



2026

# Broadening Access to ABE in Australia: Engaging and Supporting Underresourced Schools

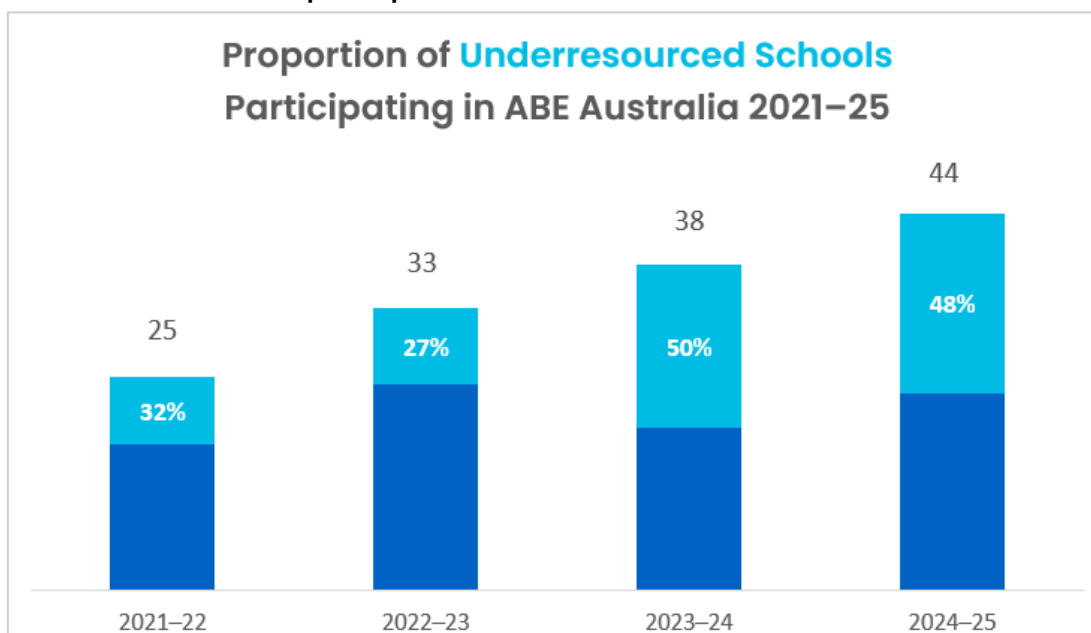
This report explores ABE Australia's efforts to engage and support underresourced schools and broaden access to the program. Drawing on interviews with ABE Australia staff and teachers, along with program reports and site data, it examines strategies used to address barriers to participation, the experiences of teachers and students, and lessons that may inform equity efforts across ABE.

## Overview

When the ABE Australia program site launched in 2017, site staff began by conducting general outreach to secondary schools in Sydney. In the early years of the site, most of the teachers who chose to participate were from more affluent communities or privileged schools. Staff described how the “usual suspects”—the teachers who had the time, resources, and administrative support to take advantage of every opportunity that came their way—attended professional development institutes (PDIs) and reserved ABE kits. ABE Australia staff wondered where the schools (and teachers) working with students furthest from opportunity were and how the site could engage them.

Over the past several years, the proportion of underresourced schools (as determined by the Australia-developed Index of Community Socio-Educational Advantage [ICSEA]) that ABE Australia has engaged has increased (see Figure 1). The ABE Program Office evaluation team sought to learn about the strategies and approaches the site has been deploying to engage these schools and how these efforts have influenced ABE communities.

**Figure 1. ABE Australia school participation from 2021 to 2025.**



This report is based on interviews with ABE Australia site staff and teachers from underresourced schools, along with reviews of reports and site data. While the strategies and outcomes presented in this report reflect the experiences of teachers at underresourced schools, they are not limited or exclusive to those schools; this is not a comparison study that identifies differences between high-resource and low-resource schools. However, these insights about the ABE program in the context of underresourced schools, serving large proportions of students with a variety of socio-economic disadvantages, demonstrate the value of targeted supports as well as the influence the ABE program can have in these communities.

