



# DUNLEA CENTRE

AUSTRALIA'S ORIGINAL BOYS' TOWN

---



# ANNUAL REPORT 2010

---





Snapshots of 2010

# ANNUAL REPORT 2010 CONTENTS

1. A MESSAGE FROM THE CHAIRMAN
2. EXECUTIVE DIRECTOR'S REPORT
3. Fr FLANAGAN'S BOYS TOWN
4. OUR PROGRAMS
5. THE UNITS' PROGRESS
6. IN THE BOYS' OWN WORDS
7. AT WORK & PLAY
8. Fr TOM DUNLEA
9. THE SALESIAN ETHOS IN PRACTICE
10. KEY ACHIEVEMENTS OF 2010
11. EVALUATION
12. FINANCIAL STATEMENT
13. BOARD OF DIRECTORS
14. STAFF PROFESSIONAL LEARNING & DEVELOPMENT
15. IN MEMORY
16. SUPPORTERS
17. HOW YOU CAN HELP?

Front cover:

Cover shots were taken as part of a photography workshop by the HART unit. Some shots went on to win the 2010 National Salesian Calendar competition.

Late in 2010 Boys' Town Engadine changed its trading name to Dunlea Centre, Australia's Original Boys' Town. This report uses the registered trading name at the end of 2010 and we have used the terms 'Boys' Town' and 'Dunlea Centre' interchangeably.



# 1. A MESSAGE FROM THE CHAIRMAN



In 2010 our Board welcomed Fr Peter Carroll SDB to its ranks. Fr Peter has taken the role as deputy chairman and represents the Salesian Provincial on the Board. He also has a role as chaplain to Boys' Town and so brings a special perspective to the Board.

As part of its deliberations, the Board reviewed and adopted a number of its own policies related to governance. The items reviewed ranged from sets of principles for sound governance to the role of members of the Board, including those holding special positions. The adoption of these policies and procedures will be helpful in ensuring good governance well into the future.

The board has been delighted with the benefits Boys' Town has received from the Commonwealth Government's stimulus program for schools. In 2010, we were able to welcome Sen. Michael Forshaw to open our new Covered Outdoor Learning Area on behalf of the Minister for Education. In November, work began on a new hospitality centre through a grant secured through the NSW Catholic Block Grant Authority.

Of major importance in 2010 was the Board's decision to change the trading name of Boys' Town. Our new name will be 'Dunlea Centre, Australia's Original Boys' Town'. It was the overwhelming view of the Director, that this change was required in order to meet contemporary needs. It was also considered important that we honour the past by retaining reference to Boys' Town in our new name.

2010 marked the final year of Boys' Town's Strategic Plan 2006-2010. This plan has been a living document. It has been reviewed, evaluated and modified during its life and has provided a very clear framework for Boys' Town's progress. The next plan will pick up where this one left off and will result in the consolidation of recent improvements.

While many achievements could be mentioned, I would like to highlight three matters, each of which have occupied many years work, but have a new level of achievement at the end of 2010.

For some time we have been working on our Salesian heritage and ethos. In a nutshell, this has challenged us to reinterpret Don Bosco's preventive system, developed in different times in a different culture, and give it meaning in this context. Great progress was made previously through the work of Fr David O'Malley sdb's concept of RUAH (Respect, Understanding, Affection, Humour). In 2010, thanks to the links established with other Salesian groups overseas, we have been able to link Don Bosco's approach to the therapeutic work we do. These principles, which emphasise our therapeutic approach within an educational environment, are summarised elsewhere in this report.

Five years ago Boys' Town began to work with troubled girls. It soon became clear that there was a great unmet need to support girls. In those earlier years, we were only able to offer part-time, non-residential programs for girls. Through careful stewardship of scarce resources and having gained experience in working with girls we have now been able to establish a full time residential program for girls in 2010. We also still need to establish a sound funding source for this program which currently relies almost entirely on income from donations and bequests.

Thirdly, our work in re-engaging troubled students into education demands a well planned, innovative and creative approach to schooling. This has seen a great deal of work in establishing Individual Education plans, the development of a child centred pedagogy, a disciplined approach to the achievement of syllabus outcomes and the use of a wide range and style of assessment tasks. It was therefore very satisfying to participate in the NSW Board of Studies processes for the Registration and Accreditation of Non-Government Schools and receive approval as a school for the next five years.

These and many other achievements have occurred for a number of reasons. First among them is the staff. The commitment, competence and generosity of staff ensures our work in family preservation is of the highest quality. Our collaboration with many other groups, most notably the NSW Department of Human Services, Community Services, enables us to provide genuine hope for families in crisis. And the wide spread support we receive from the wider community encourages us to continue to work hard within a very challenging environment.

Michael McDonald

## 2. EXECUTIVE DIRECTOR'S REPORT

Don Bosco named the Salesian Society after St Francis de Sales (1567-1622), who became the Bishop of Geneva during times of great religious intolerance. For Bosco, Francis was a wonderful role model, because, contrary to the dominant culture of the time, he sought to understand and communicate with people with different viewpoints, rather than simply condemn them.

His spirituality centered on everyday events and activities. "For Francis it is precisely in the midst of all the busyness of life, with all its cares, worries, joys, consolations, duties and responsibilities that God can be found".

Further, within everyday events, Francis highlighted the importance of little things. In Christian terms, he considered virtues like gentleness, kindness, mutual regard, patience and humility to be Jesus himself living among people.



For Boys' Town in 2010, Francis' views remain at the centre of our mission and operation. Within very busy days, we see the cares, worries, joys and consolations of many families and children. And at the core of each individual we see a special dignity that requires us to be gentle but firm, kind but consistent within clear boundaries, and patient but with high expectations.

In 2010 this approach once again has helped 60 troubled children and their families make major changes and improve their relationships. In addition to the measurable changes and outcomes mentioned in this report, there are the innumerable 'mindset' and similar changes that indicate our client's dignity is expressed in new levels of respect, understanding, affection and humor.

One example of this is the student who at last recognised her school was "not giving up on me, but they want to help me", when they recommended she come to Boys' Town for a while. Another is the boy who had the "best weekend ever" when he simply watched a DVD on the couch with his mum. There is the boy whose "head was as busy as central station on entry but "now its more manageable, like Town Hall" resulting in "things being better at home, so now I can change my behaviour". There is also the boy who has "decided to give up weed, because it is bad for my brain".

These moments of light, transformation and insight cannot be manufactured, but they form the basis on which change can occur.

Like both Francis and Bosco himself, Boys' Town continues to challenge our dominant culture. Our society has not done enough to reduce outrageously high levels of child abuse. Our education system seems unable to meet the needs of an increasing number of disengaged children. Despite the advantages of new technologies, children are exposed to a fantasy world that normalises violence, trivialises relationships and eliminates many boundaries that provide direction in life.

