



DUNLEA CENTRE

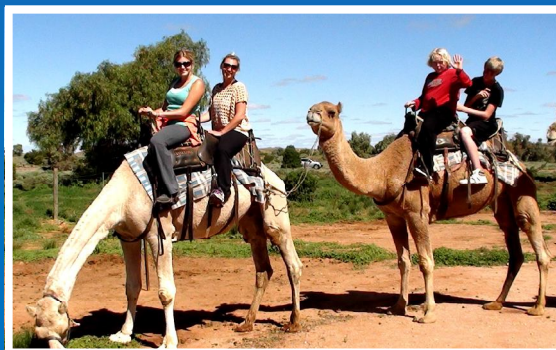
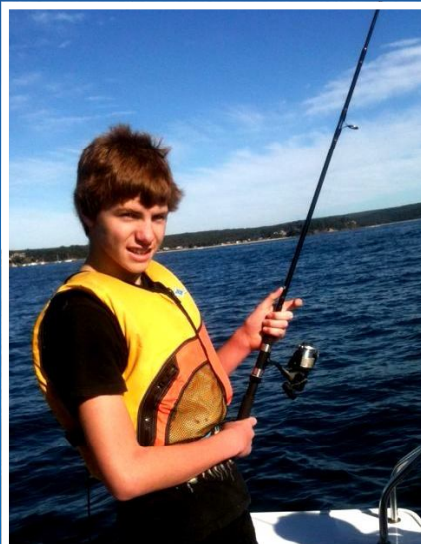
AUSTRALIA'S ORIGINAL BOYS' TOWN



ANNUAL REPORT

2012

"You must try to help others not only by advice but by example." Don Bosco

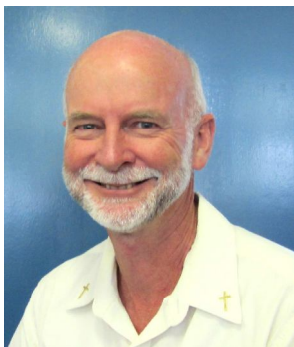


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1. CHAIRMAN'S REPORT



Fr Peter Carroll SBD

It is a privilege for the Board Directors to plan with the dedicated and professional staff at the Dunlea Centre, especially those at the executive level. Following the retirement of Jim Doyle as Executive Director and then the international move of Family Services Manager, Bronwyn Towart, who each had given so much of their personal talents, enthusiasm and expertise to our mission, we have been similarly delighted by the vision and commitment already evident in their successors, Paul Mastronardi and Kate McLaren. As they team with Greg Flood and Craig Bratton, the Board is comforted to see such a proficient executive managing the Centre. Also impressive is the eclectic diversity of experience amongst our staff generally, where a range of nationalities and personalities are able to relate with and extend the horizons of our young residents.

I similarly thank the Board Directors. Our Board represents a wide range of professional backgrounds, with Directors bringing to meetings much wisdom gleaned from their individual experience and skills. Just as importantly, they each share a common belief in the value of the Dunlea Centre's mission and a heartfelt desire to make sure Boys' Town's long history of good care matures solidly into twenty-first century best practice.

Thanks to collaboration with the Catholic Education Commission and Office, Dutailis Architects were selected from tenders to work with the Dunlea Centre and draw up a Master Development Plan. This enables us to put a coordinated and viable structure to our dreams of best meeting needs for our special service to needy youth and their families. Years of negotiation have also resulted in lease and licence agreements being signed off between the Dunlea Centre, the Sutherland Shire Council and the Sydney Catholic Education Office to ensure good local utilisation and upkeep of the ovals and financial support to the Centre from this key asset.

It is always good to have visitors. Of special mention are always our Old Boys who like to come and refresh memories, see what remains from their time here and check out what has changed. They remain the purpose and inspiration of all that happens at 'the Town' and we each learn from the other. A very special guest this year was the Governor of New South Wales, her Excellency Marie Bashir. Her obviously genuine interest in this work and her affectionate conversations with our young people, followed by her warm commendation of the Dunlea Centre are much appreciated.

We have a specific Christian vision which embraces and enhances our non-denominational charter. The Dunlea Centre is part of the world-wide youth outreach of the Salesians of Don Bosco and shares in this pool of over 160 years of experiential wisdom in working with disadvantaged and challenged young people. The key motto of the Salesians for this year is to offer young people the Gospel (good news) of joy through an education based on kindness. We hope and pray that our young residents and their families will absorb the spirit of kindness and care which permeates the life and work of the Dunlea Centre, Australia's original Boys' Town and that they will emerge from our program happier and more secure to face a future marked by goodness and harmony, rather than by hurt and discord.



Dear Staff

'Thank you for every single thing each and every one of you have done for my family. I only have positive things to remember and good lessons learnt from my sons experience. You will forever be on my gratitude list!'