# The Landscape of Equity Issues in Australia

There are numerous factors and perspectives in considering issues of equity in Australia. Among these are the historical oppression and dispossession of the Indigenous people, the remarkable multiculturalism created through immigration, and the geographic spread and remoteness of communities across the country that is a continent. When it comes to education, [issues of equity persist](#), and there is recognition that schools in Australia are highly segregated by socio-economic status as well as ethnicity.<sup>1</sup>

The [ICSEA](#) indicates the socio-economic advantage of students at the school level. It is based on student background data, including indicators such as parent education and occupation, location, and proportion of Indigenous students. The lower a school's ICSEA value, the lower the level of educational advantage of its students. ABE Australia is working to increase ABE participation at low-ICSEA schools.

## About ABE Australia

ABE Australia was launched in 2017, with the University of Sydney's School of Life and Environmental Sciences establishing and managing the site. Led by a faculty member, the site has been run by a small passionate team, including a site coordinator who manages the program and provides professional development and support, and a lab technician who manages the lab kits. Additional staff time helps with administration, and the site also enlists a school engagement officer to help connect with schools; she has also developed supplemental ABE resources.

The University of Sydney has a strong culture of community outreach, with a Partner Engagement and Outreach office in the Faculty of Science that offers various programs and supports with the goal of creating pathways for students to attend university. Through this outreach group, ABE Australia has been able to leverage existing partnerships and networks, and coordinate and collaborate with other initiatives.

In Australia, students in the last 2 years of secondary school (Years 11 and 12) select the subjects they want to study and earn their Higher School Certificate by passing end-of-year exams. ABE's *Foundations of Biotech* series is most commonly used with Year 12 biology students. Students are expected to complete a "depth study" in Years 11 or 12 where they do a science investigation and an associated assessment task. ABE has been used by some teachers as the subject or vehicle for these depth studies. A small number of teachers implement some of the labs in Years 10 or 11.

ABE Australia hosts PDIs for different audiences over the course of the year. These include introductory "taster" experiences designed to expose new teachers to the program, PDIs that provide comprehensive training for new teachers, and PDIs to introduce additional labs or materials to experienced ABE teachers. Returning teachers are not required to attend ongoing professional development, but several teachers do choose to come back for all or parts of PDIs

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<sup>1</sup> OECD. (2018). Equity in education: Breaking down barriers to social mobility. PISA, OECD Publishing. <https://doi.org/10.1787/9789264073234-en>

each year to further their confidence or learn additional labs. In interviews, teachers consistently cited ABE Australia's PDIs as some of the best professional learning they have experienced.

It's the best PD probably I've ever done, because [of] the gaining in confidence for teaching the subject.

— ABE Teacher, Australia

Most secondary schools in Australia employ school-based lab technicians who support science activities at the school. These lab techs are essential for supporting teachers in facilitating complex labs like ABE with students. However, their skills are highly variable. Given this, the site has developed PDIs specifically for lab techs to build their capacity to support ABE labs in the classroom.

During interviews, teachers commented on how ABE Australia's full suite of resources and supports, in addition to the PDIs, are incredibly useful in facilitating implementation. The clearly organized kit with all necessary materials along with videos that demonstrate all aspects of the labs and PowerPoint slides to use with students help teachers and lab techs transfer what they learn in the PDI to the classroom.

## Strategies for and Approaches to Broadening Participation

### Site Supports for Underresourced Schools

As ABE Australia moved past its pilot year and worked to further establish the program, the site worked to promote ABE to underresourced, low socio-economic areas of Sydney—schools with a low ICSEA value. Site staff shared that it took some time to build relationships with these schools. In doing so, they learned some of the challenges these schools had in accessing the program and began offering additional support to address them.

For example, when the site first registered a small number of teachers from these schools, they learned during PDIs that these schools did not have the basic lab equipment or materials that they assumed schools would have, such as beakers and ice. They realized they would need to **provide or otherwise facilitate access to all necessary materials** to engage these schools in the program. As the site increased outreach, many underresourced schools were not close to the center of Sydney or the university. To engage these schools, ABE Australia realized that they needed to provide teachers with the means to attend a multi-day PDI that may be several hours away from home. To make this possible, **the site funds teachers' travel and accommodations**. Several teachers commented that they would not have been able to attend a PDI without those costs covered.

ABE Australia site staff noted that low-ICSEA-value schools in Sydney often serve new immigrant communities, which means that those schools are managing challenges with English language

and literacy. For many of those students, ABE's *Foundations of Biotech* Student Guide is not accessible. In response, ABE Australia created **a Student Guide with more graphics, guidance, and scaffolding**. In interviews, teachers mentioned how useful the additional flowcharts and simplified student materials have been, and noted how ABE Australia regularly updates and improves them.

