



# DUNLEA CENTRE

AUSTRALIA'S ORIGINAL BOYS' TOWN



## ANNUAL REPORT 2011



"THE MUSIC OF THE YOUNG SHOULD BE LISTENED TO WITH THE HEART  
AND NOT WITH THE EARS."

*DON BOSCO*





# SNAPSHOTS OF 2011



# ANNUAL REPORT 2011 CONTENTS

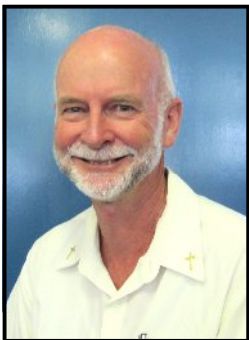
1. Message from the Chairman
2. Executive Director's Report
3. Our Programs
4. The Unit's progress 2011
5. The boys' stories
6. Brother James
7. Our Maltese friends
8. Our therapeutic approach
9. Evaluation
10. Staff professional learning & development
11. Financial statements
12. Key achievements
13. New Hospitality Centre
14. Honoured
15. Supporters
16. Can you help?



*“ Young people are the most precious yet vulnerable part of society”*

*Don Bosco*

# 1. A MESSAGE FROM THE CHAIRMAN



Fr Peter Carroll SDB

The Board continues to play a key role of oversight of Dunlea Centre's operations and planning. During 2011 some key documents were finalised and approved, especially the new five year Strategic Plan, which innovatively yet carefully moves Dunlea into the future, and a Dignity of Risk policy, which realistically acknowledges the typical lifestyles of our youngsters, whilst introducing skills of greater safety.

Responsible and proactive financial management is crucial to any organisation's ongoing viability. Thanks to the wisdom, experience and careful 'eye' of our Business Manager, Craig Bratton, good maintenance, development of physical facilities and better use of resources are all helping the Dunlea Centre and make the Board's oversight much easier.

The welfare basis of our resources has enlarged this year with a new partnership with the St Vincent de Paul Society, who have leased the old hospital to provide specialised crisis accommodation services. This sits well with our existing partnership with Sylvanvale Catering where a number of disabled people run a fine catering supply in the former large kitchen (and incidentally produce the best sausage rolls in Sydney).

Also nearing sign-off is a lease-licence between the Dunlea Centre and the key stakeholders who regularly use the large playing fields. This will see Sutherland Shire Council assuming responsibility for maintenance and upgrading of the playing fields which are used by many sporting groups within the larger community, whilst safeguarding first use by St John Bosco College during school time and the parish based St John Bosco Youth Centre after school hours. The Board recognises the responsibility to make sure Dunlea Centre receives due income from its physical assets and retains financial security for the future.

As Chair, I was also happily involved in a panel evaluating a Dunlea Centre outreach programme for disengaged students at our Salesian school in Glenorchy, Tasmania. Based on the HART unit, this programme is proving highly effective in assisting a number of adolescent boys and girls who otherwise had opted out of or were not succeeding in their secondary studies and peer or family relationships.

A key preoccupation for the Board this year was finding a new Executive Director to replace Jim Doyle who retired in January 2012 following seven outstanding years of leadership of Boys' Town—Dunlea Centre. The Board can only echo the gratitude of the many boys, girls and families who have benefited from Jim's wise, caring and proactive steering of the centre during these eventful years. Jim had the foresight and management skills to upgrade and extend many of the learning programmes and resources, as well as opening the doors to assist needy girls for whom no live-in facilities were available in southern Sydney. More than this, his person-centred amiability, together with a calm and other-enabling leadership style, have soothed and encouraged the best in both students and staff. It has been a privilege and a pleasure working with Jim and we wish him a long, happy and peaceful time of 'lighter duties'.

The Board was accordingly anxious that a future Executive Director would continue and build on Jim's established leadership style and, after a broad and careful search and selection process, was delighted to recommend Mr Paul Mastronardi for appointment by the Salesian Provincial. Paul brings with him a wealth of training and experience in leadership and the education of disengaged youth, and his warm and affable personality have already won the confidence of staff and residents.

The Board is therefore quietly confident at yet another transition time in the history of the Dunlea Centre - Australia's Original Boys' Town, that the centre will move from strength to strength, thanks in no small measure to fine leadership and a core of dedicated and skilful staff. We feel St John Bosco's insights and methods for the education of many of our neediest youth into honest citizens and good Christians are being implemented with practical imagination and proven success. We move confidently into the future.

***"I came to the Dunlea Centre as I was having troubles at home with my parents, I would sometimes not come home. I also needed a break and a fresh start at a new school. I only started recently but so far I have learnt to eat lots of fruit and vegetables & to drink plenty of water. Eating healthy gives you more energy during school and you feel better. Also I'm learning to help people more, doing chores and cleaning up after myself."*** Jess (student 2011)

## 2. EXECUTIVE DIRECTOR'S REPORT

After seven years, this will be my final report as Executive Director. I have been very privileged to occupy this role and I am very grateful to a host of people, too numerous to name here, for the support and encouragement they have given to our work with troubled youth.

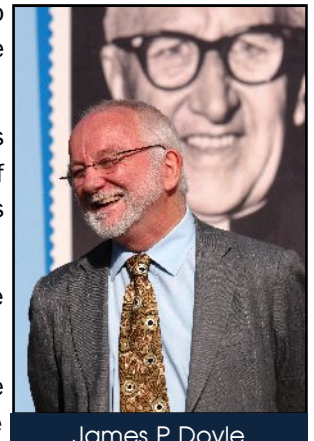
The report, as usual, provides an insight into the challenging work at Dunlea Centre. 2011 has been another successful year, and you will find evidence through this report of a model of intervention that works, that is operated by hard working and professional staff and involves challenges and commitment to change by clients and their families.

While the year itself has been successful, it is also worth noting trends that appear to have emerged over the past seven years. These include:

- A recognition that services are required for troubled girls, as well as troubled boys. While generalisations need to be made continuously, we have found many girls internalise problems and seek help only when problems and behaviours are ingrained, and nearly too late for change.
- The 'new' troubles emerging within a technological age, where children are connected to social networks almost all the time. We have found children's access to computers and mobile phones often, irrespective of their benefits, is accompanied by a barrage of sexting and cyber-bullying through sites like Facebook in a way that is very destructive. This phenomenon seems almost out of control and is certainly a challenge for any society that wants to protect children from serious abuse.
- Changes to the structure and nature of families whereby they are less characterised by blood relationships and more by broader living arrangements. This new reality challenges society to examine its assumption about families, especially as the family remains one of the core foundations of society.
- An apparent increase in the levels of sadness and despondence in the children we meet. No longer is our role a relatively simple process of behaviour modification, but increasingly we seem to be dealing with children without hope whose behaviour is associated with despair and more complex psychological needs.

As I leave this role, I am acutely aware of the troubles facing many young people. Too many of them have learnt to distrust adults. Too many have lost hope in their ability to control their own destiny. As a result of abuse, illness, trauma, grief, loss and a range of other pressures on families, too many children experience life as a 'vale of tears', instead of an exciting adventure.

While the challenges associated with this situation will continue to be addressed by the Dunlea Centre and other community groups, our society must develop better ways to ensure all Australian kids have opportunity to experience a 'fair go', something missing from the experience of too many children today.



