

ANNUAL REPORT 2015

MESSAGE FROM THE CHAIR AND CHIEF EXECUTIVE OFFICER



In Australia, the postcode that you're born in can radically impact your whole future.

By age 15, children from low socioeconomic backgrounds are on average three years behind in school than their peers from high socioeconomic backgrounds. While Australia boasts a good education system, too many children are being left behind in this cycle of disadvantage.

Teach For Australia is part of a global movement dedicated to breaking the cycle of disadvantage through teaching and leadership in education.

2015 marks the seventh anniversary of the establishment of Teach For Australia. It also marks our most successful year to date.

This year, we placed our sixth and largest ever cohort of Associates into schools serving low socioeconomic communities across the Australian Capital Territory, the Northern Territory, Victoria and, for the first time, Western Australia.

We received more applications to join our award-winning Leadership Development Program than ever before – in part thanks to our recruitment marketing campaign, which was awarded the prestigious Most Popular Integrated Marketing Campaign 2015 award by the Australian Association of Graduate Employers. Consequently, November marked the start of our largest ever Initial Intensive, beginning the development of 124 new Associates.

This year, we also launched new programs, hosting the teacher policy fellowship, EdFellows, in partnership with the Foundation for Young Australians and Learning First and beginning the recruitment process for Teach To Lead. Both of these programs offer development opportunities for our Alumni as well as open our work up to other ambitious teachers who share our vision of education equity in Australia.

Without doubt, 2015 has seen successes across all three of our strategic goals. In order to work ever closer towards our vision, we have spent the last 12 months striving towards ambitious targets in the areas of growth, impact and sustainability. These successes will make up the focus of this report.

Of course, none of our work would be possible without the support of our partners.

The Australian Government Department of Education and Training is a major supporter of the Teach For Australia initiative and we are honoured to receive ongoing bipartisan support. We are also fortunate to be supported by the governments and relevant departments or directorates across the Australian Capital Territory, the Northern Territory, Victoria and Western Australia.

Additionally, our Founding Partners, Transformational Partner, Impact Partners, corporate, philanthropic, community and in kind partners are integral to our work, especially as we move towards greater organisational sustainability and continue to diversify our revenue stream. Throughout this report, we have highlighted particular examples of the incredible contributions our partners have made in 2015. We would also like to acknowledge the contribution of the Teach For Australia Board for its leadership and direction.

As our Annual Report 2015 will doubtless demonstrate, Teach For Australia is not an organisation: it is a movement.

We are a joint effort of governments, schools, parents, students, Associates, Alumni, universities and corporate and philanthropic institutions who all share a commitment to equity in education across Australia.

Thank you for your ongoing support. None of our work would be possible without you.

Rufus Black
Chair

Melodie Potts Rosevear
Founder and Chief Executive Officer

WE EXIST TO CHANGE LIVES

OUR PRIORITIES

In pursuit of our vision, Teach For Australia's activity is driven by three organisational priorities that underpin our five-year strategy: growth, impact and sustainability.

GROWTH

Achieve greater scale in the Australian Capital Territory, the Northern Territory, Victoria and Western Australia with a greater number of applicants and Associate placements in schools serving low socioeconomic communities.

IMPACT

Deepen the impact of our Associates and Alumni on the outcomes of students and schools facing the greatest challenges - and our understanding it.

SUSTAINABILITY

Create a sustainable future for the organisation through continued Australian Government support, increased investments from state and territory governments and corporate and philanthropic partners. Secure funding for core activities and interrogate the cost effectiveness of our program.

Grow in scale while deepening our existing footprint.

- Prepare for growth into New South Wales, Queensland, South Australia and Tasmania.
- Explore the possibility of expanding our program into the primary education sector.

Maximise Associate impact and develop our Alumni movement.

- Support Associates to achieve significant impact on student outcomes.
- Maintain an exceptional program completion rate.
- Develop our Alumni movement and facilitate Alumni-led advancement of our mission.
- Continue to measure and communicate our impact.

Build a sustainable, enduring organisation to ensure long-term growth and impact.