Rather than simply condemn these phenomena, Boys' Town seeks to understand and engage them. This Annual Report summarises how we have done so, and how our family preservation work improves outcomes for individuals, families and indeed society itself.

James P Doyle



### 3. Fr FLANAGAN'S BOYS TOWN



Our cousins, Boys Town in America were the inspiration for the Boys Town movie, which inspired Fr Dunlea to set up Boys' Town in Engadine. Part of the US Boys Town structure is the Treatment Family Home Program. In these homes, at risk youth live with a adult couple in a family setting where their emotional, physical, and spiritual needs are met. With more than 100 family homes throughout the country, they provide a valuable safe and stable environment for young people to grow and develop . As with Boys' Town Engadine, they aim to teach at risk youths new and appropriate skills to deal with their life, and make good decisions. Originally only for boys, it opened its doors to girls in 1979, as Boys' Town Engadine did in 2010.

In 2010, our Family Service Manager, Bronwyn Towart took the opportunity when in the USA to visit one of these family units. Below are some of her thoughts on visiting the site .....

*'I was fortunate enough to visit Boys Town San Antonio in July 2010, on a visit to Texas. Janie Cook, the Executive Director kindly invited me to meet with her to discuss their programs and then took me on a visit to one of the girls' houses, just outside of town. They have purpose built a cul de sac of 5 family homes, staffed by a live in couple who work with the young people who live full time at the houses. They have 2 homes for girls and 3 for boys on the site, with the young people attending local schools. The girls were very welcoming and kindly took me on a tour of their house. They also showed me their pool and beach volleyball court out at the back of the property. The girls also had many questions about Australia and had highlighted it on their world map for my visit.*

*Both the staff and the girls were very accommodating and were very interested in hearing about Boys' Town Engadine. They were especially keen to hear about the girls program that was being planned at that stage and is now operational and has lead to our name change. It's hoped we can continue to develop our relationship and share ideas with our American cousins.*



< Bronwyn Towart (right) with Janie Cook

Bronwyn with the family group >



**Boys' Town Engadine - Mother 2010 comments.....**

*"You'd be crazy not to put your child in there. Through Boys' Town Engadine, we got our sanity back and peace of mind, Boys' Town saved our family. We were hitting dead ends everywhere and had nowhere else to turn. We were told about the Boys' Town program through a friend and have been so happy with how it turned out.*

*It got to a stage where our child was not listening to us or anybody. He needed someone else to guide him and he listened to the staff at Boys' Town and now he is on the right path. We used to not be able to talk to each other and now he asks us to sit down and talk and he wants to have dinner with the family. It's the best thing that has ever happened to him. And now his new school is telling us they are seeing a completely different boy. I would recommend it to anybody."*

## 4. OUR PROGRAMS

Boys' Town's mission is to partner and strengthen families in crisis by providing therapeutic educational and life skills services in both residential and day programs with the goal being the restoration of family relationships. There are 3 residential units for boys, each with a maximum capacity of 8. There is also 1 residential program for girls, also with a maximum capacity of 8.

The majority of these children have significant mental health, behavioural and learning difficulties, and need help to return to a mainstream school and to address their behaviour at home.

Children generally stay in the program for 6-12 months after which they transfer to mainstream education or another appropriate setting such as TAFE, employment or special school.



### **FROM ENQUIRY TO ADMISSION**

Boys' Town is a voluntary program and referrals come from a wide range of educational, welfare and health professionals, as well as parental enquiries. After discussing their situation, families are invited to a family talk, where, if the student wishes to attend, they are given an application pack to complete and return. As a family preservation program, Boys' Town deals with families that meet Community Services criteria, where conflict, concerns over welfare, supervision and /or safety places the child at risk of entering the care system.

### **INDUCTION**

Within a few weeks of commencing at Boys' Town the staff arranges a meeting with the family, at which a Case Plan is prepared. This involves developing specific plans and strategies to achieve the goals the family has determined in consultation with the child and his family /carer, and an Individual Education Plan (IEP) is designed for each child. The plan is also used to monitor and manage each child's compliance with various statutory requirements. Once enrolled, a child continues in the program until its completion. While no child is expelled or formally suspended for an extended period, some are required to take reflective time away until a meeting with a parent or carer can be arranged.

### **A TYPICAL DAY AT BOYS' TOWN**

Children arrive at Boys' Town on Monday at about 9.00am. Their day is interspersed with a wide variety of activities focused on their academic learning and, in particular, literacy and numeracy as well as social, leisure and life skills. During the day there may be therapy sessions with parent(s) /carer(s) and / or a child. Using a solution-focused approach significant issues are probed and new insights are gained and skills developed.

At 3.00pm the students go to their living areas and spend some quiet time in their rooms, while staff have a changeover meeting at which the day and the special needs of each child are discussed. The day and night staff work closely together to maintain consistency in approaches in working with the students. Consistency in behaviour management is critical in assisting the students to make the positive behavioral changes which will benefit them in the long run. At the same time staff are modeling appropriate adult behaviour in their interactions with one another and the students.







In 2010 educational, therapeutic and life and social skill outcomes were achieved through activities that included a dance education program, art, surfing lessons, a circus skills course, go-karting, abseiling, rock climbing lessons and music lessons. In addition students participated in programs prepared by Meals on Wheels, NSW Animal Welfare League and the Windgap Foundation. Visits included cultural tours of Leichhardt, visiting a Yurt Farm, the Space Observatory and Ansto. There were also visits to Centrepont Tower, the great City race and a trip to Canberra to visit the War Memorial.

Residential carers involve the boys in many activities including preparation of the evening meal, food shopping and other household chores. They also organise activities that support the goals of the program. Some activities in 2010 have included photography, art and music workshops, and various sporting activities like skateboarding, biking and social group activities, social outings (eg. to dinner or the movies). Team building activities also form part of the residential program.

#### TRANSITION

As children approach the end of their placement, which is normally after 6-12 months (8 months being the average stay), plans are made for their transition back to their former school or to a more suitable alternative educational setting or employment.

A step by step process is developed to make the transition as smooth as possible. A special effort goes into consolidating the work done with families, to ensure a successful re-integration of a child full time with their family. A great deal of effort is placed into ensuring each child's education progresses according to their needs so that they can re-engage into mainstream schooling at an appropriate level.

#### PLANNING, PREPARATION & EVALUATION

All eligible students participate in the NAPLAN tests each year and results are reported to parents and Government authorities as requested. In addition families complete Achenbach surveys at the beginning of the placement and again after 6 months. This provides an indication of progress towards goals. Neale reading analysis assessments are also conducted.

In addition Boys' Town conducts normal school assessments and each boy's progress is formally reported to parents in 'simple English' reports twice a year. Because of the individual nature of each child's progress, these reports contain information about grades on an A - E scale, and, at parent's request, children within the program are not compared to each other.