Love, Sharon (parent of ex student, 2012)

2. EXECUTIVE DIRECTOR'S REPORT



Paul Mastronardi

2012 proved to be a challenging year of change for Dunlea Centre. The Executive Director, Jim Doyle retired after 7 years of indefatigable service with his last day on January 18th. Jim's legacy of trust and humanity will be felt throughout the agency well into the future.

Similarly, the Family Services Manager, Bronwyn Towart resigned in March of 2012 after 12 years of service and has subsequently migrated to Austin, Texas. Bronwyn had seen the Agency through the transitional changes early in the 2000's and was pivotal in developing the unique model now operating within the Agency.

Throughout the changes, Dunlea Centre has remained committed to making a difference in the lives of many families in crisis. This continued success is clearly demonstrated in the comments and evaluation statistics found within this report.

Unfortunately, Dunlea Centre has many more applications for its Family Restoration Program than there are places available. This is unquestionably a reflection of the pressures of modern family life.

Increasingly, families are in crisis and our response as a society is often insufficient.

For Dunlea Centre in 2012, St John Bosco's views remain at the centre of our mission and operation. His vision of working from the heart, with kindness and presence, stays a core feature of our approach. Connecting with families who are in crisis and assisting and supporting them to deal with the worries and concerns that modern society exerts upon our young people is a core feature of our agency's work.

Too many of our young people have learnt to distrust adults and have lost hope in their own futures. This could be a result of family breakdown, trauma, abuse, illness, grief, loss or a range of other pressures in their lives. For many, life has become bleak and without purpose or excitement.

The needs of our young people are increasingly complex and many of our boys and girls have become disengaged. Dunlea Centre sets out to ensure the young people in our care are supported suitably. At the Dunlea Centre, we seek to understand and then engage the young person and offer the chance for restoration, repair and positive growth in their young lives.

Dunlea Centre, *Australia's Original Boys' Town*, commenced in 1939 helping young boys change their lives. In 2012 we are still helping young boys and girls change their lives. Their achievements are remarkable. They remain our inspiration.



3. OUR PROGRAMS

Nowadays, it can be difficult for parents to know where to seek assistance when their child is in trouble. Problems such as truanting, fighting, conflict with peers, constant arguments, anger and violence can have compounding effects on already strained family dynamics.

A young person whose behaviour is spiralling out of control can have a negative impact on the whole family. If the behaviour isn't addressed in a supportive and appropriate manner, it can quickly lead to family distress and eventual breakdown.

These young people generally cannot cope within a mainstream school setting. They are at risk of falling through the "educational cracks". Difficulties with basic reading, writing and maths are common. Frequently, our young people have diagnosed mental health issues in addition to poor social skills. Many of these issues originate from problematic home environments.

Our program addresses these issues in a positive and proactive manner. It enables our young people to re-engage with learning, whilst simultaneously building their self-esteem and in turn instilling hope for a brighter future. We unite in a partnership with the families underpinned by the provision of therapeutic educational and life skills services with the ultimate objective being the restoration of family relationships.



At Dunlea Centre we have 3 residential units for boys and 1 residential unit for girls. Each unit has a maximum capacity of 8 students. Our young people remain in the program for an approximate period of 6 -12 months, although, at times, certain young people will be required to stay for longer. Once the young person has completed the program they will transfer to mainstream education, or another appropriate setting such as TAFE, employment or another special school setting.

FROM ENQUIRY TO ADMISSION

Dunlea Centre 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 young person wishes to attend our program, they are given an application pack to complete and return. As a family preservation program, Dunlea

Centre deals with families that meet Community Services criteria, where conflict, concerns over welfare, supervision and/or safety places the young person at risk of entering the care system.

INDUCTION

A few weeks after commencement at Dunlea Centre, the staff will arrange a case-plan meeting with the family. This involves developing specific approaches and strategies to achieve the goals the family has determined in consultation with the young person as well as an Individual Educational Learning Plan (IELP). The plan is also used to monitor and manage each young person's compliance with statutory requirements. Once enrolled, the young person continues in the program until its completion.

Whilst a young person is neither expelled nor formally suspended for an extended period, some are required to take reflective time away from the program until a meeting with a parent or carer can be arranged.



POLICY DEVELOPMENT

Dunlea Centre has developed a policy framework consistent with the standards of the NSW Office for Children; The Childrens' Guardian (www.kidsguardian.nsw.gov.au). A number of Policies are publicly available on the website www.boystown.net.au

4. A TYPICAL DAY AT DUNLEA CENTRE

Our young people arrive at Dunlea Centre 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 young person. Using a solution-focused approach, significant issues are probed and new insights are gained and skills developed.