James P Doyle





## 3. OUR PROGRAMS

Dunlea Centre - 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, and 1 residential unit 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**

Dunlea Centre - 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, Dunlea Centre - 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**

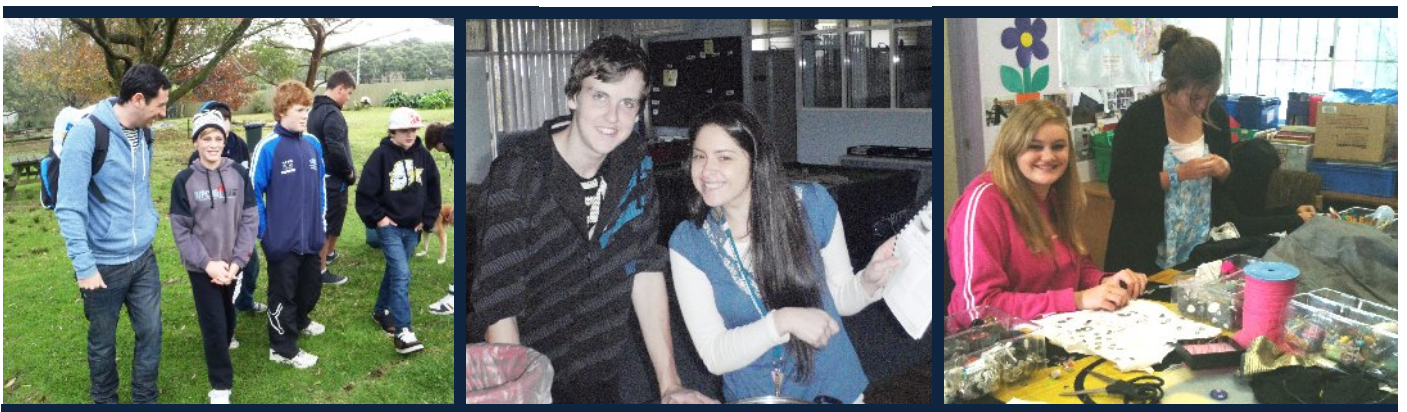
Within a few weeks of commencing at Dunlea Centre - Boys' Town the staff arranges a meeting with the family, at which a Case Plan is prepared. This involves developing specific plans and strategies to achieve the goals the family has determined in consultation with the child and his family /carer, and 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 DUNLEA CENTRE - BOYS' TOWN**

Children arrive at Dunlea Centre - 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 2011, educational, therapeutic, 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 and music lessons. In addition students participated in programs prepared by Meals on Wheels, NSW Animal Welfare League. They also visited many places including the Nan Tien Temple in Wollongong, a working sheep farm, the Space Observatory, Dubbo Zoo and Sydney Water.



Residential carers involve the boys in many life skills activities including food shopping, preparation of the evening meal, cleaning up and other household chores. They also organise activities that support the goals of the program, and compliment the day program theme for the Term. Some activities in 2011 have included photography, art and music workshops, and various sporting activities like skateboarding, biking and social group activities, social outings (eg. to the beach or the movies). Team building activities also form a solid 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. Also there is great emphasis 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 a variety of assessment forms (Achenbach & Resiliency Scales) at the beginning of the placement, and again after 6 /12 months. These indicators provide a measure as to how successfully the program is working for that student. Neale reading analysis assessments are also conducted with each student to determine each students reading ability. This helps in teaching students at the reading level they are actually at, as opposed to expected level of the age group.

In addition Dunlea Centre - 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**

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

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



*"When I first came to the Dunlea Centre I thought to myself "I cant do this, I don't want to be here", but now after a year I am still here, and I would love to stay for longer. We've had a lot of fun (student 2011)*



# 4. OUR UNIT'S PROGRESS

## DUNLEA UNIT

( Fr Tom Dunlea, Founder Dunlea Centre - Boys' Town)

### Term 1 – Everyday is another chance to make a change.

Term 1 saw the Dunlea Unit challenge the young people to make changes in their lives. This involved getting the boys to have different experiences, participating in activities they may not have tried before. One way we got them to do this was to encouraging them to learn an instrument and perform for the first time in front of an audience. Life skills involved the young people learning how to surf with Cronulla Surf School. D&T involved teaching the boys to sew by hand and using a sewing machine. Camp was another physical challenge with boys having to walk 27km from Stanwell Park to Bundeena.

In the classroom the focus was on change, creating better learners and helping the young people to gain better results. The boys studied "Call It Courage" by Armstrong Perry in English. In Science we focused on forensics: DNA, finger printing, testing blood etc. Geography the boys learnt about renewable and non- renewable resources. In History we focused on life in Australia in the 1920's and 30's.

### Term 2 – Resilience: That which does not destroy strengthens.

Term 2 we acknowledged the hardships the boys have endured in their lives and celebrated their courage and strength in a number of areas. In the classroom the boys worked hard to increase their literacy. We read the novel "Taronga" by Victor Kelleher. We visited the Blue Mountains where the novel was set to allow boys to make connections with the text. In Science we continued to learn about forensics where the boys had to investigate fictional crime. Geography focused on ecological footprints. History we studied Australia's involvement in the Vietnam War. Boys continued to learn the guitar and performed in front of family and friends. Life skills this term was bike riding. Camp was held in Bathurst at the Gold Fields Museum on Mt Panorama.

### Term 3 – Are you ready for the world and is the world ready for you?

Term 3 saw us preparing the boys for life after school. This involved a number of boys beginning work experience. Boys worked at animal shelters and brick laying sites. In life skills the boys had lessons about moving out of home. They learnt about what they needed financially and materially to be successful. In English we focused on what and how the media portrays young men. We read the novel "Rumble Fish" by S.E Hinton. Science we focused on the properties of light and sound. In Geography we learnt about Australian communities. History saw the boys learning of Australia's involvement in World War 1. Camp consisted of staying at Cataract Scout Camp where boys engaged in activities such as rock climbing, caving, flying fox and Challenge Valley, which is an army style obstacle course.

### Term 4 – What are your talents and interests?

Term 4 saw us focusing on assisting boys develop talents and interests. This involved exposing the boys to new experiences, and strengthening talents they already had. Life skills involved the boys learn to surf as well as focusing on risk taking and unsafe behaviours. Boys also learnt to play guitar and performed for family and friends. Camp consisted of camping in tents at Shoal Bay, and participating in activities such as quad biking, fishing, sand surfing and climbing a mountain. In English the boys read "Someone Like Me" by Elaine Forrester. Science saw the boys learning about electricity, acids and bases. In History the boys studied Australia's involvement in World War 2. In Geography, boys learnt about coastal management. We visited sand dunes in Cronulla, the blowhole in Kiama, and numerous headlands along the coast.





## Dunlea Residential

The main themes of the Dunlea residential program are focused on building life skills that enable the boys to deal effectively with everyday challenges in life and to make the right choices. In Dunlea the boys are encouraged to develop their knowledge, attitude and skills and apply these life skills in the context of; personal hygiene, health, financial management, and social skills. Some of the core life skills strategies that we encourage in the residential program include; problem solving, decision making skills, communication skills, self-esteem, anger management skills, interpersonal relationship skills and self confidence.



### ABOUT THE DUNLEA BOYS:

The boys are exposed to and encouraged to participate in a range of social and physical activities all within a supportive and structured environment. The boys in the Dunlea unit were asked the following question -

What do you like best about the residential program?

- *"I like that staff try to understand us and our opinions and give us a chance to say what we want. I also like the fact that staff are flexible in how they approach our behaviours and are flexible with the rules."*
- *"While at the Dunlea Centre I have experienced a lot of things for the first time in my life - first time on a boat, Go-Karting, camping, climbing a mountain and sleeping away from home. This makes me feel more independent and confident in myself."*
- *"I really like trying new things and all the fun activities. I also like the food and before coming to Boys Town I would refuse to eat vegetables but I have started to give it a go and try new food."*

## THE HART/MARGARET UNIT

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

2011 was another busy year for the HART day unit as we developed new and exciting programs for use with the boys and girls in the class.

**Term 1: Growing up in Australia** - The students started the year by looking at some of the challenges that they face growing up in Australia today. They studied the book 'The Outsiders,' and looked at the history of gang culture and the negative consequences that it can have for those involved. In Science the students participated in an investigation on how different types of foods can have different physical effects on the body, many of them quite negative. In History the students studied the causes and effects of the period of history known as the 'Stolen Generation' and how that has affected the experiences of those that were involved as they have grown up. They also looked at the reasons that led to Kevin Rudd making the apology to the Indigenous peoples of Australia, and whether they thought that it was the right thing to do. For Art this term the students looked at the construction of three dimensional artworks, and participated in making their own. They combined this with the task of studying the components of 'A Starry Night' by Vincent Van Gogh and went on to make their own versions of it.

**Term 2: Belonging to a Community** - The students looked at what it meant to belong to a community, and what responsibilities it can bring. For PE the students undertook a surf survival program, learning about the dangers that are present at the beach, and what they can do to minimize those risks. As part of this they took part in an ocean first aid component. In Geography the class studied the characteristics of different environments and communities around the world, and how they differ from ones that they have experienced in Australia. This enabled the students to develop awareness and a sense of civic responsibility about different communities. In Maths the students studied hard on individual programs around the use of fractions, percentages and decimals. There was a particular focus on making sure that the knowledge that the students gained in these studies could be applied to real world scenarios. The students also took part in a volunteering program that required them to increase their confidence, empathy and communication skills by helping with the local Meals on Wheels service for the elderly. The students found this to be a rewarding experience providing them with many good memories, and an insight into another generation.