#### POLICY DEVELOPMENT

Boys' Town has developed a policy framework consistent with the standards of the NSW Office for Children; The Children's Guardian ([www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)).

A number of Policies are publically available on the website [www.boystown.net.au](http://www.boystown.net.au)





## 5. THE UNITS' PROGRESS

### FLEMING UNIT

( Fr Bill Fleming, sdb, Director Boys' Town 1973-80)

2010 was a busy and exciting year for the Fleming Unit, both in the day and residential programs. In our day program we have covered a wide variety of themes, beginning the year with 'The Natural World', moving onto 'Is it worth the risk?' in Term 2. Term 3 saw us look at 'The Earth and Beyond' and we completed the year with a theme all about 'Survival'. This enabled us to study a huge diverse range of topics in all subjects and the students were exposed to a wide number of learning experiences.

Our Maths and English programs focused primarily on the needs of each student which meant covering basic skills all the way through to geometry, algebra and year 10 topics such as consumer arithmetic. English saw us study different books and films such as 'Tomorrow When the War Began' and 'The Hatchet' as well as studying different forms of media, having daily spelling tests and individual tuition in reading and comprehension.

With Science we were able to study several different areas, sparking a variety of interests in all the students. We looked at weather and recorded the weather patterns in Sydney over term 1, followed by investigating the human body in term 2 with a focus on the damage risky behaviour can cause. We visited the Museum of Human Disease so the students were able to see the physical damage dangerous habits cause. Term 3 saw us look at Space and the Universe, incorporating a trip to IMAX to watch a 3D movie about the Hubble Telescope and a visit to the observatory in the evening for some star gazing. We finished up the year studying survival in different environments, food webs and the design and building of bridges.

The day program was filled up learning various topics in HSIE, constructing woodwork projects in technology, learning to sew, printing t-shirts, studying Spanish and French, cooking food from around the world, writing and filming short stories, improving computer skills and having an introduction to musical instruments including a whole term of African drumming. And that's not even all.....

On a more physical level, the students developed their skills in a wide range of sports. We participated in workshops run by the Australian Rugby League Development team and took part in basketball, Oztag, soccer and tennis lessons. Every fortnight we had a full fitness training session at a local leisure centre with qualified instructors and a number of our students had formal swimming lessons and were able to master this vital life skill. Following a term of surfing lessons, the boys are now much more confident in the water and are able to read the surf properly. We had a term of learning circus skills, from juggling to walking on stilts to acrobatics and enjoyed several weeks of mountain biking on local tracks.

One of the things we enjoy doing most is getting in the bus and heading out on various excursions both in and out of Sydney. One of the most interesting experiences we had this year was going to the Youth and Road Trauma Forum, which is designed to teach Young people about the dangers on the road. It was an amazing day, although confronting at times, and really sent the message to our students about safety when driving. We visited the Powerhouse Museum, went on camps from the South Coast up to Nelson Bay and went to the theatre to watch the musical "FAME!". The residential carers took the boys Go-Karting, bowling and even squeezed in a trip to the Moscow State Circus.....it's a wonder we have had time to sleep!

And finally it is important to recognise that during all these amazing experiences the boys and their families have put a huge effort into their counselling, anger management, communication techniques and trying to restore their family units. Significant progress had been made in these areas and it has played an enormous part in the successful transition of several students in 2010 back to their homes and into suitable educational establishments.





### Quotes from Fleming Students 2010

*"The Fleming program has really helped me get more control over my anger and learn to like myself more. My life is definitely better than it was before I came here".*

*"My most memorable moment from Boys' Town so far is going rock-climbing. I've always hated heights but the staff really encouraged me to try and so I gave it a go. I remember thinking it was really cool but also really daunting... but now I am over my fear of heights!"*

*"My most memorable moment so far is going on the Dolphin Cruise. I had never seen dolphins in the wild before and it was mad to see them swimming in the waves from the boat".*

*"When I first started at Boys' Town I was really nervous and found it quite hard but the staff really helped me through this. Now I am much more confident and I have learnt heaps of new skills".*





## DUNLEA UNIT

( Fr Tom Dunlea, Founder Boys' Town)

In Term 1 our theme in Dunlea was *Water*. We did a variety of activities integrated into the theme to engage the boys in learning. In English the focus was on comprehension with the boys reading a novel about a boy who was afraid of the sea. Fishing was one activity which the boys really enjoyed. Integrating Science, PD/H/PE and Geography into the activity, boys learnt about different aquatic environments, the names of different fish and how to rig a fishing rod, bait a hook and cast. Learning another language is part of the curriculum with Spanish being the focus for the year. In Food Technology boys learnt to cook seafood with the focus on Spanish tapas. Life skills comprised of learning how to surf on a Friday morning with Cronulla Surf School. We took the boys on a camp to Bundeena where we planned a number of activities which they thoroughly enjoyed. We walked along the coast to Jibbon Beach to look at Aboriginal rock carvings and shell middens. We also organised a deep sea fishing charter for the day. In the residential unit the focus is on independent living skills. Some activities during the afternoon included kayaking, bowling, rock climbing, and much more.

In term 2 our theme was *On Course*. The theme was chosen to inspire the boys to choose the right course in their lives. English comprised of focusing on visual literacy, analysing picture books such as *The Rabbits* and *The Arrivals* by John Marsden. We tried to expose boys to numerous activities which they could continue which promoted healthy living and skills and interests which would help them cope with some of the outside pressures. This included introducing music into the curriculum with a guitar and percussion performance for the families at the end of the term. Some boys participated in music lessons outside school in the afternoons during the residential program. In life skills boys participated in NRL coaching sessions, as well as Kid Sports Program which is a mixture of different sports such as baseball, cricket, AFL and rugby league. In Social Skills boys learnt about anger management and depression. In Food Technology we continued with the Spanish Tapas theme with the boys going on an outing to a tapas restaurant to enjoy a tasty tapas lunch. The camp in this term involved staying at Bundeena and participating in horse riding, visiting the Tram Way museum, and completing team building challenges at the Sport and Recreation Camp at Stanwell Tops. In the residential program fitness and bike riding were the main focus. In term 3 our theme was *Create Your Destiny*. It was chosen to inspire the boys to think about their futures and realise that what they choose to do now will impact what their future may look like. In English they began to read the novel *Mao's Last Dancer* by Li Cunxin, with the focus on comprehension and expressing their personal opinions. Sexual Education classes were run in the PD/H/PE sessions to provide boys with information and education around a number of different issues. In Food Technology the focus was on preparing boys to cook a meal for a large group with the boys to cook dinner for the families during the end of term family night. Music this term involved learning to read music and play the recorder, with a performance on family night. Life skills involved the boys providing service to the community, with boys volunteering their Friday mornings to deliver food to people in conjunction with Sutherland Hospital's, Meals on Wheels Program. Camp in term 3 was visiting a sustainable living property in Goulburn called the Yurt Farm.