- Establish an authentic and recognisable brand.
- Secure ongoing government and increased corporate and philanthropic funding.
- Deepen relationships with university partners.
- Review our business model and thereby ensure the ongoing sustainability of our organisation.
- Manage our budget effectively.

OUR 2020 GOALS



Increase our national reach, sectors and impact.



Be the number one program for graduate development in Australia.



Be a valued partner of target schools and communities.



Be proven and recognised for our impact.



Be sustainably funded by governments and philanthropy.



Operate with excellence and efficiency.

OUR STRATEGIC INVESTMENTS

GEOGRAPHIC
EXPANSION

SECTOR
EXPANSION

COMMUNITY
ENGAGEMENT

ALUMNI
MOVEMENT

IMPACT
MEASUREMENT

FUNDRAISING

OPERATIONAL
EXCELLENCE

GROWTH

Application numbers to our award-winning Leadership Development Program are growing rapidly every year and reached almost 1,500 in 2015.

This represents an increase of 20 per cent on the number of applications received in 2014 and we are confident that this number will continue to rise. Over 50 per cent of applications received were from candidates with STEM backgrounds, demonstrating that Teach For Australia is an outstanding model for injecting top STEM talent into teaching.

This year, we were honoured to be listed among The Australian and GradAustralia's Top 100 Graduate Employers of 2015 and to have been awarded the Most Popular Integrated Marketing Campaign (Private Sector) by the Australian Association of Graduate Employers.

In 2015, Teach For Australia's network of placement states and territories grew to include Western Australia, alongside the Australian Capital Territory, the Northern Territory and Victoria.

This expansion was made possible with the support of our Transformational Partner, Shell Australia, who committed to fund our work in Western Australia until the end of 2016. Through the expansion, we were able to partner with five schools in metropolitan Perth. With growth in existing partner states and territories, it brought our total number of partner schools to 64 in 2015, allowing 67 Associate placements. An increase of 34 per cent on Cohort 2014, our total number of placed Associates since 2010 is now 295.

Teach For Australia is committed to developing regional hubs in communities of the highest need.

In order to support Associate development and ensure depth of impact in regional communities, Teach For Australia endeavours to place Associates in clusters – either within schools or within communities. One example of such a hub is Horsham in northwest Victoria, where 16 Associates so far have been placed at Horsham College. Currently, 16 Associates and Alumni work at the College, including Alumnus Adam Ross (Cohort 2012) who this year became Acting Assistant Principal. Alumnus Michael Briggs-Miller (Cohort 2010) was also an Acting Assistant Principal at the College until earlier this year when he was appointed Acting Principal of nearby Warracknabeal Secondary College, another Teach For Australia partner school.

Looking forward, Teach For Australia aims to increase our reach and impact.

We seek to continue to grow in existing communities in the Australian Capital Territory, the Northern Territory, Victoria and Western Australia with continued focus on regional and Indigenous communities and to expand our program nationally into New South Wales, Queensland, South Australia and Tasmania. In order to achieve our vision of an Australia where all children, regardless of background, attain an excellent education, we also seek to serve all students, growing into the primary education sector.



OUR TRANSFORMATIONAL PARTNER

"We are privileged to have Shell Australia as our Transformational Partner. Their belief that quality education and great teachers are key to success in life is strongly aligned with our mission and we are delighted to partner with them to expand our work into Western Australia."

- Melodie Potts Rosevear, Founder and Chief Executive Officer, Teach For Australia

"I chose to undergo the Teach For Australia program because I am passionate about learning, and I seek to ignite passion for learning in young people. One particular focus of mine - being a maths and science teacher - is advocating for students to explore careers in science, technology, engineering and mathematics."

- Associate Adam Inder (Cohort 2015) teaching in Perth, Western Australia



DEEPENING OUR FOOTPRINT IN SOUTH WEST VICTORIA

In 2015, support from the Dyson Bequest allowed for a more targeted school engagement strategy, significantly deepening our footprint in the south west region of Victoria. We realised an increase in placements across Warrnambool, Portland, Geelong and Hawkesdale, while seeding expansion into the communities of Grovedale and Lavers Hill through the successful engagement of two new partner schools.