**Term 3: Developing a Sense of Self** - The class worked on ways of increasing their own sense of individuality and empowerment. In History the students looked at the involvement that Australia had during the Vietnam War, and what effects it had on the people that participated in that time. The students had a presentation from some Vietnam veterans, who gave them insightful and often harrowing personal experiences that the students were absolutely captivated by. They were also challenged to put themselves in the position of a young person going to war, to see how they would feel about it and how they think it would change them. In English the class studied the book 'Taronga' by Victor Kelleher. They worked on understanding how a traumatic event had affected the young boy in the story, and how he was able to use the challenging events of the story to overcome the difficulties placed before him to become a stronger, happier person. During Science the students had a focus on practical investigations and how these should be properly documented so that appropriate conclusions can be made. The class also had to produce their own practical investigation and then undertake them with the necessary health and safety requirements.

**Term 4: Facing New Challenges** - With many of the students leaving the program to move onto new placements, it was decided that it would be beneficial to look at the skills necessary to overcome new challenges this term. In Geography the students looked at the effects of Australia becoming a predominantly urbanized environment, and what challenges this would hold for development in the future. This was combined with an interactive site study through the newly developed areas of Pymont and Ultimo in Sydney. During PE, the students participated in a swim\_skills program at the local leisure centre. For many of the students this was quite challenging, but all participated well and increased their swimming capabilities. The focus in Maths this term was on algebra and how this can be used to recognize number patterns which can then be used to develop mathematical skills. Again the students worked on individual programs during this time to meet their individual needs..





## The girls stories: in their own words

*'I came to the Dunlea Centre (Boys Town) because I needed a new fresh start in my education & needed to get my life back in order.*

*This year I have learned at the Dunlea Centre to try my best in everything & to learn how to behave.*

*The thing I most enjoyed was going to Palm Beach (where Home & Away stars). Also going shopping each Monday for our groceries for the week, and going to the Gym.*

*In the future I would like to be successful in my life and to also learn how to manage my behaviours; and maybe try and put effort in things I don't really like doing.'*

*Maddison 2011*

*"I came here in 2011 after a bad start to high school. I came because I wanted to make a new start with my education, and so I might someday get something good out of life. At first I thought it was like hell being here, but after one month I was really enjoying myself. We do things that no other school would do, for example we go to the beach to learn about wave currents and how the sand dunes were made over the years. We go on inspirational trips to the city to find out what Sydney was like in the 1920's to 2011, and we go places that educate us about life, instead of sitting in a class room and reading things out of a text book.*

*When I came here I didn't know much because the teachers at my other schools would give me a text book and expect me to know what to do, but here we get the full talk to help us complete our work with little trouble so we can get more done. That way we can get a good education and therefore get something out of life and get a job to support ourselves in the dramas that life throw at us.*

*Coming here has had its ups and downs ,but it has been really fun and the best part is that our lessons in the day will help us when we get our own life, like how to cook for yourself, how to cope with looking after yourself etc...*

*After being here for a year I have found out what I want to do when I leave school, It has given me the best possible start to life on my own. "*

*Grace 2011*



## MARGARET RESIDENTIAL PROGRAM

Throughout the year the girls within the residential program were involved in different activities.

During 2011 the girls went to a craft class weekly and spent time making a photo album. They enjoyed the craft class as they were able to use bling and shiny, sparkly materials to design their own photo album, which they were then able to take home with them. This gave the girls a real sense of achievement.

The girls also turned their skills to cooking and sewing. Once each week the girls went to a cooking class in Gynea where they would learn different skills like hygiene, cleanliness, food preparation, cooking food and safety in the kitchen. This enabled the girls to gain some important life skills in the kitchen, preparing them for independent living. The girls also got to eat whatever they cooked so this was an added bonus. The sewing class was hard work as the girls had to listen carefully and follow direction whilst sewing, to ensure their garments were sewn correctly. They all did extremely well and at the end had managed to make a pair of shorts, a skirt, a shirt and some pajama pants. The girls were so happy with the garments they had made that they performed a fashion show within the unit, which staff recorded and played to parents at our family night.

The girls liked to keep fit and exercise, so each week we attended a local gym where we had a personal trainer who set the girls different challenges. The girls made a good effort throughout the term and really challenged themselves. Some of the other activities we did throughout the year were swimming, playing pool, creating art work, going to the movies, tennis, bike riding, walking and lots more.

Great work girls!



## The Girl's Talk Program

The girls in the HART/Margaret program were quite aware that there was a negative stigma associated with attending a behaviour school, as all of them had experienced some form of bullying for attending a "special school".

Driven by this the girls developed a program called 'Girl's Talk' that set out to show the community that they were not "bad kids" and that they could do great things. It was decided they would create a car wash to raise money for the sick kids in the Children's Hospital at Westmead.

The girls worked extremely hard washing, cleaning, and polishing cars to raise \$300 for the charity. The girls used the money raised to buy Christmas presents for the 'Gift in Kind' program at the hospital, with the presents being delivered to the patients by Santa Claus on Christmas day.





## POWER UNIT

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

In 2011, the focus of the Power unit was on developing strength, tolerance and a sense of moving forward in life.

In Term 1, the unit started off the year with the theme of 'New Beginnings'. As it was the start of a new year and the start of the program for a new group of boys, the focus was on creating a sense of a new start. In English, the boys started on their journey by studying the first movie in the epic story of 'The Lord of the Rings'.

For camp this term, we visited some historical sites in Kangaroo Valley, to get a sense of the beginnings of colonial Australia. In addition to these visits, the boys were also given the opportunity to challenge themselves through horse riding and on the high ropes and flying fox at Berry Sport and Recreation Camp. Everyone accepted and overcame these challenges.

The term finished off with fire training at the New South Wales Fire Brigades training centre. Here the boys learnt how to put out fires and undertake search and rescue. At least one boy came away with a clear career goal in mind.

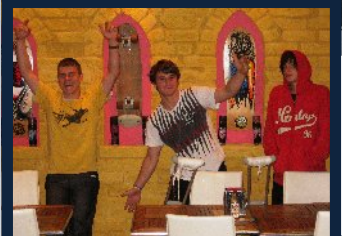
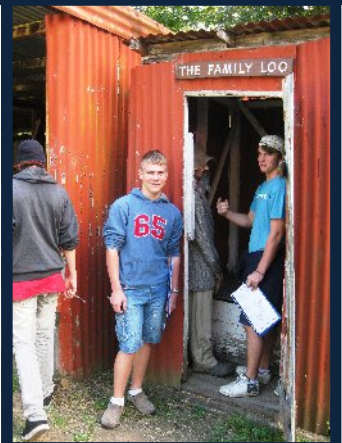
Term 2's theme was 'Positivity and Tolerance'. In the unit's social skills classes, the boys were taught strategies for positive anger and conflict management. In other areas such as English, Geography and History, the boys learnt about cultural differences throughout Australia and the world.

In Term 3, the theme was 'Powerful Me'. This theme was about the boys learning to recognise that they have an internal strength to overcome life's challenges. To this end, the boys were challenged physically, through a variety of sports, and mentally through the social skills and education programs.

For camp the boys undertook an adventure race in the Royal National Park, before attending Stanwell Tops Conference Centre to try their hand at a range of challenging team work activities.

The theme for Term 4, being the last for the year, was about the boys taking what they had learnt to date in the program and actively applying it in their lives. Thus, the unit's theme was 'Take it Somewhere'. In Food Technology, the boys had the opportunity to show off the cooking skills they had developed over the year by taking part in an in-house 'Masterchef' challenge. In the workspace the boys were also given tips and knowledge on taking their learnt skills to the workplace.

The year culminated in a challenging, yet successful completion of the Coast Walk, before a wild day white water rafting.