In term 4 our theme in Dunlea was *Rough Seas Make Skilful Sailors*. The theme was chosen to help the boys realise that hard work and dedication is needed to get through life, and although they may have gone through a lot in their lives already, they have acquired some skills in the process. We organised a sailing trip with Sailor With Disabilities where boys help to sail a yacht with people with disabilities through Sydney Harbour. Everyone enjoyed the day and they were amazed at how hard people with disabilities have to work to do normal things. Another day trip was organised to Cockatoo Island where boys participated in a historic tour and an art sculpture workshop.





Life skills again focused on the boys learning how to surf in conjunction with Cronulla Surf School. Camp in term 4 saw the boys staying in cabins at Lake Conjola and participating in a range of water activities from fishing, swimming, snorkelling and enjoying a day out on the boat with boys learning to knee board and ride and be towed by the boat on a float. The residential activities kept the boys very busy. Activities ranged from fishing, body boarding lessons and Oz tag each week.

## THE HART / MARGARET UNIT

*(Margaret Occiena, mother of Don Bosco 1788-1856)*

During term 1 of 2010 the HART unit were studying the Australian involvement during Vietnam war, the students worked to understand the political perspective at that time and used interactive source material to further their understanding. They visited the Anzac war memorial in Hyde Park and completed a research task based on the experiences they had there including conversations with some veterans. In an effort to achieve a more authentic experience, the students undertook a field exercise where they were required to use navigation, communication and camouflage skills to safely patrol through ambushes set by other members of the class. This took place in the National Park and whilst it could not recreate the gravity of the situation faced by the soldiers in Vietnam, all of the students and staff agreed that it was quite a nerve wracking experience not knowing when they would be suddenly ambushed.

During term 3 the students spent time studying different Australian communities to help them to gain a broader knowledge of the multicultural society that exists within Australia. The students were required to undertake field studies to compare and contrast the differences between a selection of areas in and around Sydney. One of the areas studied was in Cronulla where the students were not only required to gather geographical information to aid in a field work study, but also to take part in an interactive 'race' where they had to follow clues around the suburb to gain objects and information whilst learning not only about the area but also about team work and co-operation. During term 4 the students studied the book 'The Curious Incident of the Dog in the Night-time' a novel about a boy with Aspergers Syndrome that sets out to solve a murder mystery. The students really enjoyed reading and studying the novel and it gave them a chance to develop an understanding of a condition that affects many people within society.

In Design and Technology, the students built medieval mini - catapults, a scaled down model of the siege weapons that were used to storm castles in medieval times. They were required to develop an understanding of medieval life in Europe as part of their history studies and used various source materials to get a visualisation of life in a medieval castle. They then constructed the replica catapults under supervision and were able to test and refine the design process to construct a catapult capable of firing a small projectile over ten feet. Linked in with their Maths studies on area and volume in term 4 the students also undertook an exercise to construct cardboard boats big enough to hold at least one student. The students had to understand how they could spread their weight across the boat and the impact that the surface area of the boat will have on that. They also had to come to grips with the displacement that their boat would cause once it was in the swimming pool. The students built the boats in two teams and then were able to race them in the pool at Boys' Town. Needless to say, some students got quite wet.







The students of the HART Program have been engaged in life skills programs to assist them in many different ways. During Social Skills sessions this year students participated in various team building exercises and activities such as the 'Amazing Race', which required cooperation and communication between team members to reach the final destination or goal. Students worked in pairs and small groups during 'debating' sessions, where relevant social issues were addressed in an appropriate forum, and it was no surprise that the students enjoyed the opportunity to voice their opinion and be argumentative!

Students were also individually selected to participate in programs at the PCYC as part of the 'Empathy Program', which included workshops on; 'Managing life', 'Anger management', and 'How to maintain healthy relationships'. Students visited local youth and community centres to explore external programs and facilities available to young people in the community. Students learnt how to access a range of resources that could help them throughout their lives. Our class received a visit from the local police youth liaison officer and learnt about the effects and consequences of alcohol and drugs. Students got to experience and witness the effects of intoxication by attempting simple tasks such as catching a ball or walking the line whilst wearing visually impaired goggles, which was quite an eye opener for all students.

Another important life skills based program is our Food Technology program. We believe healthy and affordable eating is the way to go and we educate our students in creating healthy tasty meals on an affordable budget.

During our camps we focus on increasing our students' independence and abilities to work as part of a team. Students develop tolerance, trust and leadership skills whilst engaging in both indoor and outdoor team building activities. Over the year we ran two camps one at Mowbray Park, the students participated in whip cracking, damper making, horse riding, archery, spot light in the paddocks and many more fun activities. Our other camp was held at Bundeena, where we participated in water sports, we did a guided canoe trip around Maianbar, stand up paddle boarding at Cronulla, a spooky ghostly experience at the old Quarantine Centre and some late night games at the beach.

Work Experience — Our year 10 students work very hard at establishing skills in areas where they have an interest in working by attending work experience placements. We have loads of success stories from our work experience program where our students are offered employment due to the hard efforts put in whilst they are on work experience placements.

In MARGARET, the girls residential unit, the girls experienced weekly private jazz and funk dance classes in Wollongong with a professional dance teacher. They were shown jazz and funk styles from the 80s and 90s through to the present, leading towards choreographing their own short routine. The girls realised some hidden dance skills and enjoyed the company of their vibrant dance teacher Chelsea and her African drumming colleagues.

During the quiet more relaxing times, the girls worked on making their own bean bags and cushions, choosing their material and designs from Spotlight. We also spent some relaxing times walking about Cronulla beach and having picnics and BBQs, or simply just going to the local park for a swing.





## POWER UNIT

*(Fr Edward Power, sdb, Director Boys' Town 1964-1969)*

In 2010 the Power unit focused on committing to succeed and moving forward. This included becoming involved in a range of activities from extreme sports like rock climbing and surfing to gardening and building a chicken coop.

The first theme of the year, 'Committed to succeed', focused the boys on successfully achieving their desired goals. A number of the boys were about to begin the School Certificate, thus, the theme encouraged such boys to strive towards completion. In addition, a number of activities were organised that would challenge the boys and help to provide them with a sense of success. Power participated in a range of physically challenging activities including rock-climbing, paddle boarding, surfing and soccer and a number of boys found talents in sports in which they have never before experienced. Term 1's camp further added to the list of challenging activities with the boys engaging in horse riding – an activity which elicited the caring nature of some, and the adventurous nature of others. Power also succeeded in creating a flourishing garden filled with tomatoes and other delicious fruit and vegetables.