REDUCING EDUCATIONAL INEQUITY IN KALGOORLIE

In 2015, Teach For Australia was delighted to announce a three-year, \$150,000 partnership with the Ian Potter Foundation in support of our work in Kalgoorlie, Western Australia.

We expanded into Western Australia in 2015, placing an inaugural cohort of 13 Associates across five schools in Perth. The Reducing Educational Inequity in Kalgoorlie project marks the first funding agreement between Teach For Australia and the Ian Potter Foundation, enabling further expansion into the remote community of Kalgoorlie – located approximately 600 kilometres from Perth and where, at one secondary school, 82 per cent of the students fall into the bottom half of the Index of Community Socio-Educational Advantage (ICSEA).

Grant funds will allow for the deployment of a new Teaching and Leadership Adviser who will support five new Associates to be placed at two schools in the area in 2016.

IMPACT

Teach For Australia seeks to ensure that students taught by Associates emerge from classrooms on a path to expanded opportunities and that partner schools increase their capacity to support all their students.

Associates facilitate rapid growth in student outcomes and help students to experience increased access to opportunity by expanding their horizons and encouraging them to pursue never-before-considered pathways to ensure that they have real choices for their futures.

In addition to their work with their individual classes, Associates are focused on school-wide improvements. They take initiative throughout their school communities in a number of ways including joining school improvement teams, leading extracurricular activities, mentoring other teachers, organising study tours and starting subject study clubs. As such, 100 per cent of principals surveyed this year indicated that they have benefitted from the Teach For Australia program, with Maisie Floyd, Principal of Tennant Creek High School, Northern Territory, stating,

“There has been a significant difference to student learning due to the determination and passion that the Associates bring to the classroom and the school.”

In 2015, Teach For Australia received funding from the Eureka Benevolent Foundation to support the design and implementation of the Impact Measurement Project (IMP), devised to improve the way that teacher effectiveness is understood and measured. Through the IMP, we are moving beyond tracking program outputs such as Associate characteristics, leadership positions and program retention to measuring program outcomes such as student academic results, wellbeing, aspirations and broader school impact. The support from Eureka Benevolent Foundation has ensured that this important project could be implemented.

EUREKA BENEVOLENT FOUNDATION

“With the support of the Eureka Benevolent Foundation, Teach For Australia has established a comprehensive measurement and evaluation framework that tracks our impact using many different methods and indicators. This support and framework is helping us to continually improve our understanding and communication of our impact.”

- Jeanne Allegro, Impact and Evaluation Manager, Teach For Australia

Teach For Australia is creating a pipeline of highly effective teachers and leaders for communities of high need. Leadership is already strongly emerging, with approximately 50 per cent of Associates taking on positions of leadership in their second year of teaching. Additionally, 94 per cent of Associates teach for at least two years, with 80 per cent teaching for at least three years. Overall, more than three-quarters of Teach For Australia Alumni are currently working in the education sector, 60 per cent teaching.

Our Alumni are beginning to make their mark as government and political leaders and social entrepreneurs, including Alumna Sonia Loudon (Cohort 2013) who founded Boundless (see next page). Teach For Australia fosters Alumni leadership to drive reform and innovation in education beyond the classroom.

Additionally, we are supporting systemic improvements in school leadership and policy.

In 2015, we launched EdFellows in partnership with the Foundation for Young Australians and Learning First. As Australia's first teacher policy fellowship, EdFellows develops the policy and advocacy skills of early-career teachers. In order to close the education gap, we believe that the work of teachers should be at the heart of education policy reform. The first cohort of fellows completed the program late this year.

For further information on our impact, please see our report *Our Promise: Tackling Educational Disadvantage* at bit.ly/TFAimpactreport.

TEACH TO LEAD

In 2016, we will proudly launch Teach To Lead, a new two-year development program exclusively for aspiring school leaders working in schools serving low socioeconomic communities. Teach To Lead is supported jointly by the Sidney Myer Fund and Gandel Philanthropy and will focus on talented individuals with a commitment to address educational disadvantage and the potential to lead and drive improvement in schools over the long-term. We thank both foundations for their support.