## FLEMING UNIT

(Fr Fleming, Dunlea Centre - Director Boys' Town 1973–1980)

Term 1 was an exciting term, with the theme 'Water'. It was action packed, with many water sports, and the boys discovered the need to be 'fluid' in their environment! Class subjects were geared to learn how water is used and consumed. PDHPE involved swimming lessons, surfing, kayaking, with the general sense to increase the boys' water awareness, confidence and safety. Camp was held at Bundeena, where the boys were immersed in a range of natural environments, such as bushlands, oceans, and rivers, with the aim of education and exposure.

Term 2 was an extension of the previous theme, with this term focused on 'Environment'. The class subjects examined environments that we live in, home setting and the impacts our environments have on us, and also the impact we have on our environments. The highlight of the term, by far, was Berry Sport and Rec. This camp encouraged boys to step outside of their comfort zone and push themselves to new found limits, in which they all succeeded.

The Community, which was the focus for Term 3, was one of the favourite and fun terms had by staff and students alike. Some would say we bit off more than we can chew, with the boys establishing a 'Community Café' run on a Thursday afternoon, which provided members of the local community with delicious cupcakes, cookies and the famous Mars Bar Slice. There was also an opportunity to have a coffee or cup of tea, all made and served by the boys. All proceeds (\$600) was donated to Jane McGrath Foundation! The idea behind this theme was to get a sense of the community and experience what we have, which is often taken for granted. Camp was city based, where we stayed in a hostel and got a real feeling for our city, Sydney. We were exposed to the positives, and the confronting realities, of our communities when we went for a tour in the Kings Cross areas with Westside Chapel.

Term 4 was all about overcoming personal barriers and realising our strengths, and potential to impact those around us. A perfect example of this was when we donated our time on a weekly basis to assist Wendy Whitely in maintaining her historical garden. Social skills classes focused on exploring and identifying personal strengths, and the support services available for young people in their area. Nelson Bay was the destination for camp where the boys were challenged in completely new and interesting activities such as quad biking, sand boarding, snorkeling and whale watching. These activities helped the boys gain confidence and new found self esteem.

Constantly throughout the year the boys have been involved in work experience to increase their confidence, communication skills and to give them a greater understanding of the work place environment, as well as the opportunity for mastery.

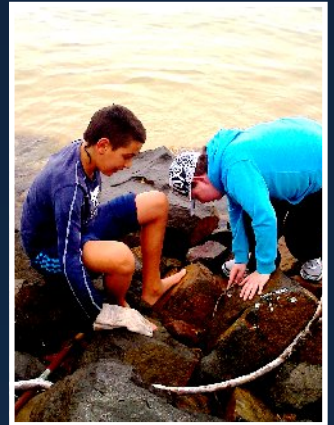
Another positive outcome of the year was seeing the boys moving on to bigger and better things through the hard work they put in during the time at the Dunlea Centre. There has been massive success in the school certificate. Great year!





# 5. IN THE BOYS' OWN WORDS

**"BEFORE I JOINED THE DUNLEA UNIT, WHICH I NOW CALL MY 2<sup>ND</sup> FAMILY, LIFE WASN'T PLEASANT. I STRUGGLED AT HOME WITH MY FAMILY AND AT SCHOOL WITH MY TEACHERS AND FRIENDS. I'D SAY I HAD MADE AN ENEMY EVERYWHERE I WENT. NOW THAT I'M AT THE DUNLEA CENTRE I HAVE IMPROVED A LOT. I HAVE A BETTER RELATIONSHIP WITH MY FAMILY AND FRIENDS, AND FEEL THAT THE PROGRAM HAS REALLY HELPED ME IN A LOT OF WAYS. I NOW FEEL GOOD ABOUT MYSELF AND AM AT THE MOMENT LEARNING ABOUT HOW TO CONTROL MY ANGER AND MANAGE PROBLEMS IN A BETTER WAY. AT DUNLEA CENTRE IT HAS BEEN MY FIRST TIME IN A LOT OF THINGS, SAND SURFING, QUAD BIKING, SURFING, CAMPING AND MANY OTHER EXCITING THINGS THEY HAVE ORGANISED. MY MOST MEMORABLE MOMENT WAS GOING ON CAMP AND DOING THINGS THAT I'D NEVER DONE BEFORE LIKE SAND SURFING AND QUAD BIKES. I THINK THAT BEING HERE HAS BEEN ONE OF THE BEST EXPERIENCES IN MY 13 YRS OF LIFE. "**  
**THANKS FOR READING!**



*"I came to Dunlea Centre because I had issues at home that affected me and might affect what I grow up to be. These problems needed resolving before it might get passed the point of wanting to be bothered to fix anything at all.*

*Dunlea taught me why things at home were so corrupt and how to fix them. It's really helpful to know what is happening and why it is so, then you can know how to fix it. Now I know the whole story, I also know how to change things around so that it could be better for everyone."*

*Most memorable moment I've had at Dunlea was going to Cronulla beach and learning how to surf. I've always wanted to go surfing but never got the chance until now. I've learnt so much and it's such a good experience."*



**"I came to the Dunlea Centre because things did not go so well at home, that is one of the things. I also had to go to Dunlea because things did not go well at school.**

**While I've been here I have learnt to trust the boys and I learnt to work with the staff.**



**I have also learned to eat more healthy. Also, have been doing my work so I have learnt more and more things about myself. The program has really help me understand my abilities in myself and that the program does work for me.....**

**My most memorable moment was when we went on camp. We went sand boarding, and it was so fun I wish that I could do it again and again. We had to do a lot of work to get there. I think that it was worth the work, I just really enjoyed it "**



## 6. BROTHER JAMES

*Adapted extract from Dunlea Centre - Boys' Town Engadine – A History (1940-63). Fr. E Cooper sdb*

January 1954 saw the arrival of Brother James Hamilton (whose association with Dunlea Centre - Boys' Town would span around half a century – by far the longest ever serving Salesian at Dunlea Centre - Boys' Town). Hundreds and hundreds of boys passed through Dunlea Centre, and all received a share of Brother James' care and kindness, and his wonderful Salesian influence, together with an exposure to that pernicious doctrine known as an 'St Kilda-ism'.

Brother James' main duties were to teach woodwork and, together with Brother Sweeney, look after the Hospital dormitory (that big building across the road could not be left empty, and so wards of the state were set up in comfortable dormitory areas).

Soon after school got underway for the year, a stir was experienced by the fact that the Queen was going to pass through Engadine on her way to Wollongong. Of course the Dunlea Centre - Boys' Town boys had to be in the crowd, and the optimistic Director, Father Ciantar, had a little boy primed to present her with a bouquet – never miss an opportunity was Father Ciantar's motto. There is no record as to whether the Queen's cavalcade stopped to receive the bouquet.

At the Salesian House Council meeting of March 11<sup>th</sup>, Brother James was additionally appointed Sports Master and Stage Manager, but it must be remembered that the George Nathan Hall was still the chapel and parish church, so Stage Manager wasn't such an awesome job. This reminds us, too, that Father Ciantar was also Engadine/Heathcote townships' Parish Priest and was not letting things slide in that area. He had been building a parish hall (since demolished, but was on the site of the present Woolworths store in Engadine) up on the Old Highway, a place for parishioners to gather and perhaps be the nucleus of a future school. This new parish hall building was blessed and opened by the Apostolic Delegate, Monsignor R. Carboni on March 21<sup>st</sup>.

In May, Father Scanagatta returned to the USA and Brother Gerard Remie arrived from India where he had completed his Philosophy studies. Brother was to take Father Scanagatta's classes, while Father Lowe was moved into the position of Prefect of Studies.

A couple of remarks culled from the House Council Minutes are interesting insights into life at Dunlea Centre - Boys' Town in those days. Apparently there was some question about showing films, but it was agreed that "films would continue and the best behaved boys would have an outing in the car with Father Ciantar". And Mrs Anderson, the laundress, would get a helper "so that boys wouldn't have to be in the laundry too much".

In October, the Minutes record that there was a possibility of the 'Salesian Sisters arriving on their way to their new foundation in Adelaide' and "to be made comfortable in an isolated section of the hospital". Nothing came of this alert, and it was to be a considerable time yet before the Sisters eventually did arrive – not to Adelaide, but instead to Engadine.