At 3.00pm the young people go to their living areas and spend some quiet time in their rooms, while day and night staff have a changeover meeting. Any issues that have occurred during the day and the special needs of each young person are discussed. The day and night staff work closely together to maintain a consistent approach in working with the young people. Consistency in behaviour management is critical in assisting the young people to make the positive behavioural changes which will benefit them in the long run. At the same time, staff are modelling appropriate adult behaviour in their interactions with one another and the young people. They 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 complement the day program theme for the Term. Some activities in 2012 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 the young person approaches the end of their placement, which is normally after 6-12 months, 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 with families, to ensure successful re-integration of their child full time with the family. Also, there is great emphasis placed into ensuring each young person'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 young person. Neale reading analysis assessments are also conducted with each student to determine their 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 conducts normal school assessments and each student's progress is formally reported to parents in 'simple English' reports twice a year. Because of the individual nature of each students progress, these reports contain information about grades on an A – E scale, and, at the parent's request, the young people within the program are not compared to each other.



5. 2012: PROGRESS OF THE UNITS

There are 4 residential units at the Dunlea Centre, Fleming, Margaret, Power and Dunlea, who each have their own individual themes to cover for each term. These themes which are carried out both in the class and residential setting aim to enrich each young person's learning and social experiences. We seek to provide challenges and constant re-examination of their preconceptions and abilities, through experience. The following are some of the unit's topics and experiences



THE DUNLEA UNIT – in their own words

The Dunlea Unit participated in a wide range of activities and lessons in 2012. A thematic approach was utilised looking at the needs of our boys. The themes varied from Boys To Men, Our Identity, Sense of Belonging and Self-Esteem.

Term 1 – Boys To Men

This theme was designed to get the boys thinking differently to get them to aspire to achieve their goals and set new goals with higher expectations academically, socially, emotionally, and gaining independent living skills.

The theme lent itself to a focus, looking at maturity and taking responsibility. Boys participated in a number of activities such as fishing, surfing, gym, swim lessons and visits to the National Park. They visited Sydney Tower to view a 3D documentary on Sydney's history. The term camp consisted of exploring the Royal National Park through bush walks and kayaking while staying in Bundeena House.

Term 2 – Our Identity

Term 2 was a very productive term with boys focusing on their life and looking at what needs to be changed, utilising the chances they have whilst at the Dunlea Centre. Educationally, the focus was on increasing skills in a number of key learning areas particularly in literacy and numeracy. In English we studied the novel "I am David". Food Tech comprised of cooking foods from around the world. In History the boys learnt about Gallipoli and the ANZAC legend, what life was like in Australia during the first and second world wars, and during the 1920's and 1930's. Geography made use of the theme and focused on Australian communities.



Life skills comprised of heading to Wollongong to do some abseiling and mountain biking on alternate weeks. In Social Skills boys focused on the topic of "My Life Story".

They explored family issues and significant attachments, what skills help us be more resilient and how to build resilience. Camp this term involved the unit heading to Goulburn, where we stayed on a sustainable living farm for 2 nights before heading to Canberra to visit the War Memorial.

Term 3 – Sense of Belonging

All the boys that participated in our program in term 3 had a myriad of difficulties they needed to overcome, whether the difficulties were in their families, educationally, socially or emotionally, so our focus was to create a sense of belonging. In English, boys focused on reading and analysing the novel 'Taronga' by Victor Kellerher. Science involved focusing on cells and living things.

Life skills involved voluntary work with Meals on Wheels, alternating with canoeing on various waterways. In Geography, the boys focused on natural disasters and hazards, such as bush fires, drought, tsunamis, cyclones and earthquakes. Boys attended a camp at Tallong where they participated in a number of challenging activities such as a high ropes course, abseiling, low ropes, and games and activities focusing on teamwork. Social skills focused back on belonging.

Term 4 – Self Esteem

The theme for this term was, as usual, looking at the needs of the boys. There appeared to be a lack of self-esteem within the group and we decided it needed to be addressed. The theme was created to get the boys to look at how they feel about themselves, what that means and how to demonstrate it. In English we studied "Rumble Fish" by S.E Hinton. The boys completed a number of activities that analysed the novel and the different characters and themes within the text. In science we studied DNA, the nature of science in crime detection, blood and fingerprint analysis.

In Life Skills the boys participated in surfing lessons at Cronulla. Geography focused on Coastal Management, which saw us venturing out to learn about the coast line. The boys studied Ancient Greece and Alexander in History. The camp for this term was held at Bonnie Vale in The Royal National Park, where the boys camped in tents near the water. Some of the activities included fishing, swimming, snorkeling, and beach cricket.



THE FLEMING UNIT— *the highlight of the year*

In 2012 the Fleming Unit decided to attempt a never before done trip in the history of Dunlea Centre. Staff and the boys challenged themselves by going on a massive 14 day road trip, mostly camping. This required a tremendous amount of planning by staff with risk assessments, budgets, logistics, forward planning etc. The below is a very small sample of the itinerary.....