Find out more at teachtolead.org.au.

TRANSFORMED

Teaching is rocket science: how can we raise the status of the profession?

The world's best education systems all have one thing in common: in those countries, teaching is a highly regarded profession. At TransformED 2015, 300 representatives from government, philanthropy, academia, media and education gathered in Melbourne to interrogate the current status of the teaching profession in Australia and debate how it can be improved for the benefit of all Australian children.

TransformED 2015 was Teach For Australia's fourth national conference and featured keynote speeches from The Hon Alan Tudge MP, Minister for Human Services and a former Teach For Australia board member; The Hon James Merlino, Deputy Premier of Victoria and Victorian Minister for Education; Professor Geoff Masters, Chief Executive Officer of the Australian Council for Educational Research; and Brendan Murray, Executive Principal of Parkville College, Victoria.

BOUNDLESS

Boundless, a non-profit organisation led by a Teach For Australia Alumna, is helping students from low socioeconomic backgrounds gain meaningful work experience in. Boundless was co-founded in 2014 by Teach For Australia Alumna Sonia Loudon (Cohort 2013) and Melbourne lawyer Cameron Winnett. They realised that students from low socioeconomic backgrounds often can't access work experience, especially in professional workplaces. Yet, such students often benefit the most from high-quality professional work experience.

Boundless works with schools in outer metropolitan Melbourne and regional Victoria as well as government and corporate partner workplaces to facilitate work experience for ambitious and talented Year 10 and 11 students.

Find out more at boundless.org.au.



SUSTAINABILITY

Teach For Australia was launched in 2009 with core funding from the Australian Government. Since, we have continued to receive bipartisan support for our ongoing operations and continued growth.

In 2014, we received a renewed commitment from the Australian Government of \$22 million, allowing us to deliver an additional three cohorts of Associates (from 2015 to 2017).

The Australian Government is responsible for higher education and focused on improving the quality of initial teacher education. They also lead initiatives, which measure and lift teacher quality and student outcomes, build STEM skills, ensure regional communities remain vibrant and address Indigenous disadvantage.

As such, support from the Australian Government is critical to our funding base and we are proud to be an Australian Government initiative.

In 2014, we began seeking corporate and philanthropic funding with our newly acquired Deductible Gift Recipient status and, in 2015, we increased our efforts towards income diversification, to change the proportions of funding sought from corporate and philanthropic organisations as well as state and territory governments.

Corporate and philanthropic support has enabled innovations in the delivery of our Leadership Development Program and has helped us to expand our program offerings to include EdFellows and Teach To Lead.

It has also ensured that we can realise our growth objectives, supporting expansion into new states and territories and helping us to scale above levels funded by government.

Our program delivers significant value to schools and students in the states and territories in which our Associates are placed. Successful adoption of the program will be realised through increased investment from state and territory governments. As we continue to diversify our funding base, we project a significant increase in state contributions.



SUPPORT OUR WORK



75%
of young people
in the juvenile justice system
dropped out of school
before Year 10.



1 IN 2
Aboriginal and Torres Strait Islander
adults didn't finish high school.



People living in regional
and rural Australia are
HALF AS LIKELY
to have a degree as people
living in the city.



IT DOESN'T HAVE TO BE THIS WAY

Our vision is of an Australia where *all* children,
regardless of background, attain an excellent education.



WHAT CAN YOU DO?

PARTNER WITH US

We work with organisations, philanthropic foundations and individuals
to build enduring and collaborative partnerships.

These partnerships fuel Associate and Alumni impact on student outcomes,
increase school capacity and target areas of high-need such as STEM education.



CHALLENGE THE STATUS QUO

Help us inspire people to choose a new path
and become leaders of change.

For further information, please contact:

Kylie Strudwick, Development Director: kylie.strudwick@teachforaustralia.org

Kelly Anderson, Development Senior Manager: kelly.anderson@teachforaustralia.org

OUR PARTNERS

None of our work would be possible without the support of our partners. Thank you.