*Notes: Br. James Hamilton subsequently received an Order of Australia for his work with youth.*



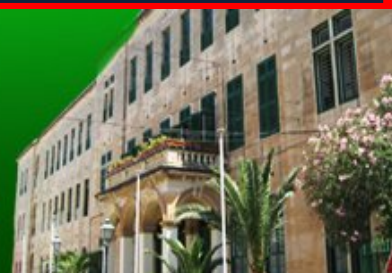


## 7. OUR MALTESE FRIENDS



*St Patrick's*

Salesians of Don Bosco, Sliema, Malta



*St. Patrick's Salesian School in Malta was founded in 1903, and has been entrusted to the Salesians of Don Bosco ever since. It was Sir Fons Maria Galea who built this place to serve as a home and school for those boys who need such services*

*Dunlea Centre has developed a relationship with St Patrick's School and Services in Malta. Sharing the same Salesian ethos, both organisations offer educational and therapeutic programs for vulnerable children. St Patrick's was founded in 1903 to serve as a home and school for vulnerable boys who need such services.*

*It services 80 boys, 30 of whom are also residents. It places great emphasis on mutual respect, spirituality, human formation and self expression through creative arts.*

*It uses a therapeutic approach that focuses on the child's attachment needs, highlighting the child's past experiences and how present care and educative experiences can address such needs. In addition to its teaching framework in the school, it has developed a trans disciplinary team consisting of a drama therapist, a gestalt psychotherapist, a counseling psychologist, an educational psychologist, a family therapist and a consultant clinical psychologist.*

*In 2011, the relationship expanded with two staff members from St Patrick's undertaking a two week placement at Dunlea Centre. Through this collaboration, staff from both organisations have been able to learn from each other. Results indicate the exchange is proving successful and will continue into the future.*

*Prior to this staff exchange, members of Dunlea Centre's executive had presented workshops via Skype and in person at various professional development activities in Malta. Further collaboration is anticipated, and some discussions with Australian Catholic University indicate the importance of continuing discussions on the values and ethos that underpin our similar work.*

*"The staff at Dunlea Centre - Boys' Town have been amazing. Without Dunlea Centre - Boys' Town, I'm not sure where my son would be today. He has matured enormously and is now able to understand and accept outcomes and consequences. Thank you."*

*Parent 2011*



# 8. OUR THERAPUTIC APPROACH

## Our Model of Support for troubled children and their families

Our program is informed on a theoretical level, by the 'Preventive' approach of Don Bosco, and the 'Circle of Courage' approach of US psychologist Larry Brendtro. These are summarised in the table and diagram following. Importantly, both these approaches begin with the belief that all young people can change for the better and promote an atmosphere of tolerance, acceptance, forgiveness and change. Too often, young people are incorrectly labelled as 'bad' kids. Yet, when treated with positive care and placed in the right environment, they flourish.

The Dunlea Centre - Boys' Town program is founded on eight planks. These planks are:

- (1) **Presence:** While young people are participating in the program, there is always a staff member present, participating in program activities, role modelling appropriate behaviour, relating and building rapport, directing, teaching and, most importantly, listening. Abilities, skills and needs are recognised in an accepting and non-judgemental environment.
- (2) **Preventive:** The preventive approach is founded on the belief that all young people can change. This means working with young people in a way that is gentle, patient, kind and forgiving and which values the skills of listening, relating and directing. Under this system, we avoid harsh punishments and instead stand beside students and encourage them, have empathy with them and help them to grow.
- (3) **Plan:** Staff, young people and their families work on agreed goals and from individual education plans that are developed through initial assessment meetings, case plan meetings and reviews. Strength cards are an important tool at these meetings, to ensure that there is still a focus on what a young person does well and how they can use their strengths to achieve their goals, rather than simply focus on what needs to change.
- (4) **Professional:** Staff work in multi-disciplinary teams covering the therapeutic, educational and welfare domains.
- (5) **Positive:** A positive behaviour management model encourages appropriate behaviour, outlines a set of clear behavioural expectations and responsibilities and respectfully but firmly addresses inappropriate behaviour. This is designed to help the young person become aware of, and responsible for, their own choices.
- (6) **Personal:** The Dunlea Centre - Boys' Town model focuses on individual needs and the goals of each young person's placement are unique to them. Young people voluntarily apply for placement at Dunlea Centre and individual plans are then formulated which target their specific needs.
- (7) **Parental Involvement:** The Dunlea Centre - Boys' Town program identifies, promotes and facilitates the development of whole-family strengths, including the parents' skills and relationship with the young person. Parent/carer involvement is an essential part of the program because it ensures that changes made extend to the home and, therefore, that they are more sustainable. Parents participate in fortnightly counselling, quarterly case plans, re-entry meetings as required and family night celebrations at the end of each school term.
- (8) **Play:** It is critical that young people get a chance to relax and have fun during their time at Dunlea Centre - Boys' Town and staff provide a range of recreational, sporting and leisure activities to fulfil this need. Through these activities, young people also develop important social and team work skills, communication skills, and develop a sense of mastery through learning new things and developing new skills.



Critical to the model is to operate in the ecological environment of the child; his or her home, school environments, peers and community. A child must be situated and understood in all of these contexts to work with them effectively and to achieve sustainable results. Program staff, for example, ensure that young people maintain links with their local community, continue to work on their goals at home, are supported in their transition back to mainstream (or other) education, and are able to establish and function well in their peer group. The multi-disciplinary approach offered allows access to more aspects of the child's ecology than a purely educational, welfare or accommodation support service can do alone. It is, thus, a truly wraparound model of service delivery.

The ultimate goal is for the 8 planks and the day to day elements of the program to work together to develop in young people a sense of mastery (competence), belonging (a sense of significance), independence (a sense of personal power) and generosity (a feeling of virtue). A child with a strong sense of these elements is likely to do well in society.

By applying the ecological 'whole of life' view to a young person's experience of these four domains, a matrix can be developed as follows (Table 1).

This matrix can guide the identification of needs, goals and areas to work on. It is useful because it offers a broad and multifaceted view of change, with workers supporting young people to make real change and progress across each of the four domains, in each of the four central spheres of their life. Importantly, Dunlea Centre - Boys' Town values a 'strengths' rather than 'deficits' focussed approach, meaning within each of these domains there is a focus on what is working, no matter how small it may be. The program then supports individuals and families to build upwards and outwards from those points.

Figure 1. The Ecological View Across the Four Domains

	Home	School	Peers	Community (inc Cyber Community)
Mastery (Competence)	<i>medium</i>	<i>good</i>	<i>poor</i>	<i>good</i>
Belonging (Significance)	<i>poor</i>	<i>medium</i>	<i>poor</i>	<i>medium</i>
Independence (Power)	<i>good</i>	<i>poor</i>	<i>medium</i>	<i>medium</i>
Generosity (Virtue)	<i>medium</i>	<i>medium</i>	<i>poor</i>	<i>poor</i>