Term 2's theme was 'Honesty'. There appeared to be a lack of honesty in the group in their homes, with each other, and, at times, with staff. Power participated in an excursion to the Hyde Park Barracks where the boys were confronted with an impressive brick building in which convict men and boys were housed, clothed and fed.

In addition, the boys went to the gym at Sutherland Leisure centre each Thursday and enthusiastically engaged in swimming laps, using the cardio equipment and using the weights in the weight room.

Throughout Term 3, the theme of 'Moving Forward' involved the beginning of the building of the chicken coop – which ended up being a chicken palace. The Power boys worked together to design and construct the monstrous project which demonstrating an ability to move forward with the concepts of maths, geometry and design and technology they had gathered throughout the year.

Term 3 also saw the boys go on a camp to Dubbo. Here the boys visited Western Plains Zoo, experienced a guided tour through the old Dubbo Jail, learnt new skills like archery and kayaking. One of the more challenging activities on camp was the high ropes course in which all of the boys excelled.

Power also focused on healthy eating, and, with that, went an experiment regarding the preservatives in some of their favourite Friday afternoon meals – McDonalds and KFC burgers. A fresh burger was also made to further emphasise the effects of preservatives vs. no preservatives (for those of you wondering, the McDonalds burger did not change in the slightest over a period of eight weeks).

Finally, Term 4 saw the majority of our boys completed their School Certificate, or finish the program. Thus, the theme of 'Effort to the end' seemed appropriate. The Year 10 boys were taken out to lunch at Centre Point Tower in order to celebrate the completion of a long year of hard work and dedication. The view from the revolving restaurant was spectacular, a truly amazing experience for the boys leaving with





## 6. IN THE BOYS' OWN WORDS



*'My most enjoyable memory at Boys' Town was meeting so many wonderful people, men and women. When I first came to Boys' Town I was shy and didn't know what to do. All the staff were great. I started in July. The reason I chose this memory was because when I started I wasn't so happy, I was scared for my safety but my family said we won't let anything happen to you, but I still wasn't sure if it was safe or as good as they said it was. When I first started I was a bit scared but that was only because of my past, but I know deep down the staff were different.'*

- 'The best memory I've had here at Boys' Town is when I got locked up and kept getting into trouble all the support I had from everyone was really good, because even though I acted like a little pest, they never gave up on me every time was going through a hard time. Just because you fall down in life doesn't mean you can't get back up.'*
- 'The people that were there the most for me were two staff members, because they were the two I talk to the most, and they were always there no matter what. And I thank them both for everything, because at most times they could be at home with their families but most of the time they're here helping us.'*
- 'The best part at Boys' Town is when we go on camp, because you get time away, and have good experiences most kids like us never get.'*
- 'What I enjoyed in Boys' Town Resi was body boarding, it was great fun at Cronulla Beach in the waves. Resi is really fun. The day unit is really fun too, when we play basketball on the courts, and swimming in the pool. I like body boarding because before I could not swim and now I can. I didn't want to go in the water and now I can enjoy it.'*
- 'My best memory this term was becoming closer to my class mates. But it was probably breakdancing and I stopped breakdancing when we got to the advanced stuff. Through this I was able to get into it. Miguel was our break dance teacher, he flew all the way from America to teach us for a whole term. I enjoy the loving and caring environment that Boys' Town provides to all that are present.'*
- 'The thing I liked the most was body boarding. I liked that the instructor would help us get waves, I liked the way it helped us improve our swimming. I think it's a good skill to have. I also liked horse riding because if I didn't come to Boys' Town I would never learn to do that skill.. I would thank Boys' Town because I come from a family that could not afford that and I also like how when I came to Boys' Town I could not cook, make a bed and I would not clean up at home and now look at me. I can cook, I can make a bed and I'm starting to help at home, so I say thank you Boys' Town.'*

*'Thank you for letting our son have the opportunity to attend Boys' Town. It has been a life changing experience for everyone. We are grateful that he can continue attending with the HART day school next year.'*

*Mother 2010*



# 7. AT WORK & PLAY





## 8. Fr TOM DUNLEA

By the accounts of those who knew him Father Dunlea was a dozen men in one, the closest thing to a saint many had ever met. Tall, handsome and attractive to women, he was a gifted speaker, a skilled marketing man, a hopeless alcoholic, charismatic, charming, compassionate, the poor man's Robin Hood - a man who would arrive home missing his boots, his coat, his clerical garb. They'd been given to people he met on his travels—someone he believed needed them more than he did. As John McSweeney writes in his memoir of Dunlea "A Welcome on the Mat", Dunlea was a man who could 'let go' of everything—even his good name.



Born in Tipperary, Ireland in 1894, Father Dunlea arrived in Sydney in 1920 as a newly ordained priest, to take up duties in Surry Hills, then one of the toughest districts in the city. Three Dunlea children immigrated to Australia (there were thirteen altogether!) - one was a publican, one was a policeman and one was a priest.

Father Dunlea had a talent for friendship. After 8 years in Surry Hills, he was moved to Rose Bay, where he knew the controversial Premier of NSW, Jack Lang. After some time in Hurstville and other Parishes, Enfield and Golden Grove, he was appointed to Sutherland as Parish Priest. The poverty he'd seen in Surry Hills was also in Sutherland, where some of the parishioners were living in caves and humpies. He quickly won their trust and was a special comfort to the homeless and the dying, with one woman entrusting her young son to his care.

With the whole country struggling to fend for itself during the depression, there were not many to help those who were too young and powerless to speak for themselves. Father Dunlea soon had an odd collection of teenage boys at his presbytery and a few 'swaggies' camped in the garden for good measure! Local councilors were afraid of the spread of infectious diseases, like polio and diphtheria, and evicted Dunlea and the boys and demolished the building. They went on the road with some of the animals that had shared their space - Father Dunlea, more than 20 boys, their goats, dog, horse, chickens and paraphernalia, stacked in wagons. Their destination was Sydney's National Park, where they intended to camp out until God and providence provided for them.

Spencer Tracy's film about Father Flanagan's Boys' Town in Nebraska had recently shown at the local cinema. Father Dunlea was inspired by it and saw the opportunity of appealing to popular sentiment for support. He invited newsreel cinematographers and press and radio journalists to watch them march from Sutherland to the National Park. It made front page headlines and gave wonderful publicity to draw attention to their cause. Father Dunlea did not make religion a basis for his support and the fact that the boys were from many different religious denominations drew many supporters, including George Nathan, a prominent Jewish bookmaker, who was one of the main supporters and fundraisers for Boys' Town. A public meeting at the Sydney Town Hall raised \$1000 and politicians, hoteliers and other prominent business people gave their support. With the Archbishop's approval, Father Dunlea started an Australian Boy's Town on seven acres of land at Engadine in 1940.