<p>Sunday 25/3/12</p>	<p>Leave from Broken Hill to Adelaide. Approx. 6hr drive. We could break this up by stopping for lunch.</p> <p>If we arrive before 5pm, then we can visit the Migration Museum an education officer will be on hand to direct us and answer any Q; (this is free and an interactive museum).</p> <p>After this we can walk about Adelaide, taking in the city sights, and pick up food to cook on camp. Then head to our accommodation; Discovery Holiday Parks (\$132); has kitchen and laundry facilities and pitch tents and cook dinner.</p> <p>Breakfast and then head into Adelaide, if we have time visit Botanic Gardens,(free) before 11am tour of Government House. (This includes lunch and is free).</p> <p>After this we can visit the Haighs Chocolate Shop and Factory and look around (free).</p> <p>After this we leave and drive to Mount Gambier, staying at Pine Country Caravan Park (\$111) pitch tents and have dinner. (Has kitchen, TV, free gas bbq and other facilities).</p>	<p>Comfortable Shoes and clothes to do activities in</p> <p>Swim Shorts</p> <p>Back Pack</p> <p>good positive attitude</p>
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A student's perspective of the trip.....

'Firstly we got to school super early and packed our sleeping bags and tents for the camp. As soon as Andrea and Katherine (staff) got to school, they looked like they were lugging 3 months' worth of clothing through the door. It took us quite a while to get the food and all the extras ready and packed into the bus.

At 10:30am we set off, heading up towards Dubbo, while everyone had turns Dj'ing in the bus. For the first 2 hours or so in the bus, everyone had so much energy. We stopped off at Lithgow for lunch as our first stop, which was quite nice. We set off for our first camp site, which was Dubbo. Everything on camp was quite exciting, all the new habitats and all the new and different people we had the chance to meet and the new experiences we had. The van took a very harsh beating over those 2 long weeks.

We gradually ended up in rural farms, with no other house or no town within 30miles or so. If we got murdered, no one would've found out. We did things we couldn't do in everyday life. We caught yabbies, chased sheep, swam in a lake, went for bush walks and rode camels.

One of the nights we stayed out there, some koalas kept us up by making noises.

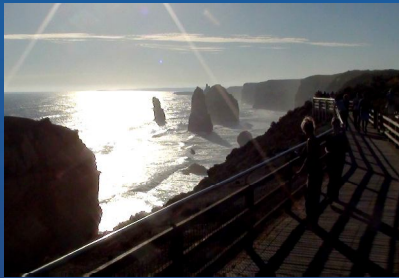
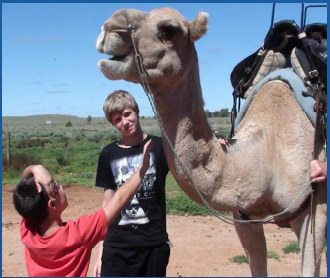
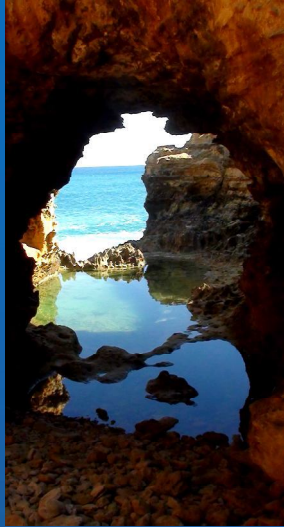
We eventually ended up in camp sites which put us back on the map, and we could drink clean water, and have clean showers and no snakes or sheep walking around our tents at night. The dinners on camp were the best; we had pizza for about most of the nights. Even Greg (our Educational Services Manager) showed up in Adelaide for a visit.

The most amazing experience was probably, looking and taking photos at 'The 12 Apostles'. English Michael enjoyed his time there, jumping around, dancing and singing. After that, we were on our way to Canberra which was very interesting. We even got to have lunch with the Governor at Government House. He took time out to show us round, and finished up by cooking us sausages on the barbie. It was great.

Other things we did were we went looking at crocodile caves and found one of their nests. We took skulls and what-not back to our camp site and showed the teachers. The last long stretch back to our school was very intense, because we were happy about how we didn't have to set up and put down our tents no longer and all our discussion was about "what will the last song on the bus be?" the first song on our journey was "what makes you beautiful" , just as we were about to pull into Dunlea Centre, we played "I'm coming home" at full blast, the whole camp was a massive accomplishment for me and many others.'

OUR 14 DAY ROAD TRIP

(VIA. Nyngan, Dubbo, Cobar, Hermitage, Lithgow, Wilcannia, Broken Hill, Mt Gambier, Canberra, Naracoorte, Apollo Bay, Torquay, Albury, Goulburn and the Great Ocean Road!)



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THE MARGARET UNIT – a look back

In 2012 the girls unit had many opportunities to develop the girl's learning through excursions in and around the Sydney area. In Term 1, the girls took a trip to participate in a guided tour of the ABC studios in Ultimo. They found this immensely interesting and exciting, being able to watch a newsroom in action and even ending up on the set of the 7:30 report.