Government Partners

The Australian Government Department of Education and Training
The Australian Capital Territory Government Education and Training Directorate
The Northern Territory Government Department of Education
The Victorian Government Department of Education and Training
The Western Australian Government Department of Education

Founding Partners

Boston Consulting Group
Corrs Chambers Westgarth

Transformational Partner

Shell Australia

Impact Partners

Gandel Philanthropy
Sidney Myer Fund

Supporters

The Baker Foundation
The Dyson Bequest
The Ian Potter Foundation
Eureka Benevolent Foundation
Lettisier Evans Family Foundation
Platinum Pacific Partners
Western Union

Community Partner

Social Ventures Australia

In Kind Partners

Allens
National Australia Bank Limited
The Foundation for Young Australians
KPMG
Nightingale Communications
Norton Rose Fulbright
PwC
Salesforce Foundation
Trinity, The University of Western Australia

University Partners

Deakin University School of Education
Melbourne Graduate School of Education

Program Partners

Centre for New Public Education at
The Foundation for Young Australians
Catholic Education Northern Territory
Catholic Education Melbourne
Pivot Professional Learning
Teacher Registration Board of the Northern Territory
Teacher Registration Board of Western Australia
The Australian Capital Territory Teacher Quality Institute
Victorian Institute of Teaching

School Partners

Australian Capital Territory

Belconnen High School
Calwell High School
Caroline Chisholm School
Lake Tuggeranong College
Melba Copland Secondary School
Melrose High School
Namadgi School
The Canberra School
Gold Creek School

Northern Territory

MacKillop Catholic College
Nightcliff Middle School
Taminmin College
Tennant Creek High School

Victoria

Alamanda State College
Ararat Secondary College
Bundoora Secondary College
Charles La Trobe P-12 College
Cobram Secondary College
Copperfield College
Dimboola Memorial Secondary College
Dromana Secondary College
Emerald Secondary College
Euroa Secondary College
Glenroy College Secondary College
Hampton Park Secondary College
Hawkesdale P-12 College
Horsham College
Keysborough Secondary College
Koo Wee Rup Secondary College
Korumburra Secondary College
Melton Secondary College
Mill Park Secondary College
Mooroopna Secondary College
Murtoa College
Nathalia Secondary College
Northern Bay P-12 College
Numurkah Secondary College
Portland Secondary College
Shepparton High School
South Oakleigh Secondary College
Stawell Secondary College
Sunbury Downs Secondary College
The Grange P-12 College
Traralgon College
Warracknabeal Secondary College
Warrnambool College

Western Australia

Atwell College
Balga Senior High School
Ballajura Community College
Cannington Community College
Southern River College



FINANCIAL REPORT

STATEMENT OF FINANCIAL POSITION

As at 31 December 2015

	2015	2014
Assets		
Cash and cash equivalents	11,056,793	9,710,933
Trade and other receivables	3,975,274	3,251,365
TOTAL CURRENT ASSETS	15,032,067	12,962,298
Property, plant and equipment	66,708	38,946
TOTAL NON-CURRENT ASSETS	66,708	38,946
TOTAL ASSETS	15,098,775	13,001,244
Liabilities		
Funding in advance	9,226,817	7,075,465
Trade payables and short term provisions	798,704	653,681
TOTAL CURRENT LIABILITIES	10,025,521	7,729,146
Funding in advance	490,542	969,867
Long term provisions	113,340	147,894
TOTAL NON-CURRENT LIABILITIES	603,882	1,117,761
TOTAL LIABILITIES	10,629,403	8,846,907
NET ASSETS	4,469,372	4,154,337
Accumulated funds		
Unrestricted reserves	2,771,391	2,443,400
Restricted reserves	1,697,981	1,710,937
TOTAL ACCUMULATED FUNDS	4,469,372	4,154,337

STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME

For the year ending 31 December 2015

	2015	2014
Total Income	7,003,097	4,922,409
Program costs	2,567,442	1,409,757
Administration	447,265	379,728
Staff and contractors	3,673,355	2,707,939
TOTAL EXPENSES	6,688,062	4,497,424
NET SURPLUS FOR THE YEAR	315,035	424,985