Teachers in underresourced schools indicated that they often need more time than the standard 3-week kit loan to complete the ABE curriculum with students, citing the additional instructional time needed for differentiation and remediation. And, with the standardized Year 12 biology curriculum across New South Wales, most participating teachers want to implement ABE at the same time during the school year. To address these factors, ABE Australia created a **designated kit for underresourced schools**, funded by the University's outreach program. This makes it more likely that teachers at these schools can get the kit at a time that works best for them and their students.

## A New Rural Distribution Hub

While providing travel support to teachers expanded ABE Australia's reach, it was not enough to reach some teachers and schools that wanted to participate in ABE. So, in 2023, ABE Australia **launched a new distribution hub in Dubbo, NSW, approximately 400 km (a 5-hour drive) from Sydney**. This remote location provides access to rural, underresourced communities, many with low socio-economic status and higher proportions of Aboriginal families. They found an ideal partner in the university's School of Rural Health in Dubbo. They also found that the university needed resources and equipment to support the level of labs and equipment that ABE required; to start, the campus did not have a wet lab, so a purpose-built prep room was constructed to enable ABE activities. The manager of the Dubbo hub, who acts as both site coordinator and lab tech, also had to come up with creative solutions for things like where to procure dry ice and where to safely dispose of waste. Reagents are managed in Sydney and shipped to Dubbo. The manager in Dubbo is very much on her own, and while the team in Sydney provides expertise and support, she has worked hard to build her knowledge and technical prowess to troubleshoot and support teachers locally.

As in Sydney, teachers participating via the Dubbo hub often learn about ABE through word of mouth. The hub also works with a student engagement officer from the university who connects with schools and informs them about the opportunity to participate in ABE while also sharing information about the university's medical program with Year 12 students. PDIs are now offered in Dubbo, making them accessible to teachers who could not previously travel to Sydney. Teachers who have attended PDIs through Dubbo noted that the chance to do a PDI with teachers who work in comparable settings was also appealing. With the Dubbo hub, the radius of ABE Australia expanded significantly; whereas the University of Sydney could serve teachers only a few hours away, there are now teachers some 9 or more hours from Sydney who pick up kits in Dubbo. In one case, there are two teachers at different schools in the same remote town who coordinate implementation and transfer the kit between their schools.

Essentially all the schools participating through the Dubbo hub are underresourced schools. In the few years since setting up the hub, ABE Australia has learned about some challenges in working with these teachers and students:

- Schools in these communities tend to be very small, meaning there are few teachers. This means that there is usually only **one ABE teacher at a school**, which can make it challenging to support and sustain the program.
- Teachers can experience **technical challenges**, such as maintaining cold temperatures during kit transport and ice baths in hot classrooms (above 40°C/104°F) without air conditioning.
- At these small schools, teachers are often teaching subjects **outside their expertise or content area**, meaning they need additional training and support.
- Students in these rural communities often do not plan to go to university and, instead, focus on vocational or agricultural careers. Teachers report that it can be **a challenge to engage students in ABE and make it relevant to them**. The site hopes to create some agriculture-based case studies and/or activities for ABE to better connect with these students.

As the Dubbo hub and site coordinator gain experience working with these schools, they will continue to develop new approaches to support and sustain the program.

See Figure 2 for a map of ABE Australia's participating schools.