# Elements of Don Bosco's Preventive Approach

**RESPECT**

**UNDERSTANDING**

**AFFECTION**

**HUMOUR**

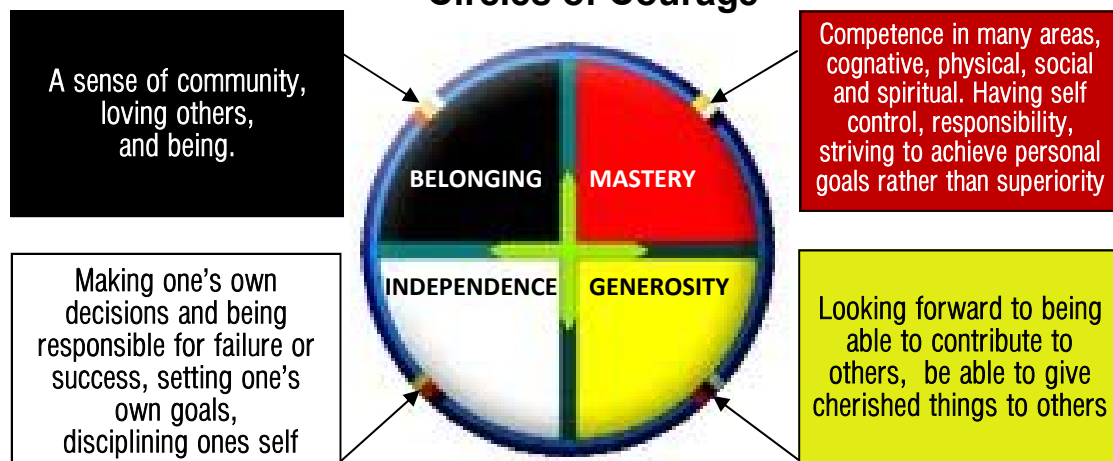
## At a basic level

Include all individuals without isolating anyone	Recognise faults as due largely to thoughtlessness	Make the first move towards the young – set the mood	Do not bewail the times
Correct privately to avoid public humiliation	Recognise the limits of young people in maturity / thoughtlessness	Find something to encourage and praise	Always correct with the hope of change and growth
Speak positively avoiding sarcasm	Be aware of what might happen	Use a quiet word in the ear	Celebrate achievement
Correct in quiet	Arrive ahead of the young people	Apologise to the young when at fault	Be cheerful
Correct when calm and never in anger	Be well prepared and set the atmosphere	Remember names	Allow spontaneity and genuine laughter
Build small groups that support those at risk	Defuse destructive situations by distractions	Let them know that you care	Reward groups for success in a public way
Be present with young people especially when you don't have to be there	Enter the world of the young go to meet them on their territory	Strive to inspire trust	Put individual failure into a wider more optimistic context
Protect the freedom of the young where possible	Vary your approach and offer variety to young people	Treat everyone equally without favourites	Identify and support those who are unusually sad
Provide a range of choices where possible for the young	Keep reflecting on experience	Use activities to build relationships	Always meet or leave the young with an encouraging word
	Make the rules clear and consistent		



RESPECT	UNDERSTANDING	AFFECTION	HUMOUR
<b>Engage the heart and spirit</b>			
Guard each individual's dignity	Be aware of your own weakness and strength of personality	Build a climate of emotional security in your work	Maintain an optimism about young people in general
Recognise and remember the unique story behind each person	Be able to listen to what is not said and see beneath the surface of the young person	Create a family spirit where the feelings and needs of others are recognized	Use support from colleagues to bounce back after problems
Recognise and value the cultural context of the young person	Reflect on young people's behaviour to search for patterns that reveal an inner life	Establish a relationship of care for individual youth at risk	Believe in the natural and spiritual resources within you.
Reflect on the gifts of each young person as a sign of directions to be explored	Identify where the common good is being built up or threatened by young people	Let young people know that you care about them	Meet life cheerfully as a way to maintain personal energy
Allow young people freedom to talk personally or to stay quiet	Reflect with colleagues to check your views on what is happening	Be able to talk about yourself personally but appropriately	Be prepared to laugh at yourself and what has happened
Work hard for the good of young people	Read the signs of the times and assess their impact on young people	Contain and reconcile aggressive behaviour	Count your blessings every day

### Circles of Courage



# 9. EVALUATION

Each year Dunlea Centre reports on a series of measures of program evaluation. We have adopted the evaluation framework of US accountability expert Mark Friedman. This framework groups performance accountability into three categories:

- How much service is provided?
- How will the service be delivered?
- Is anyone better off?

In this report, we have consolidated the data collected over the past 5 years. This is an approximate strategy as annual data from Dunlea Centre includes relatively small samples, whereas the consolidated data includes enough data to make judgments and observe trends.

The data shows a moderate increase in interest and engagement in our progress over the period. While the average number of appropriate enquires was 109 over the period, this number was lowest in 2005 (108), and highest in 2010 (126). Similarly, the number of families attending an information talk averaged 73 over the period, but ranged from 61 (2005) to 80 (2010). While the number of enrolments also increased from 32 to 36 over the period, the number of available places (24 in 2005 to 32 in 2010) also increased. So too did the average enrolment period which increased from 9 months for those enrolled in 2005 to 10 months in 2010.

Parental evaluation scores relating to how well the service is delivered indicate high levels of satisfaction. On entry, parents consistently rated all 7 indicators relating to the information provided and enrolment processes above 9 out of 10.

Further, and as an indication of a service with a continuous improvement agenda, 18 out of the 24 parental indicators received their highest score in the last two years, and 18 indicators received their lowest score in the first two years of the period.

Student evaluations also indicate excellent service delivery. Of 13 indicators, 10 receive an average score above 7.5. Further, of the three below this mark (individual work programs, small groups, formal counselling), it might be reasonable to consider if troubled adolescents possess an objective view of these strategies which aim to challenge individual comfort zones.

Of the four most effective strategies named by students (range of activities, helpful counselling, family involvement and knowing the consequences of behaviours), three achieved their highest rating in the last two years, again indicating an effective continuous improvement agenda.

## How Much Service

- *Intensive family preservation services for 36 families per year.*
- *Average enrolment period 10 months.*
- *Increased enquiries and enrolments of around 30% over five years*

## How Well is it Delivered

- *Parents score 21 out of 24 indicators > 9 out of 10. (Lowest indicator scores 8.3).*
- *Students score 10 out of 13 indicators > 7.5 out of 10..*
- *Most indicators show improvement over time.*



## IS ANYONE BETTER OFF?

- 75% improve their classification for problem behaviours.
- Average Mastery levels improve from low range to average range.
- Average relatedness levels improve from low range to average range.
- Significant resilience improvements in 15 out of 15 indicators.

### Evaluation Summary (Friedmans Model)

In determining if anyone is better off, five indicators are used, including:

- Pre and Post testing using the Achenbach behaviour checklist tool.
- Pre and Post testing using Harcourt Resiliency scales.
- Parental and student evaluations on completion.
- Literacy and numeracy improvements in the program.
- Follow up surveys (conducted every three years), to determine if improvements are sustained in the long term. Such a survey was not undertaken in 2010, with the previous survey indicating 75% of former students engaged in full time school, work or TAFE two years after the intervention.

The Achenbach scale classifies a range of behaviours as clinical, borderline or normal. Virtually all students enter the program with a number of 'clinical' behaviours, generally associated with a mental health diagnosis.

The table shows a significant shift from both the clinical and borderline ranges towards the normal range.

Clinical Behaviour at Start	Borderline Behaviours at Start	Clinical Behaviours on Completion	Borderline Behaviours on Completion
329	294	152	189

About 75% of clients show measurable behaviour improvements, placing them in a new behaviour category closer to the norm (i.e. either from clinical to borderline or normal, or from borderline to normal). It should be noted this is a conservative figure as many students may improve behaviour, but to a lesser extent than is required to change their classification category.

We now hold three years of data relating to the development of resilience. This tool has become quite important in assisting us target certain issues when developing each child's individual plan.

The results show a highly vulnerable clientele on entry with 8 out of 11 scales related to self belief and positive relationship building scoring more than 1 standard deviation from the mean. In a 'norm' referenced population this places the average client in the bottom 15% of the population on entry. All indicators are in the low range on entry.

On exit significant gains have been made with all indicators within the average range, indicating clients leave the program with levels of resilience, comparable to most people in the population, though they remain below the control group selected because of their "untroubled background".

The program emphasises the importance of mastery and the emphasis on skills development is believed to be a significant factor behind the major improvements in resilience. Similarly the emphasis on relationship building, both within and beyond the family also appears to be a major factor in resilience development. The data also indicates client's view of their reaction to emotional triggers, is significantly different to the view of observers.



Whereas clients on average see their responses within the average range, observers classify clients reactions as highly volatile. One can speculate about the reasons for this, ie, has extreme behavior been normalised or are they characteristics of this generation? The data does show a significant reduction in emotional reactivity, again indicating a very positive aspect in improving client resilience.