Australia was, as ever, a sporting nation, and weekly carnivals were run at the Sydney Sports ground to support Boys' Town. The carnival included car racing, trotting, cycling and midget car racing, all playing to packed houses.

By the Archbishops request, Boys' Town was run by the De La Salle Brothers, with Father Dunlea taking up residence in 1947 after resigning his parish. With Boys' Town in the care of the Salesians after 1952, Father Dunlea turned to others in need of help and with Dr Sylvester Minogue and Archiebald McKinnon: he was a pioneer of Alcoholics Anonymous, in time becoming chaplain of the Matthew Talbot Hostel for destitute. He died on 22 August 1970 at age 76.

**Article thanks to Terry Wright & Elizabeth Butel**

## 9. OUR THERAPUTIC APPROACH

Boys' Town works within both an educational and therapeutic context. The following document highlights the connection between the Salesian tradition that has characterised Boys' Town for 60 years and therapeutic good practice. It has been adapted from Don Bosco Services, a Salesian out of home care agency in Dublin, Ireland.

*"The young must not only be loved , they must be able to feel they are loved" (Don Bosco)*

We place the young person at the heart of the Don Bosco community, encouraging and enabling them to grow towards their innate potential.

Don Bosco, being a man of Christian faith, saw life and young people from a Christian perspective. He believed in the innate goodness and dignity of every person, made to the image of God, unconditionally chosen and loved by a God who is love. We strive to build a community that recognises and promotes the rights and dignity of each person both in terms of their humanity and in the Christian understanding of the person.

Salesian Ethos Approach	Therapeutic Community Approach
<p><b>Proactive Presence</b></p> <p><i>"Every staff member should make a point of getting to know the young people in their care, of informing themselves of their previous history and should show themselves to be their friend". (Don Bosco)</i></p> <p>We engage with each young person from the moment they enter our care, getting to know them, building on their interests, engaging them in activities and games, inviting them into a relationship of trust while recognising and planning for the challenges this brings.</p>	<p><b>Opportunity Led Work</b></p> <p><i>"The relationship provides the very fabric of the community, creating a culture of open exchanges, questioning, debate and enquiry concerning personal experiences so vital to the recovery and development of extremely troubled young people". (Ward 2007)</i></p> <p>We try to be emotionally available for young people at all times. We give time and energy to tuning into and trying to understand the young people, so that they may understand themselves.</p> <p>We seek to use daily interactions to create and respond to opportunities to engage with them in ways that promote healing and growth.</p>
<p><b>Family Spirit</b></p> <p><i>"Young people are the most precious yet vulnerable part of society"</i> Don Bosco</p> <p>We work to make each of our units a setting which is warm, friendly and respectful, that nurtures a sense of belonging, offers security, builds positive relationships marked by empathy and respect and promotes opportunities for genuine engagement between the young person and those involved in their lives, especially their own families.</p>	<p><b>Community/Belonging</b></p> <p><i>"Everyone has a basic human need to belong, to be in a place where they matter and feel wanted".</i></p> <p>We strive to help the young person to attach themselves to the unit so that for the first time they may begin to trust and leave behind any sense of alienation.</p> <p>We use meetings to involve young people in decisions about the unit and their lives.</p> <p>We believe that relationships are at the core of the work in helping young people achieve emotional and personal growth.</p>



<p><b>Reasonableness</b></p> <p><i>"Educators should be convinced that young people are intelligent by nature, and can recognise the good that is done to them personally, and at the same time they are gifted with good hearts which are readily open to gratitude"</i> Don Bosco</p> <p>We accept young people as they are. We explain clearly the reasons behind the rules/ boundaries, our requests, demands, expectations, motives and plans while respecting the young person and their opinion even when it is different. There is no place here for harsh rules, harsh punishments or threats, even in the face of the most challenging of behaviours.</p>	<p><b>Participation / Empowerment</b></p> <p><i>"Through the responsive process of democratic inclusion the therapeutic community provides an environment in which the young people can begin to rebuild themselves as agents in their own lives, and thereafter citizens of the world beyond"</i></p> <p>We believe that open and honest communication is at the heart of the approach taken in our work with the young people and with each other.</p> <p>We actively seek to involve the young people as much as possible in all aspects of living, through consultation, interdependent responsibility for decision-making and helping them to take responsibility for their actions.</p>
<p><b>Loving-Kindness</b></p> <p><i>"The practice of the Salesian Preventive System is all based on the words of St. Paul, who says: Love is patient, love is kind... it bears all things,, hopes all things... endures all things"</i> (Don Bosco)</p> <p>We accompany the young people with care and understanding based on their needs; an acceptance that facilitates the young person's confidence; a relationship that instills a sense of inward security and supports his growth as a human being.</p>	<p><b>Safety / Containment</b></p> <p><i>"Enabling young people through encouragement, tolerance and support"</i></p> <p>We establish clear boundaries and limits with a view to enabling the young people to have a sense of order and structure in their lives.</p> <p>This setting enables them to experience their emotional distress as 'encouraged, tolerated and supported'.</p>
<p><b>Religious Belief / Faith</b></p> <p><i>"Jesus says: I have come that you may have life and have it to the full"</i> (Jn. 6:14)</p> <p>We accompany the young people with care and understanding based on their needs; an acceptance that facilitates the young person's confidence; a relationship that instills a sense of inward security and supports his growth as a human being.</p>	<p><b>Therapeutic Process</b></p> <p><i>"The therapeutic aim is to enable fragile young people to develop their capacity to manage themselves in relation to others and to be responsible for their own choices"</i> Tomlinson (2004)</p> <p>We aim to provide an atmosphere and ethos where change from within can occur. We pay attention not just to the young person's inner world.</p> <p>We believe by providing safe nurturing relationships, the young person can begin to heal past hurts. Our hope is that this frees them up to grow and develop to their full potential.</p>

## 10. KEY ACHIEVEMENTS OF 2010

- Establishment of full time residential unit for girls.
- 5 year registration and accreditation as a school following Board of Studies inspection.
- Board approval to change trading name to the "Dunlea Centre, Australia's original Boys' Town."
- BER Building projects completed (Covered Outdoor Learning Area, 3 residential kitchens).
- Refurbishment of "Salesian Block" to accommodate girls' program.
- Commonwealth grant secured for refurbishment of Food Tech space.
- Eight students achieve the School Certificate.
- Tasmanian school Implements program based on Boys' Town's model and supervised by Boys' Town.
- Lease with St Vincent De Paul for use of hospital building signed.
- Old Boys' online newsletter published quarterly.
- Research data on program outcomes presented at ACWA Conference (Sydney) and "Mind the Gap" youth conference (Strathclyde University, Glasgow).
- Consolidation of collaborative relationship with Dept. Community Services, including regular contract and operations meetings, participation in contract design workshops, child protection reforms and visits to CEC.
- Opening of Covered Outdoor Learning Area by Senator Michael Forshaw.
- Establishment of relationships with similar Salesian programs in Ireland and Malta.
- Ongoing contact with local Church and service groups including VIEW and Legacy.
- Staff training in fire safety completed.