## Teaching Strategies to Engage Students at Underresourced Schools

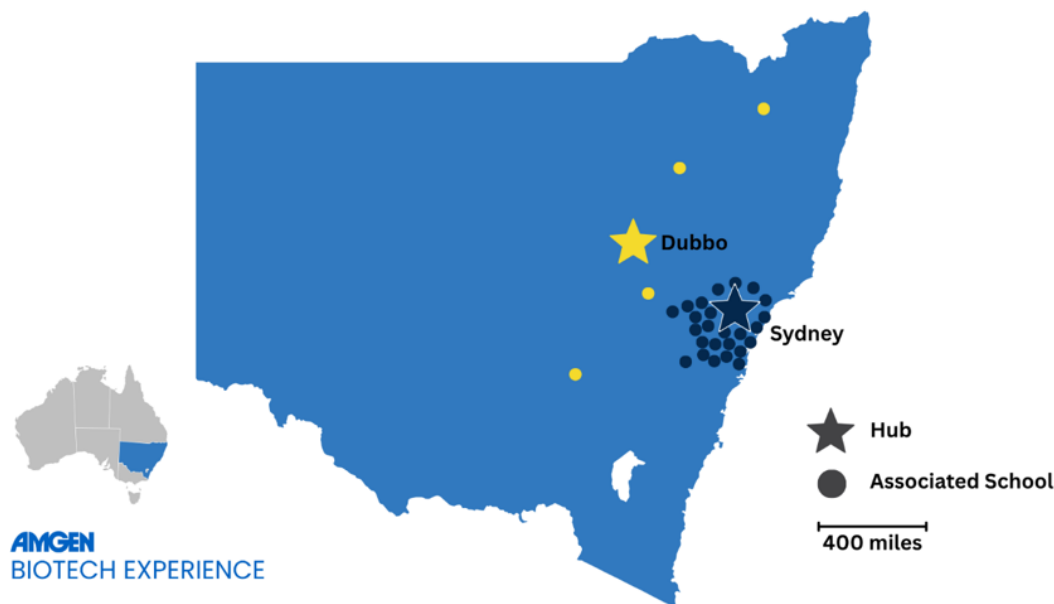
Teachers at underresourced schools described their strategies to make ABE accessible and engaging to their students. In most instances, these strategies are not unique to underresourced schools. Two biology teachers at one school organized **students into two classes to allow for differentiated instruction**. One class worked at an accelerated pace with supplemental activities, and the other provided more scaffolding and support. The teacher described how they delivered ABE in completely different ways:

[The accelerated class] tended to use more of the LabXchange for those top kids to really extend them. And then I tended to use more flow diagrams and diagrams and things like that. So, we did the whole process with both classes. But my explanations were more explicit. ... We went over a lot of vocab. What does ligate mean?... A lot of flow charts ... bring it down to the bare minimum of what they need to know. And then they understood it.

— ABE Teacher, Australia

Figure 2. Map of ABE Australia participating schools, 2024–25

## ABE Australia distribution hubs and associated schools



While this school was able to create different classes, small schools are unable to do this. Multiple teachers from rural schools expressed a need for more support in how to differentiate within a single class and make the content accessible and relevant for students with different abilities and working toward different post-secondary goals.

Teachers at another school described their own **processes for helping students access the text of ABE**. In addition to slowing down the pace and breaking down lessons, they reformat materials with a process they call “transform text,” which adds images and uses bold text to highlight key words. Teachers also help students deconstruct the text and make sure students have learned some of the more complicated concepts before starting ABE. A teacher at another school emphasized the importance of **alternating between theory and practice** while doing ABE with students and adjusting lessons to make sure there is a mix of hands-on activities and science concepts in each session.

While some teachers successfully deployed strategies to help students engage with ABE, several teachers indicated that they have struggled. Some teachers reported that, despite the additional resources the site has developed, the Student Guide materials remained challenging for students with lower literacy levels. Teachers also shared that, while the program site makes many efforts to accommodate a longer kit loan period, teachers often struggle to get through all the curriculum and labs in the allotted time. Several teachers also cited a significant challenge outside of ABE’s control: student attendance. Underresourced schools often have higher rates of absenteeism, and when students miss one or more classes in the series of ABE lessons, it can be difficult for them to catch up.

## Perspective on Recruitment and Retention

ABE Australia has developed a range of strategies to make ABE accessible to underresourced schools, but there are still barriers to participation and challenges in retaining schools and teachers. While these challenges may not be exclusive to underresourced schools, circumstances at those schools can exacerbate them and make them harder for teachers to overcome. For example, experienced ABE teachers suggested that **the main hurdles to engaging new teachers are the initial time investment, teachers' confidence in their own abilities, and/or teachers' uncertainty about whether ABE will work for their students.** A common refrain from teachers when talking about their experiences with ABE was that it was a lot of work, but it was worth it because of the response they saw from students. For the program site, the challenge—particularly in trying to engage teachers from similarly overextended schools—is to provide supports and incentives to reduce workload and address anxiety while at the same time informing teachers of the benefits to students so teachers see ABE as worth the effort. Teachers suggested that providing opportunities for interested teachers to visit experienced teachers during implementation could help prospective teachers understand how feasible ABE is. Site staff have offered to provide first-time teachers in-person classroom support, and a small number of schools have accepted the offer and had site staff come to help with lab preparation and classroom teaching.