This was followed in Term 2 by a visit to the Australian Museum to study the Egyptian collection and also a trip to Observatory Hill to learn about the study and prediction of weather patterns with the staff at the Sydney Bureau of Meteorology. The girls also took part in a self-guided investigation into the historical pattern of development in the beachside suburb of Cronulla, including the impacts of what will happen next. One of the girls' favourite excursions was to the Science Centre in Wollongong, it is full of great interactive exhibits that bring scientific investigation to life and provides many opportunities to press lots of buttons!

At the start of Term 3, the Dunlea Centre was honoured to receive a visit from the Governor of NSW, Marie Bashir and the



girls were excited to be chosen to provide a high tea for the Governor, her husband and their entourage. They worked tirelessly to decorate the classroom and to produce a great selection of cakes, sandwiches and biscuits which were gratefully received by the guests, special mention went to the scones that the girls made which received rave reviews. They made a great impression on the Governor with their dedication to their programs, their manners and their maturity. So positive was the impression that they were subsequently invited to dinner at the Governor's residence.

The girls then finished the year by visiting the sculptures by the sea exhibition in the eastern suburbs as part of their art program studying form and function in art, The girls found this very interesting and took some wonderful photographs. They also went out to Woronora Dam to investigate its historical origins, structural engineering and environmental impact on the surrounding area. To celebrate the end of the year, the girls participated in a cardboard boat regatta in the Dunlea Centre



pool. They had to build boats capable of being paddled from one end of the pool to the other and back, out of nothing but cloth, tape and cardboard. All of the girls performed very well and it was a great fun event ending in everyone eventually sinking and getting very wet.

And in the Residential unit.....

In the residential unit this year the girls have worked hard concentrating on the residential goals that they all have as part of their programs, in addition the girls have been able to participate in some creative programs and events run the by the residential workers. The girls are all required to participate in the production of regular healthy meals and to further this theme, the girls ran their own version of the 'My Kitchen Rules' cooking competition. They were required to work in teams to produce a three course meal for an independent panel of judges from the staff who would then critique them and give a score. The food that was produced was of an exceptionally high standard and the judges were greatly impressed.

To help to keep the girls fit and motivated they have participated in a regular physical exercise program whilst in resi. In 2012 this has included weekly gym sessions with a personal trainer using natural features such as the sand dunes and Royal National Park trails to keep it interesting for the girls. The girls also participated in surfing lessons and were also lucky to receive a combination of fitness training and self-defence from an instructor that visited the Dunlea Centre. As part of their programs at the Dunlea Centre ,



the girls work towards rewards as part of positive behaviour and working towards their goals. If the girls have been successful in this, they are able to participate in a reward night on a Thursday.

This year they have been able to go fishing, take trips to the cinema, meals out, pool parties on site and a particular favourite being visits to the trampoline centre at St Marys.

2012 was a busy year for art making! A visitor to the unit on a Monday afternoon would have seen a variety of different projects utilising a range of different art making techniques, including ceramics, sculptures, pop art posters, paper mosaics and Matisse inspired masterpieces. A big project was our identity masks; students created a mask which represented them in some way – the end results were as diverse as the girls themselves - the masks varied from face art, ceramic and tribal to theatre and children's masks.

Friday Life Skills saw the girls enjoying a variety of new experiences and mastering new skills. These included painting a planter box which they planted geraniums and strawberries in, washing cars, baking, capoeira and acrobatics as well as visiting local elderly people and undertaking odd jobs in their backyards for them. Though gardening skills were developed, it was the building of intergenerational relationships that students and elderly residents particularly enjoyed and benefitted from.

The girls visited Deer Park on the Port Hacking River in term four for a week of team work and confidence building activities. Time was spent racing each other on the waterslide, stand up paddle boarding, kayaking, fishing, swimming, participating in a rather competitive race/scavenger hunt around Cronulla, building impressive sand sculptures, building a camp fire and of course toasting the obligatory marshmallows!



POWER - a full year



The Power unit had a busy year, filling its days up with hands on activities to co-ordinate with the main syllabus.

One of the most demanding was the Stop Motion Animation based on learning about Ancient Rome and Kokoda. It required focus, patience, and concentration to complete the painstaking process of telling a story through animation, music, and sound effects. The end results were impressive and our boys lapped up a deep sense of satisfaction (and relief!) at the finished product.



The personal trainer that came every Tuesday helped the boys keep their fitness levels up for the surfing and beach activities they do as part of the Lifeskills and residential programs. There was a fair amount of running around when we also delivered Meals on Wheels to the elderly in the Sutherland Shire area. This provided a sense of community for the boys and we also volunteered our time to John Paul Village. It was hard to tell whether the residents enjoyed the boys company, or the boys enjoyed the residents company more! The boys were able to teach residents how to use the Wii, and in return were taught how to play indoor bowls.