# 11. EVALUATION

## RESILIENCY SCALES

This is the second year we are able to report on the resiliency scales of students that are tested on entry and after 6 months into the program.

The scales are a useful tool in both demonstrating the effectiveness of the program as well as identifying areas of strength, change and improvement. The tables below show pre and post scores across all domains.

	MASTERY			RELATEDNESS				REACTIVITY		
	OPTIMISM	SELF EFFACY	ADAPTABILITY	TRUST	SUPPORT	CONFORT	TOLEANCE	SENSITIVITY	RECOVERY	IMPADMENT
<b>PRE SCORE / 20</b> (mean = 10)	7.2	7.2	5.9	7.4	8	8.1	6.5	9.7	9.2	11.7
<b>POST SCORE / 20</b> (mean = 10)	10	7.7	8.7	8	9.6	8.1	8	10	9.6	12
<b>% CHANGE</b>	40	7	47	8	20	0	23	3	4	3
<b>PRE &amp; POST NORM REFERENCED % RANKINGS</b>	15-45	23-35	18-28	10-28	18-35	30-48	18-36	45-45	63-48	70-64

	RESILIENCE			T SCORES	
	MASTERY	RELATEDNESS	EMOTIONAL REACTIVITY	RESCOURCE	VULNERABILITY
<b>PRE (mean = 50)</b>	38.9	41	52.7	39	57.2
<b>POST (mean = 50)</b>	46	43.8	54.7	45.1	54.3
<b>% DIFF</b>	20%	7%	4%	16%	3%
<b>PRE &amp; POST NORM REFERENCED % RANKINGS</b>	15 - 33	15 - 33	48 - 52	14 - 33	80 - 60

While caution needs to be exercised in interpreting data, especially data from small sample groups, a number of issues can be extracted from the data.

The information gathered from this tool is also used to inform individual case plans. It remains a challenge to make best use of the data within day to day operations with individual clients.

In 2009 "trust" scores on entry were very low (av 5.6) and improved significantly (7.9). In response Management has developed a deliberate strategy to attempt to develop levels of trust early and through the enrollment and intake process, prior to the administration of the resiliency test. This may account for an increase in the trust pre program score, though the post program trust score shows no overall improvement to 2009 scores.

Once again improvements in mastery skills (especially optimism and adaptability) are outstanding.

These practical outcomes further endorse both the strategies used in the program and the theoretical base on which it is built.

The pattern in the 'sense of relatedness' scales is also encouraging. The 'pre program' scores are generally higher than 2009, again perhaps reflecting some changes in emphasis prior to administration of the tool.

As with 2009, the 'emotionally reactivity' data provides interesting information about our clients. It appears more likely that our clients have 'normalised' inappropriate behaviour and need to learn what is appropriate. Nevertheless, they recognise that their behaviour impairs their relationships and recognise the need to learn and to change. It may also be that with better mastery skills developed in the program Clients have a clearer understanding of their reactions, therefore making their post scores more reliable as the tool is completed by more informed individual.

Overall the 't' scores show little change from 2009. Boys' Town clients score very high in their vulnerability. The evidence shows they are a very vulnerable group with few resources to deal with their vulnerabilities. The Boys' Town program provides them with identifiable skills and resources to reduce their vulnerability, thereby improving their resilience.

#### ACHENBACH RESULTS

Clients are pre and post tested using the Achenbach assessment system. The Achenbach identifies a number of domains on which inappropriate behaviour may be displayed.

In 2010 all students registered in the clinical or borderline range in more than 1 domain on entry.

The table below shows the percentage of participants who began in the clinical or borderline range and showed improvement during the placement. The data shows significant gains made during the program.

Where behaviours are external (aggressive, rule breaking) overall participants reported a median 10% improvement of the problem. Similarly where issues were internalised (thought problems, anxiety) the median improvement was 12%. These are slightly better improvements than in 2009.

DOMAIN	% WHO IMPROVED	% WHO RETURNED TO NORMAL RANGE
ANXIETY	71	43
SOMATIC	75	53
SOCIAL	92	31
ATTENTION	77	59
RULE BREAKING	72	70
AGRESSIVE	73	41
INTERNAL	70	35
EXTERNAL	83	37
TOTAL	75%	41%

100% of participants began with a clinical / borderline behaviours 'externalised' score, while 80% presented with clinical or borderline internalised behaviours. During the program 73% of behaviours indicated registered improvement.

The most common clinical/borderline behaviours were "aggressive" behaviours with behaviours associated with anxiety, social problems, attention problems and rule breaking behaviour and rule breaking also significant.



## 12. FINANCIAL STATEMENT 2010

Recurrent Income	\$ 3,862,256
State Government	\$ 1,389,586
Commonwealth Government	\$ 1,099,046
Catholic Church	\$ 140,000
Donations & Bequests	\$ 765,161
Investment Revenue	\$ 296,228
Other	\$ 172,235
<b>Recurrent Expenditure</b>	<b>\$ 2,690,485</b>
Program expenses	\$ 1,453,690
Wages & Salaries	\$ 805,621
Repairs /Maintenance	\$ 145,597
IT /Communications	\$ 35,924
Admin /Finance /Insurance	\$ 150,064
Other	\$ 99,589
<b>OPERATING PROFIT</b>	<b>\$ 1,171,771*</b>

\* This unusually positive result is largely due to receipt of Building & Government grants, and additional one off bequests

### 12a. Directors declaration for the year ended 31 December 2010

In the opinion of the Directors:

1. The financial statements and notes of the company are in accordance with the Corporations Act 2001, including:
  - (a) giving a true and fair view of the financial position as at 31 December 2010 and performance for the year ended on that date of the company; and
  - (b) complying with Accounting Standards and Corporations Regulations 2001; and
2. There are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

### 12b. Independent Audit Report

**Auditor's opinion:**

In our opinion the financial report of Boys' Town Engadine is in accordance with the Corporations Act 2001, including:

- (a) giving a true and fair view of Boys' Town Engadine's financial position as at 31st December 2010 and of its performance for the year ended on that date; and
- (b) complying with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Regulations 2001.

Kevin F Jones FCA

Chartered Accountant

## **12c. Auditor's Independence Declaration under section 307C of the Corporations Act 2001**

I declare that to the best of my knowledge and belief, during the year ended 31 December 2010 there has been:

- i) no contraventions of the auditor's independence requirements as set out in the Corporations Act 2001 in relation to the audit, and
- ii) no contraventions of any applicable code of professional conduct in relation to the audit.