You know, we're not a rich school, our students don't come from wealthy backgrounds, they're strugglers. But ... we had a couple of brilliant girls this year, absolutely brilliant scientists, really great scientific minds. ... For us to expose them to [ABE] was fantastic. It just took them to another level. ... You do get out what you put in. But what you get back is so much more.

— ABE Teacher, Australia

While ABE Australia staff in Sydney have not found teacher retention to be a significant issue, in Dubbo it has been a challenge. Some teachers have attended training but have not booked a kit or have not continued to implement ABE after the first year. This may be attributed to the small size of rural schools, where there is often just one biology teacher, and there may not be a Year 12 student cohort every year. **Teachers rarely have a colleague at their school to work with** as they try ABE for the first time—exacerbating the hurdles of time and confidence noted above. Some teachers indicated that, as the only teacher, it can be difficult to get time out of the classroom approved so they can participate in professional learning or pick up the kit. And, in the cases where a teacher does do ABE, **if that teacher leaves the school, ABE leaves with them.**

Changes in teacher staffing can impact ABE in larger underresourced schools as well. One teacher reported that while they had implemented ABE successfully for several years, the teacher taking over Year 12 biology the following year was not interested in doing ABE. In contrast, another teacher described how their success doing ABE resulted in their school's department lead sending all the biology teachers and lab techs to ABE PDIs with the expectation that ABE would become a standard part of their classes. These stories indicate that it would be **beneficial to engage school leaders** in both recruiting and retaining ABE teachers.

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It's really easy to explain to a science teacher what [students are] actually going to be doing and why it's important. A non-science teacher may not understand that this is actually a very key concept for their curriculum, or a very key skill they're developing.

— ABE Teacher, Australia

## Outcomes and Stories of Success

Strong evidence indicates that ABE can result in [student gains](#) in biotechnology awareness and knowledge. Over the years, [teachers have also reported](#) that ABE's hands-on, real-world labs engage and excite students. In interviews, teachers from underresourced schools echoed these findings and offered additional insights into how their students benefit from ABE. Their stories indicate that ABE can help address specific needs and gaps for students, teachers, and schools in underresourced communities.

### Building Bridges from Secondary to Post-secondary School

Teachers universally described how ABE makes biotechnology “come to life” for students, and that students are excited and engaged in biotechnology as they do the ABE labs. For students from underresourced schools, ABE may be their first exposure to biotechnology as a possible career, and the curriculum can **help students build both interest and confidence in the possibility of pursuing science beyond secondary school**. One teacher observed that their students' Higher School Certificate scores in biology have improved, and they think more students are pursuing biomedical science as a result:

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We see the kids benefit from [ABE] as much as us, because we've noticed our scores in our HSC—the kids do better in the biotechnology area than the others. We've seen the most improvement.

— ABE Teacher, Australia

In interviews, teachers shared that most of their students do not come from families or communities with experience in higher education or science professions, and that **ABE has helped build students' interest in these pathways and confidence that higher education and science careers are options for them**. Multiple teachers had stories of individual students choosing to pursue biotechnology, biology, or biomedical science following their ABE experience. One teacher had a student who is now a science teacher because of ABE.

In addition to sparking interest, teachers report that **ABE has helped prepare students for post-secondary school by building hands-on lab skills** that are useful in university labs. Teachers described the importance of being able to tell their students, “You are using the lab equipment you

will use if you take biology at university.” Teachers in remote communities noted that there were few to no opportunities in their locations for students to gain any access to this kind of equipment.

I think that [ABE] really changed the minds of some of my students to what they think they are capable of. ... There’s this idea that university is this big scary thing that I’ve never been to. And like this big scary science lab. And then you bring it to the high school and you deliver it to their level. You know you sort of bridge that gap between high school and university, and say this is what they do at university. If you go and do a university degree like a biology degree, or microbiology, whatever it might be, you will use this equipment and the equipment that you’re going to use, this is the same quality. And this is how it’s used. So, when you go to uni—not if, when you go—then you already have a head start. You know you already kind of know a little bit about this, and it removes that uncertainty. ... We’ve got kids that don’t have that person at home ... that has been to uni, that has put on a lab coat, who’s a doctor, who’s a surgeon.