There was lots of smiles and relaxed minds after an excursion to the Buddhist temple where we sampled some spiritual culture and learned how to meditate. This tied in with techniques the boys were learning to help manage strong emotions and the anger management sessions.

More cultural learning took place at the Aboriginal Centre where the boys learned to tell and read stories from aboriginal art. Most were able to get sounds out of the didgeridoo.....



Family involvement is a strong part of the Dunlea Centre program, and this year we had a Family Activity day at Stanwell Tops Adventure Centre. Parents and carers were testing their nerves, determination and resilience with activities like the giant swing and problem solving. It was interesting to see families work together to encourage each other to do some of the more challenging aspects of the day. All reported it to be an enjoyable and worthwhile experience. The boys were further tested with rock climbing, caving at Jenolan, horse riding and wheelchair basketball. All in all a full year..... with another one coming up!



6. WHAT AN EXPERIENCE! Andrea's story

Initially I came to the Dunlea Centre as an international placement student, I was immediately struck by the unique service offered to troubled and at-risk young people. I was impressed by how the staff work together to design and deliver a program which is invented specifically to meet the current needs, issues and interests of the young people.

The Dunlea Centre provides young people with a safe and supportive learning environment, which fosters mutual respect and understanding with a strong sense of fun and empowers young people to make positive changes and take greater control over their lives.

During my three month university placement, I could see the boys grow and mature, becoming more resilient and develop coping strategies. It was evident how much the boys enjoyed the activities and benefited from the social interactions, in a way which contributed towards building their self esteem and gaining a much stronger sense of self worth.

I developed a strong connection with the Dunlea Centre, so much so that upon completing my studies and returning to Ireland, I applied for a job as a residential worker in the Fleming unit, which I was offered. I then returned to Australia to take up the position.

It would be fair to say it has been my best career move to date! The enthusiasm and creativity of the staff with whom I work is inspiring, and it is no surprise why young people become "hooked" and engaged in the program. It is an excellent place to work and I have seen first hand the significant progress and achievements the students have made including: a two week camp around NSW, Victoria and SA., running a community cafe which the boys created and ran (raising proceeds for their chosen charities), work experience week with the fire brigade, volunteering at Wendy Whitely's garden, volunteering for Meals on Wheels and St John Paul Village (the list is endless!).

The Dunlea Centre has strong links with the work of the Salesian's and through this, I joined the Cagliari Project (a group of 18 young people); and went on a 19 day trip to Samoa. In this time I immersed myself in their culture, staying with a host family who taught me about their customs and traditions.

This was a humbling experience, as there was a stark contrast between the quality of life in Samoa in comparison to the more western and developed countries; with regards to wealth, health care and educational resources. Despite this, it was clear that the Samoan people were privileged in many other ways, valuing faith, strong family and community relationships, and their overall happiness and wellbeing, as opposed to materialistic items.

I volunteered in the Salesian schools (Don Bosco High School and St. Joseph's Primary School), attended the Samoan Youth Week and a leadership camp. I had the opportunity to travel a beautiful country, and met some truly wonderful people with whom I will definitely keep in touch with... and most importantly learnt how to crack open coconuts!!!!

Overall working at the Dunlea Centre has been a very meaningful and positive experience; I thank the staff, especially my colleagues in the Fleming Unit for this; all of whom I will greatly miss. I have loved working in such a dynamic, welcoming and vibrant place. I look forward to keeping in touch and hearing about the exciting changes and developments which the agency plan to undertake.'

Andrea's Australian visa expired in 2012, whereupon she returned to Ireland to continue her passion for working with troubled youth.



Andrea McAuley
(Irish placement / staff member)



7. FINANCIAL SUMMARY AS AT 31st DECEMBER 2012

REVENUE

State Government		\$	1,414,270
Commonwealth Government	\$	895,287	
Catholic Church	\$	140,000	
Donations & Bequests	\$	443,281	
Investment Revenue	\$	434,452	
Other	\$	85,387	<u>\$3,412,677</u>

EXPENDITURE

Program expenses	\$	1,653,361	
Wages & Salaries	\$	926,323	
Repairs /Maintenance	\$	158,432	
IT /Communications	\$	77,777	
Admin /Finance /Insurance	\$	210,553	
Other	\$	192,796	<u>\$3,219,236</u>

NET SURPLUS

\$193,441

a. Director's declaration for the year ended 31 December 2012

In the opinion of the Directors:

- The financial statements and notes of the company are in accordance with the Corporations Act 2001, including:
 - giving a true and fair view of the financial position as at 31 December 2012 and performance for the year ended on that date of the company; and
 - complying with Accounting Standards and Corporations Regulations 2001; and
- 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

b. Independent Audit Report

Auditors opinion

In our opinion the financial report of Dunlea Centre is in accordance with the Corporations Act 2001, including:

- giving a true and fair view of Dunlea Centre's financial position as at 31st December 2012 and of its performance for the year ended on that date; and
- complying with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Regulations 2001.