Kevin F Jones FCA

Chartered Accountant

## **12d. Notes to Financial Statements for the year ended 31 December 2010**

### **(a) BASIS OF PREPARATION**

The financial report is a general purpose financial report, which has been prepared in accordance with the requirements of the Corporations Act 2001 and Australian Accounting Standards. Boys' Town Engadine is a reporting entity because in the opinion of management, it is reasonable to expect the existence of users who rely on the entity's general purpose financial report for information that will be useful to them for making and evaluating the decisions about the allocations of resources. The financial report has been prepared on the basis of historical cost and, except where stated, does not take into account changing money values or current values of non-current assets.

### **(b) STATEMENT OF COMPLIANCE**

The financial report complies with Australian Accounting Standards, which include Australian equivalents to International Financial Reporting Standards (AIFRS).

## **13. BOARD OF DIRECTORS**

### BOYS' TOWN BOARD DIRECTORS LIST 2010

- Mr Michael McDonald, Chairman
- Fr Peter Carroll
- Fr John Usher, OAM
- Mr Jim Harkin, Secretary
- Mrs Jan Forshaw
- Mr Michael Krawec
- Mr Chris Lonergan
- Mr Peter McGuinn
- Ms Anna Dickinson
- Mr Peter McDougall, Treasurer

### **BOYS' TOWN MISSION**

**BOYS' TOWN MISSION IS TO PARTNER AND STRENGTHEN FAMILIES IN CRISIS BY PROVIDING THERAPEUTIC, EDUCATIONAL AND LIFE SKILLS SERVICES IN RESIDENTIAL AND / OR DAY PROGRAMS WITH THE GOAL BEING THE PRESERVATION OF FAMILY RELATIONSHIPS**



## 14. STAFF PROFESSIONAL LEARNING & DEVELOPMENT

Boys' Town employs a range of qualified staff that make up its multidisciplinary teams. The leadership team includes members qualified in teaching, psychology, conflict resolution, ministry and finance.

There are five qualified teachers (all category 1), four counsellors, five life skills / social educators and eight residential workers. Eleven staff members hold post-graduate qualifications; six are graduates with another ten holding TAFE or equivalent qualifications related to their position. Six staff members are currently working towards improved qualifications in teaching or counselling. Average attendance rate of staff was above 95%.

Following previous engagement with international agencies involved in the wellbeing of troubled young people, Boys' Town continued to be involved in professional exchanges with a number of bodies including:

- Presentation of a workshop at the University of Strathclyde's International Conference 'Mind the Gap', in Glasgow Scotland.
- Presentation of workshop and professional dialogue with education and therapeutic staff at St Patricks Support Services, Sliema, Malta.
- Presentation of workshop and professional dialogue with therapeutic staff at Don Bosco Services, Dublin.
- Professional exchange with staff from Boys Town (Austin, Texas).
- Additionally, a number of professional development activities were undertaken for staff on site including employee induction, child protection training, therapeutic crisis intervention.
- Individual staff also attended professional development activities such as risk management, first aid, Solution Focused Brief Therapy, advanced group work, working with young people in crisis, Art Therapy, Drama Therapy, Dance, Circus Skills, Surf Skills, Austswim (instructors), abseiling, performance management, literacy and numeracy, indigenous education and boys education.
- The Boys' Town Strategy Plan 2006-2010, was substantially completed in 2010.



## 15. IN MEMORY

In 2010 another chapter of the early Boys' Town days under Fr Dunlea sadly came to an end.

On Tuesday 31<sup>st</sup> Aug, St George & Sutherland Shire Leader announced the 25<sup>th</sup> August death of :

**ANNE CUDDY ("ANASTASIA ELISA CUDDY [NEE MACINANTE])  
LATE OF BEXLEY,  
AGED 94 YEARS.**

Anne, you might recall her (as "Anne Cuddy") being mentioned in the early history of Fr Dunlea's Boys' Town. Anne was a 7 year old child when she and her parents (parishioners of St Michael's Hurstville) first met Fr Dunlea when he was initially Assistant and Curate at Hurstville from 1929 to 1933. She was 24 years old in 1940 and was a great helper and supporter of Fr Dunlea and his BT, firstly at Sutherland BT, then during the Loftus tents saga, and finally at Engadine Boys' Town. She remained a firm friend of Fr Dunlea right up to his death in 1970.



In Fr John McSweeney's book "A Welcome On The Mat", Anne is mentioned several times. She was in fact one of the marchers in that famous "Grand March" on 17<sup>th</sup> July 1940 from BT's Glencoe Street Sutherland premises to the Loftus tents! Anne went on to become BT Engadine's very **FIRST** secretary in late 1940.

On Pages 59-60 of "A Welcome On The Mat" it notes:-

*"In the meantime, the new town was beginning to take shape in Engadine. Dunlea had succeeded in attracting former religious brother, a Mr Duffy, to Engadine as his first trained teacher with Anne Cuddy (nee Macinante) as secretary. Anne, who knew Dunlea when he was curate in Hurstville, remembers getting the 7a.m. train from Hurstville to Sutherland. From there on the two-car rail motor to the tiny Engadine Station and then across the paddocks (where Woolworths is now located) to Boys' Town.*

Boys' Town acknowledges her part in Boys' Town's history.

Courtesy of Ron Delaney

*"I am writing to express my gratitude for the significant level of support that you provided one of our students. The highly effective program of intervention that Boys' Town delivered to both him and his family is truly inspirational.*

*He has returned to College as a student who is now fully engaged and motivated to achieve his learning potential and contributes positively to our school community. All staff here are amazed at how far he has come. The improvement in his behaviour is a testament to the programs that Boys' Town offers.'*

School Principal 2010



# 16. SUPPORTERS

Boys' Town would like to express its thanks for the ongoing support it receives from the community. It is only with your continued support that our work can continue.



Also many thanks to:

Z Long, Mr T J Wright, John Nolan, B J O'Brien, R C Romer (ongoing), P A DeBaun, L N & L M Wilcox, H Savage, A Holland, E Svenne, H J Dixon, M Speakman, Muronga Pty Ltd, Engadine Newsagency, Ecosave Pty Ltd, Salesian College Chadstone, St John Bosco College Engadine, Maltese Past Pupils of Don Bosco, Convent of Mercy, Beswick Family Fund, Lord Mayors Charitable Foundation - Patricia Cosh Trust, United Way, ERE Resch's Estate, Estate Late Mary Kearney, Estate Late Lily Ryan, Francis William Harris, Est. late Willam Tootill, Est late Lily Ryan, and also to anyone who has contributed in any way to our work with troubled children.



"I would like to thank you for welcoming me into your agency. Boys' Town is an amazing organisation and this program really makes a difference in these young kids journeys through life. I hope to see you soon and hope that this amazing work can continue."

Tertiary Student after 4 month placement