	PRE SCORE AVERAGE	POST SCORE AVERAGE	NORMAL GROUP AVERAGE	NON CLINICAL CONTROL AVERAGE
<b>SENSE OF MASTERY</b>	40.0	46.3	51.1	53.7
<b>OPTIMISM</b>	7.4	9.5	10.7	11.0
<b>SELF-EFFICAY</b>	7.4	8.5	10.1	11.0
<b>ADAPTABILITY</b>	7.0	8.7	9.9	10.5
<b>SENSE OF RELATEDNESS</b>	40.0	46.3	49.0	53.0
<b>TRUST</b>	6.7	9.0	10.0	10.7
<b>SUPPORT</b>	7.2	9.4	9.9	10.7
<b>COMFORT</b>	7.9	9.4	9.4	10.6
<b>TOLERANCE</b>	6.9	9.1	9.8	10.9
<b>EMOTIONAL REACTIVITY</b>	50.7	42.0	49.9	46.2
<b>SENSITIVITY</b>	9.4	9.3	9.9	9.1
<b>RECOVERY</b>	9.7	9.3	10.1	9.1
<b>IMPAIRMENT</b>	11.1	10.8	9.7	8.9
<b>RESOUCEFULLNESS INDEX</b> (Score increase = positive outcome)	39.8	46.7	51.2	53.6
<b>VULNERABILITY INDEX</b> (score decrease = positive outcome)	56.8	51.9	48.6	45.5

**Table : Pre and Post Resilience averages, including comparison with averages from normal and non-troubled control group.**

## DEFINITIONS

- Mastery:** Optimism: Positive attitudes about the world and life  
 Self efficacy: Develop problem solving attitudes and strategies  
 Adaptability: To learn from mistakes and be open to criticism
- Relatedness:** Trust: Perception of others as reliable and accepting  
 Support: Belief that there are others to turn to when faced with adversity  
 Comfort: To be in the presence of others without anxiety or discomfort  
 Tolerance: Belief of safe free expression within a relationship
- Reactivity:** Sensitivity: The threshold for reaction and the intensity of the reaction  
 Recovery: The ability to bounce back from disturbance  
 Impairment: The degree in ability to maintain an emotional equilibrium when aroused



## 10. STAFF PROFESSIONAL LEARNING & DEVELOPMENT

Dunlea Centre - 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 seven qualified teachers (5 category 1, 2 category 2), 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%.

Dunlea Centre continues to develop professional networks that contribute to improvement and the development of staff skills.

In 2011 this included:

- A professional exchange visit from staff from St Patricks, Malta.
- Participation in the Centre of Excellence project with a number of other schools. This project has a website [www.outsidethebellcurve.com](http://www.outsidethebellcurve.com).
- Therapeutic crisis intervention (3 days) and first aid workshops are provided for direct care staff.
- Workshop and similar professional development experiences provided by the association of independent schools (AIS) Association of Child Welfare Agencies (ACWA), Redbank House. Workshop topics included professional training in areas such as Conduct Disorder, Bullying and Harassment, Cyberspace Issues, Accidental Counselling, Loss and Grief with Children, Boys and Literacy, Children who sexually abuse other children, Cognitive Behavioural Therapy, Adolescent Brain Development, Peer Education with Young Women and Acceptance and Commitment Therapy.



*'My time at the Dunlea Centre has been an amazing experience and something I will never forget! It has given me the opportunity to work in a completely new setting with a great team of staff members and awesome young people.'*

*'I have really enjoyed being involved in the Margaret programme and seeing how it is developed to meet the needs of the young people it serves. Since I have been here I have witnessed first-hand the positive changes and impact the programme has had among the girls of the Margaret unit.'*

*'It has been heaps of fun getting involved in the different activities on offer such as bike riding, circus skills, dress making and cooking as well as activities within the residential programme. I would just like to take this opportunity to thank the staff at the Dunlea Centre for making me feel so welcome and providing me with such a great learning experience.'*

*LINDSAY ( Irish Placement Student)*

# 11. FINANCIAL SUMMARY AS AT 31st DECEMBER 2011

## REVENUE

State Government	\$	1,424,146	
Commonwealth Government	\$	1,067,703	
Catholic Church	\$	140,002	
Donations & Bequests	\$	281,702	
Investment Revenue	\$	394,393	
Other	\$	185,499	<u>\$3,493,445</u>

## EXPENDITURE

Program expenses	\$	1,592,672	
Wages & Salaries	\$	814,519	
Repairs /Maintenance	\$	172,226	
IT /Communications	\$	83,700	
Admin /Finance /Insurance	\$	308,452	
Other	\$	153,908	<u>\$3,125,477</u>

**NET SURPLUS** **\$367,968**

## I I.a. Director's declaration for the year ended 31 December 2011

### 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 2011 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.

On behalf of the Board

Fr Peter Carroll

## I I.b. 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 2011 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



## **I I.c. 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 2011 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.

## **I I.d. Notes to Financial Statements for the year ended 31 December 2011**

### (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).

## **I I.e. Board of Directors**

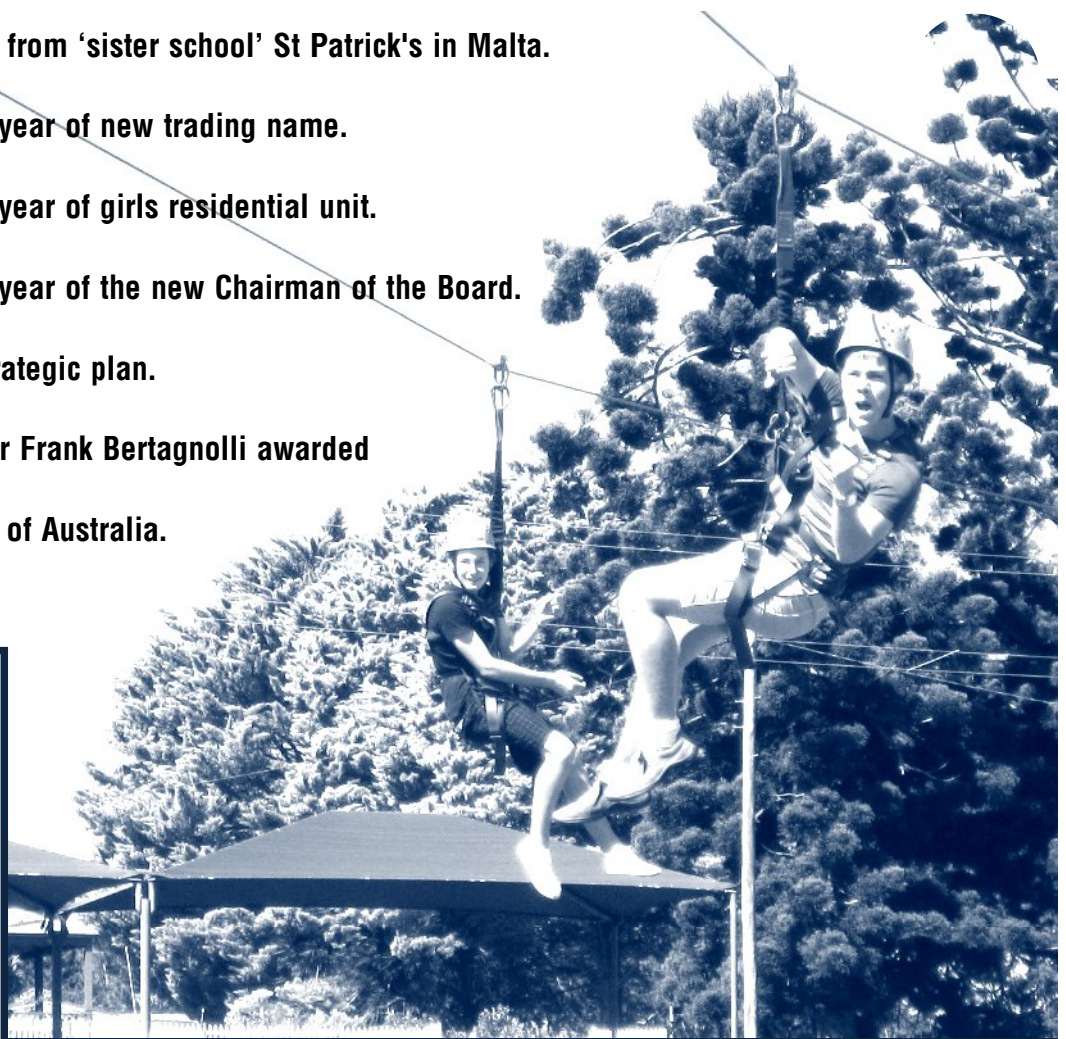
The names of the Directors in office during the financial period were;