Kevin F Jones FCA

Chartered Accountant

c. Auditor's Independence Declaration under section 307C of the Corporations Act

I declare that to the best of my knowledge and belief, during the year ended 31 December 2012 there has been:

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

Kevin F Jones FCA

Chartered Accountant

d. Notes to Financial Statements for year ended 31 December 2012

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. Dunlea Centre 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).

The Board of Directors

The Board of Directors

The names of the Directors in office during the financial period and at the date of the report are as follows;

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

8. EVALUATION

The Dunlea Centre analyses its evaluation data with two purposes in mind. Firstly, the data is used to confirm the positive outcomes that are achieved by families who undertake the program. Secondly, the data allows us to target specific areas so that we can continuously make improvements to our successful program.

In 2012, 142 families who lived within our drawing area and were dealing with troubled teenagers contacted us for some initial support. Of these 83 attended a family talk, and 68 families were accepted into the Family Preservation Program. Of these, 12 families left the program within 3 months. This is a decrease on the previous year (19) and appears to be linked to strategies within our relatively new girls' program. The initial high dropout rate from this program resulted in some successful changes that has resulted in fewer dropout in the first few months.

Of the 56 families engaged for more than 3 months, the average length of enrolment was just under 8 months. This is a drop of 2 months on the previous year. Such a decrease has allowed more families to access the program (up from 32 in 2010). As the indicators of success of the program below remain similar to previous years, we are confident our increased capacity has not been achieved by lowering the quality of the program.

Dunlea Centre continually assesses the program we offer to ensure it is effective, with the statistics gleaned from the two measuring tools we administer, the Achenbach forms and the Resiliency Scales. The Achenbach forms are a series of questionnaires for the young person, parent and teacher to complete, which gives a snapshot of the behaviour they are displaying. The Resiliency scale is completed by the young person, and it gives an indicator as to their emotional state, and what areas we can develop to make them less vulnerable. These two tools are administered at both the start and the end of placement. Comparing the results 'pre' and 'post' for each young person provides us valuable data to gauge the program's success. It also gives us a snapshot of how the program is working and, as we continuously strive to improve our service, any areas of the program that may need revisiting,

	Pre Score Average (5 year average)	Post Score Average (% change) (5 year av % change)	Normal Group Average	Non Clinical Control Average
SENSE OF MASTERY	39.9 (40.0)	48.2 (20%) (46.3) (16%)	51.1	53.7
SENSE OF RELATEDNESS	39.7 (40.0)	47.3 (19%) (46.3) (16%)	40.0	53.0
EMOTIONAL EACTIVITY	51.3 (50.7)	51.2 (0%) (42.0) (-17%)	49.9	46.2
RESOURCEFULNESS INDEX	39.4 (39.8)	48.6 (23%) (46.7) (17.3)	51.2	53.6
VULNERABILITY INDEX	57.4 (56.8)	51.9 (10%) (51.9) (9%)	48.6	45.5

Once again, the young people who completed the program made major gains in 'pre' and 'post' scores from the Resiliency Scales . Resilience is a key quality to develop in young people as it assists them in overcoming their vulnerabilities and improves their resourcefulness in dealing with many issues in their lives.

These results show the 2012 cohort had access to less resources and were slightly more vulnerable than the 5 year average. While in the program they made significant advances in both areas so that at completion, they were slightly more resilient than the 5 year average. Improvements in "Mastery" and "Sense of Relatedness" were similarly encouraging.

Previous years reports have pointed out some anomalies with the "Emotional Reactivity" data. It is clear that many young people undertaking the "pre" test view their reaction to emotional triggers differently from most observers.

Many see their reactions as 'normal' whereas observers would describe them as highly volatile and extreme. They may indicate they have normalised extreme behaviour and our experience indicates the importance of teaching some norms of acceptable behaviour. As they leave it is likely that they begin to recognise their behaviour is extreme so that when the exit survey is completed they have a greater understanding of their reactivity. Thus, there appears to be little improvement in Emotional Reactivity, but the significant improvements in Mastery and Relatedness, combined with understandings developed within the program indicate participants are much better able to regulate their emotional reactions.

A random sample of pre and post Achenbach Behaviour Checklist scores showed Dunlea Centre dealing with a very troubled clientele. All surveyed students scored in the clinical or borderline range in at least 2 of the 8 domains. Their scores were generally consistent with a specific and diagnosed mental health disorder.

The data shows the entire domain of Achenbach domains are encountered with the following spread of clinical and borderline behaviours.

