Australian Government



Government of
South Australia



University partner



AUSTRALIAN CATHOLIC UNIVERSITY



CHARLES
DARWIN
UNIVERSITY
AUSTRALIA

Strategic Partner

HANSEN LITTLE
FOUNDATION

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Major partners



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Alcoa Foundation



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Founders 10



FOUNDERS 10

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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

SOURCES

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- 9 Australian Institute for Teaching and School Leadership, ATWD National Trends: Initial Teacher Education Pipeline, Australian Institute for Teaching and School Leadership, 2024.





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