— ABE Teacher, Australia

## Contributing to Teacher Satisfaction

Every teacher interviewed indicated that their experience in ABE has contributed to their professional satisfaction. [Other evaluation data](#) on the ABE program indicates that this outcome is not limited to teachers from underresourced schools. However, teacher satisfaction may contribute to teacher retention, and recent OECD reports indicate teacher shortages are greater at underresourced schools.<sup>2</sup> Many ABE teachers described a feedback loop where they are **energized by their students’ engagement and learning and are motivated to do more**. Teachers also described the satisfaction of their own learning, increasing their confidence with both the content and their ability to facilitate complex, hands-on labs.

[Students are] really hooked in, because the hook’s me, so if I’m hooked in, I think I can get them hooked in.

— ABE Teacher, Australia

Some teachers also shared that **being part of the ABE program community has helped them feel engaged and connected as a teacher**. PDIs offer an opportunity to talk with other teachers and share experiences, which has been particularly valuable to teachers in rural, remote schools.

<sup>2</sup> OECD. (2023). Education policy outlook in Australia.

[https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/04/education-policy-outlook-in-australia\\_bcc6c195/ce7a0965-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/04/education-policy-outlook-in-australia_bcc6c195/ce7a0965-en.pdf)

Teachers also find the partnership with the ABE Australia site staff and the university both supportive and rewarding.

It's been amazing, right from the start, in the people that I've even met. You know, you can sometimes feel really isolated in these rural areas.

— ABE Teacher, Australia

### The Master Teacher Fellowship Contributed to Teacher Engagement

The Master Teacher Fellowship, started by the ABE Program Office in 2020, is a yearlong professional learning experience where a select cohort of teachers are provided stipends, expert guidance, a community of practice, and ongoing support to learn and develop new skills and resources to elevate ABE in their classrooms. ABE Australia focused on nominating teachers from underresourced schools with the intention of providing additional supports to those teachers and building their capacity to implement the program. ABE Australia staff noted that Fellows have contributed to the site's programming with their knowledge and resources, and those from underresourced schools have been particularly helpful in PDIs, providing realistic implementation advice grounded in their experience in working in challenging settings.

A Master Teacher Fellow from an underresourced school who was interviewed described how their experience as a Fellow benefited them and contributed to their motivation and engagement as a teacher. The Fellowship gave them the time and support to create a resource for a new biology course at their school designed with their students' needs and interests in mind—something they would not have been able to do otherwise. They particularly valued the regular meetings with a community of like-minded teachers to share experiences in the aftermath of the COVID-19 pandemic:

I really used to look forward to the Zooms that we had and talking to teachers from [all over the world]. ... What are you seeing in your students? I'm seeing this. Yeah, I'm seeing that. And to be able to debrief about our students, and how we could best help them through that time. And it was the same all over the world. It didn't matter where you were. It was all over the world. ... And that process of applying for something like the Master Teacher Fellowship, preparing for that presentation towards the end, preparing to speak to people over Zoom about your project. You don't get those opportunities very often.

In the years since their Fellowship experience, the teacher reported that they continue to use the Fellowship resources in their classroom and have supported other teachers in their school in being trained in and ultimately teaching the ABE program.

## Elevating Biology and Biotechnology in the School and Community

Building on the student and teacher outcomes, these teachers from underresourced schools reported that ABE has had an exciting influence on their schools and communities: greater interest in and valuing of biotechnology more broadly. Multiple teachers described how ABE was becoming embedded in their science departments, and with that, the science departments and schools were gaining visibility. Examples of what this looked like include:

- Multiple schools reported increased enrollment in Year 11 and Year 12 biology after younger students heard about and became interested in ABE. Some teachers reported that they make a point of telling Year 10 students about ABE and “selling it” to encourage enrollment.
- A school in a more affluent community, where some families opt to send children to private schools in neighboring towns, is perceived as more rigorous because it offers ABE and, thus, is gaining a better reputation and increased interest.
- Another teacher reported that their school was gaining increased visibility because it is the only one in their system that offers students access to this kind of hands-on science experience.
- At one ABE school, the interest and engagement in ABE have led to the recommendation that the school create a student biology award. (Other subject areas already have student awards.)