KEY INCOME STREAMS

For the year ending 31 December 2015

	2015	2014
Government support (federal)	\$5.4m	\$4.1m
Government support (states and territories)	\$0.2m	\$0.1m
Fundraising and donations	\$1.1m	\$0.3m
Investments and other income	\$0.3m	\$0.4m

STATEMENT OF CASH FLOW

For the year ending 31 December 2015

	2015	2014
Net cash (absorbed)/provided from operating activities	1,404,160	1,419,240
Net cash used in investing activities	(58,300)	(29,901)
NET INCREASE/(DECREASE) IN CASH HELD	1,345,860	1,389,339
Cash at beginning of year/period	9,710,933	8,321,594
CASH AT END OF YEAR/PERIOD	11,056,793	9,710,933

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

OUR BOARD



RUFUS BLACK
Chair

Master of Ormond College
Deputy Chancellor of Victoria University
Director of Corrs Chambers Westgarth
Director of Teach For All
Former Partner of McKinsey&Company



SUSAN BOUCHER
Deputy Chair

Former Chief Executive Officer
of Principals Australia
Coordinator of Grants,
Sponsorship and Promotion
at the Australian Foundation for
Fostering Learning in the Philippines



JOHN DENTON AO
Board Member

Partner and Chief Executive Officer
of Corrs Chambers Westgarth
Chair of the Business Council of Australia's
Global Engagement Taskforce
Board Member of Asialink and Asia Society
Chair of Australia for the United Nations
High Commissioner for Refugees Australia



JULIAN LEESER
Board Member

Director of Government, Policy
and Strategy at the Australian
Catholic University
Chair of the New South Wales
Jewish Board of Deputies'
Community Relations Committee
Councillor of the Executive Council
of the Australian Jewry
Former Executive Director of the
Menzies Research Centre



ANTHONY MACKAY AM
Board Member

Chief Executive Officer of the
Centre for Strategic Education
Deputy Chair of the Australian Council
for Educational Research
Deputy Chancellor of Swinburne
University
Former Chair of the Australian Institute
for Teaching and School Leadership
Former Deputy Chair of the
Australian Curriculum, Assessment
and Reporting Authority



CAROL SCHWARTZ AM
Board Member

Founding Director of Trawalla Group
Founding Chair of the Women's Leadership
Institute of Australia
Executive in Residence at Melbourne
Business School
Member of the Harvard Kennedy Women's
Leadership Board



LARRY KAMENER

Board Member

Founder and Global Leader of the Public Sector practice at Boston Consulting Group

Founder and Board Member of the Centre for Public Impact

Former Leader of Public Sector and Health Care practices in Australia and New Zealand at Boston Consulting Group



STEVEN SCHWARTZ AM

Board Member

Executive Director of the Council for the Humanities, Arts and Social Sciences

Senior Fellow of the Centre for Independent Studies

Senior Fellow of the Australian Scholarship Foundation

Senior Fellow of the Asia Society

Former Vice-Chancellor of Macquarie University



MELODIE POTTS ROSEVEAR

Founder, Chief Executive Officer and Board Member

Former Think Tank Coordinator of the Cape York Institute for Policy and Leadership

Former Consultant at Boston Consulting Group

TEACH FOR ALL

Teach For Australia is part of Teach For All, a global movement dedicated to breaking the cycle of disadvantage through teaching and leadership in education.

Teach For All is a global network of over 35 independent, locally led and funded partner organisations with a shared vision for expanded educational opportunity in their countries.

Each organisation recruits and develops diverse individuals from a range of academic disciplines to commit two years to teach in high need classrooms and work throughout their lives, both within and outside of education, in pursuit of expanded opportunity for all.

While each context is unique, similarities in the nature of educational inequity from place to place lead to shareable solutions.

Learn more at teachforall.org.





**TEACHFOR
AUSTRALIA.**

Level 1, 103 Flinders Lane
MELBOURNE VIC 3000
+61 3 8640 4500

teachforaustralia.org

The Australian Government Department
of Education and Training is a major supporter
of the Teach For Australia initiative.