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

# 12. KEY ACHIEVEMENTS OF 2011

- **Recruitment of new Director, Paul Mastronardi.**
- **Staff training in Therapeutic Crisis Intervention, First Aid and OH & S.**
- **Continued partnership with St Vincent de Paul re use of hospital.**
- **Extension of contract with Dept Family & Community Services.**
- **Opening of Michael Rua Hospitality Centre, funded by Commonwealth via Catholic block Grant authority.**
- **Close relationship with DFACS, enhanced by meetings with regional Managers in addition to scheduled meetings.**
- **Participation in the 'outside the bell curve' Centre of Excellence.**
- **Visit by Ulster University academic Pat Henry, researching value of Irish student placements.**
- **Visits by local MPs Lee Evans and Craig Kelly.**
- **Visit by Colleagues from 'sister school' St Patrick's in Malta.**
- **Completion of first year of new trading name.**
- **Completion of first year of girls residential unit.**
- **Completion of first year of the new Chairman of the Board.**
- **Adoption of new strategic plan.**
- **Emeritus Director Fr Frank Bertagnolli awarded medal of the Order of Australia.**

DUNLEA CENTRE -  
BOYS' TOWN MISSION  
OUR 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

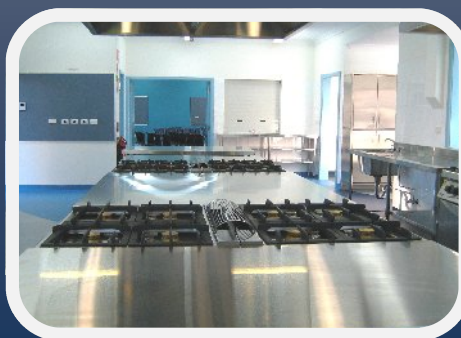
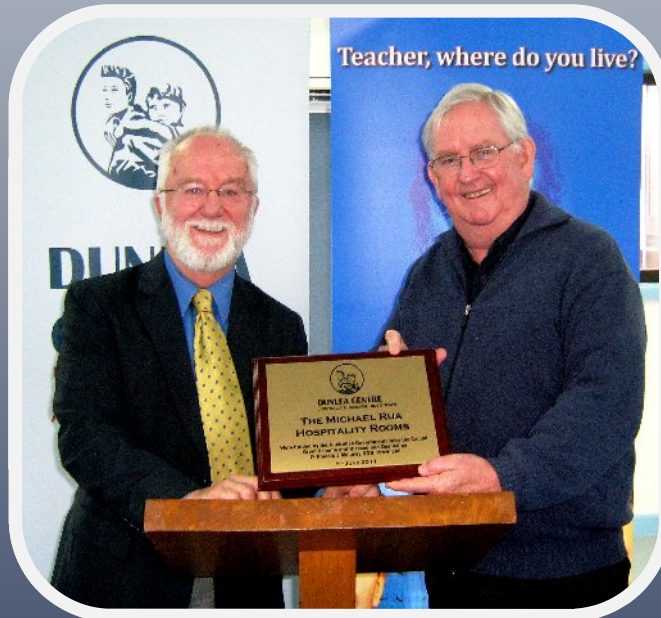
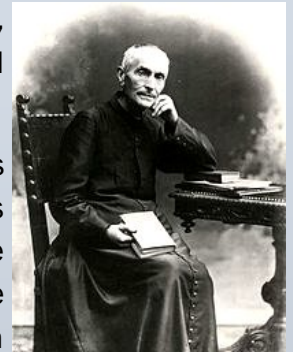




# 13. NEW HOSPITALITY CENTRE

In 2011 Dunlea Centre saw the opening of its Professional Hospitality Centre, named the Michael Rua Centre. It was named in memory of Michael Rua, a friend of Don Bosco, co-founder and first Rector Mayor of the Salesians.

It is with thanks to the NSW Catholic Block Grant Authority, (CBGA), that this amenity was able to be built. It will serve as a learning centre for the students both in a practical and educational sense, and will provide them with valuable skills they can take out into the workplace. Dunlea Centre was very lucky to have the Centre blessed by Fr Frank Moloney, the Provincial of the Salesians in Australia and Pacific.

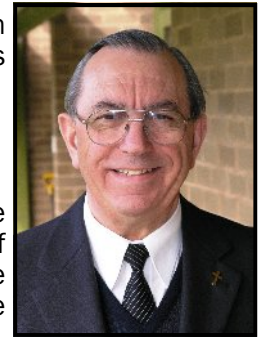


# 14. HONOURED

Fr Frank Bertagnolli SDB, a Dunlea Centre - Boys' Town Director Emeritus, has been awarded the Order of Australia, for a lifetime of service to Dunlea Centre - Boys' Town's troubled youth.

This award was confirmed in the Queen's Birthday 2011 Honours list.

Fr Frank was Director at Dunlea Centre - Boys' Town from 1988 to 1993, a period when the program had to adapt and develop a new and more professional approach to the care of children. He then returned to Melbourne, where he was in charge of the finances of the Salesians of Don Bosco in Australia and the Pacific. It was during this time that the Salesians maintained Dunlea Centre - Boys' Town's work because it fitted their mission, even though it ran at a significant financial loss.



On completion of that role in 2004, he returned to Engadine as Chaplain, and the first Chairman of an incorporated board, which he established in 2005. He moved to Tasmania in 2010 and is currently Chaplain at Dominic College in Glenorchy. Providentially, Dominic College is also the site of Tasmania's former Boys' Town, and it is currently operating a special program based on the Dunlea Centre's model of intervention.

Arriving in Australia in 1956 from Trento, Italy, Fr Frank has also played an important role in assisting Italian immigrants adjust to life in Australia. He has had a remarkable career of service, he has been Provincial, Economist (Finance Manager), Principal, Director, Chairman and Chaplain of Dunlea Centre. These are all leadership roles which are stressful, and have an impact on people's lives. He has been a wonderful advocate of Dunlea Centre - Boys' Town's work, and he deserves to be recognised as one of the most significant figures in The Dunlea Centre's history.



*'This year for my international placement for my degree, I got the chance to complete it at the Dunlea Centre. This placement was of huge benefit, and a massive learning curve for me, as I have never before worked in such a setting as the Dunlea Centre.*

*Throughout my time I have been challenged and pushed well outside of my comfort zone. Allowing myself to be pushed has provided me with a new set of skills and has developed me as a youth worker. The staff team that I worked with helped me along, while providing a supportive environment for me to learn. I would like to thank all the staff that helped me during my time on placement, and I would recommend Dunlea Centre as a place for future students to complete their placement at.'*

**DEAN (Irish placement student)**



# 15. SUPPORTERS

*Dunlea Centre - 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:

*Dr G. Favaloro, Mr R.O. Romer, Ms I Kelly, A.E. Rice Muronga, Engadine Newsagency, Divevon Pty Ltd., Di Donato family, M. Fay, J. Nolan. A.L. Dixon, Associazione Trentini, J. McSweeney, M.A. Boyd, Dominic College, Maltese Past Pupils of Don Bosco, Lord Mayors Charitable Foundation, Knights of the Southern Cross, Beswick Family Fund, Est. Lte. ERE Reschs, Est. Lte. Graciette Collato, Est. Lte Grace Grimston, Est Lte. William Kirk Tootill, Est Lte. John Anthony Aquilina.*

*Finally ,we would like say a grateful thanks to anyone not mentioned above, who has contributed in any way to our work with troubled children and their families in 2011.*



## 16. WOULD YOU LIKE TO SUPPORT TROUBLED CHILDREN?

Dunlea Centre needs ongoing support in the form of donations, bequests or sponsorship. Such support can be registered by completing and returning the details below.

### Donor Details

Name \_\_\_\_\_  
Organisation \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ Mobile \_\_\_\_\_  
Email \_\_\_\_\_

### Tick one of the following options:

- Please register me on your database so I can be informed of fundraising events.
- I would like to donate annually/bi-annually/monthly the sum of \$\_\_\_\_\_ to Dunlea Centre.
- I would like to send a one-off payment to Dunlea Centre.

### Payment Options *Cheque (made payable to Boys' Town Engadine) or Credit Card*

AMOUNT:

\$

### Credit Card details:

Mastercard

Visa

Bankcard

Card no: \_\_\_\_\_

Expiry date:        /        /

Name on card \_\_\_\_\_

Signature \_\_\_\_\_

**Thank you for your kind donation. Donations are tax deductible.**

**Dunlea Centre, Australia's Original Boys' Town, has no association with  
Boystown Queensland lotteries and receives  
no benefits from that organisation**

Contact us at:

Dunlea Centre

35A Waratah Road

ENGADINE NSW 2233

Phone: (02) 8508 3900

Fax: (02) 8508 3920

Web: [www.boystown.net.au](http://www.boystown.net.au)