## Reflections

The barriers and challenges that teachers from underresourced schools encounter are not necessarily unique but are often heightened and, therefore, more difficult to overcome than when in well-resourced schools. These teachers are juggling a lot while working in difficult settings, and they may not have a technical background to draw upon. Students at these schools may require additional supports to engage with the content. Teachers’ limited time and lack of confidence can prohibit them from signing up for ABE or from moving from the PDI to implementation. The findings in this report offer insights into how ABE Australia has addressed many of these challenges and increased participation in underresourced communities. They also suggest that, in these settings, ABE can be both effective and influential, providing valuable opportunities for teachers and students alike.

Addressing equity demands the use of a variety of strategies to support teachers from interest to engagement. Strategies need to be intentional, flexible, and responsive to the needs of the teachers, schools, and communities. The strategies developed by ABE Australia were designed to address key issues of access: literal access to the program and materials for teachers along with scaffolding and support to help students access the curriculum. While every community is different, many of ABE Australia’s strategies summarized in Table 1 could be applied or adapted by other ABE sites around the world.

**Table 1. Challenges and corresponding strategies to support ABE in Australia's underresourced schools**

| Challenge                                                                                            | Strategy                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Long distances make it difficult for teachers to attend professional development sessions in Sydney. | <ul style="list-style-type: none"> <li>• ABE Australia provided financial support to cover teacher travel and accommodations to attend PDIs.</li> <li>• A new rural distribution hub expanded access to remote communities.</li> </ul> |
| Underresourced schools lack basic lab equipment.                                                     | <ul style="list-style-type: none"> <li>• ABE Australia supports schools by providing or facilitating access to all necessary materials.</li> </ul>                                                                                     |
| Teachers compete to reserve the ABE kit when it aligns with the Year 12 curriculum.                  | <ul style="list-style-type: none"> <li>• The university outreach program funded a designated kit for underresourced schools.</li> </ul>                                                                                                |
| The Student Guide is difficult for some learners to access.                                          | <ul style="list-style-type: none"> <li>• ABE Australia developed student materials that include more support and scaffolding.</li> <li>• Teachers use classroom tools to transform text and provide literacy support.</li> </ul>       |
| Students come to ABE with diverse backgrounds and abilities.                                         | <ul style="list-style-type: none"> <li>• Teachers group students based on needs and differentiate instruction.</li> <li>• Teachers structure and sequence lessons to mix content and practice to scaffold student learning.</li> </ul> |

ABE is a big investment for teachers. ABE teachers acknowledged that they invested extra time and effort above and beyond their usual teaching responsibilities, and sometimes it was a sacrifice. But they all were emphatic about the benefits and return on their investments. In addition to the supports already offered by ABE Australia, the findings from this study point to supplemental strategies that could help sustain engagement with underresourced schools:

- **Experienced teachers recommended providing additional scaffolding to allow new teachers to ease into the program.** The evidence suggests that when teachers have the support they need to overcome the initial hurdles of time and preparation, both they and their students are likely to benefit in meaningful ways.
- Having multiple teachers at one school can help with engagement and retention—but it is not a guarantee. **There is a role for department heads and school administrators in the sustainability of the program, and future efforts to serve underresourced schools can benefit from their involvement.**

ABE Australia staff acknowledged that it takes time to build trust with underresourced schools and that the work to understand and address concerns is ongoing and never done. Site staff and teachers alike also acknowledged that while there are things that the ABE program can address, some challenges or issues—like student attendance—are beyond their control. ABE operates within large, complex systems, and change is slow and difficult. Successes and wins that may seem insignificant—such as the engagement of one additional school in a rural community—can have a lasting impact on the handful of students who are given new opportunities to engage with cutting-edge, hands-on biotechnology.

## About This Report

This report would not have been possible without the collaboration and cooperation of the ABE Australia staff. The goals for this study were to:

1. Identify strategies and approaches that ABE Australia is using to address issues of equity at their sites
2. Describe if and how those strategies and approaches are leading to positive outcomes with respect to equity goals for both the site and the ABE program as a whole
3. Identify barriers and challenges that the ABE program site encounters when working to support and increase equity at their site

This report is based on the following data sources:

- ABE Australia proposals and interim and annual reports to the ABE Program Office
- Annual data submissions on school, teacher, and student participation from 2018 through 2025
- Interviews with ABE Australia staff, including the Dubbo hub coordinator
- Interviews with eight ABE teachers from underresourced schools conducted in November 2024