Anxiety	10%
Withdrawal	9%
Somatic Problems	6%
Social Problems	14%
Thought problems	11%
Attention Problems	18%
Delinquent behaviours	16%
Aggressive behaviours	16%

This spread and related co-morbidities indicates the wide range of issues and the variety of manifestation of troubles and issues.

Small positive changes in these areas often represent very major changes to behaviour. In 2012 the average improvement in the above areas were Anxiety (6%), Withdrawal (10%), Social Problems (4%), Thought Problems (6%), Attention Problems (5%), Attention Problems (5%), Delinquent Behaviour (3%) and Aggressive Behaviour (6%).

Once again surveys completed at the end of the program provided very positive feedback. Of 25 evaluation items on the parents evaluation surveys, all indicators scored above 8 out of ten. The lowest scoring item, but still averaging 8 out of 10 the value of redefining goals through the re-entry process. The most highly effective aspects of the program, from parents/carers perspective were the goals established at the initial assessment, consistent behaviour management plans, Individual Education Plans and positive relations with staff.

Once again, the participants were slightly less effusive than their parents with score averages ranging from 6.7 to 9.3. The two most highly valued aspects of the program from the young person's point of view were family involvement in the program and positive relations with staff, while the help received in counselling was seen as the least helpful element of the program.



9. KEY ACHIEVEMENTS IN 2012

- Extension of contract with Department of Community Services
- Participation in "MSSD partnership" with Berne Centre, Lewisham
- Appointment of new Family Services Manager, Kate McLaren
- Staff trained in Therapeutic Crisis Intervention, First Aid and OH&S
- Visits by local member Mr Lee Evans
- Adoption of revised strategic plan
- Visit by Minister for Community Services, Pru Goward
- Completion of the second year of girl's residential unit
- Visit by USA Rotarian contingent
- Visit by NSW Governor, her Excellency, Professor Marie Bashir
- Nominated for the Short Term International Placement of the Year, Ulster University, Belfast.
- Visits by Catholic Education Commission Directors, Bill Walsh, Frank Pearce, John Kitney and Kevin Morrison
- Visits by Magony Centre staff from St Dominic's, Tasmania
- Executive Director and staff members attend Salesian works in Samoa
- Ulster University Placement Karen Glass
- Continued partnership with St Vincent de Paul re use of the hospital
- Completion of the first year of the new Executive Director, Dunlea Centre
- Completion of the Agreements to Lease with Catholic Education Office and the Sutherland Shire Council for the future use of the Boys' Town Ovals
- Completion of the second year of new trading name
- Garry Dutallis Architects employed to commence Master Plan design

A SPECIAL EVENT hosted by the HART Unit

In 2012 the girls decided to challenge themselves, and hosted a traditional Australian Christmas in July. Around 50 guests attended including board members, neighbouring school staff, members of the Menshed, and Dunlea Centre staff. The girls decorated the room with Christmas decorations to get in the festive spirit. Guests were treated to a wonderful 3 courses, with attentive service and smiling faces. The food, décor and the enthusiasm of the girls were all commented on, and the night was a resounding success. Guests were all wholeheartedly impressed with the evening, and at the commitment of the staff and girls to give them a



10. STAFF PROFESSIONAL LEARNING AND DEVELOPMENT

Dunlea Centre 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 (six category 1, one category 2), five counsellors, five life skills / social educators and eight residential workers. Twelve 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 higher qualifications in teaching, counseling, social work and psychology. 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 2012 this included:

- A professional exchange visit from staff of the Magone Project in Tasmania.
- Participation in joint partnership with The Berne Centre, Lewisham. This project has a focus on improving / enhancing our skills and knowledge in working with young people.
- 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) and Redbank House. Workshop topics included professional training in areas such as Conduct Disorder, Bullying and Harassment, Cyberspace Issues, Accidental Counselling, Grief and Loss 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.

THE 2012 CALEGRIO TRIP TO SAMOAas experienced by Joel, one of our teachers



"Signing up and accepting the opportunity to go to Samoa I didn't really know what I was in for. Even after the trip to Melbourne, to meet the group and come up with some possible ideas of what we 'might' do when we got there, I still wasn't sure of the purpose.

It all came together when we landed and were greeted by such a warm community and culture that the experience was going to be a good one.

We'd arrive at the schools, where the students gave a glowing reception of music and dance performance- which we would later find out, was a daily event. Singing and dancing playing such a big part of Samoan culture and you could tell it was a way of everyone coming together in joyful manner. Myself not being musically inclined (at all), by the end of the trip was performing on a daily basis and the biggest event was taking part of World Youth day Samoa, where we performed a song and dance to over 5000 Samoan youths only to get a standing ovation - something I'll never forget!



The most enjoyable experience for me was by far the homestay, where I stayed with a family for 10 days and really got an understanding of the 'Samoan way' of living. I found myself really immersed in their culture and got to experience and better understand the strong values towards family and the community. It was great to see people living to their needs rather than their wants, with no complaining, and supporting each other as best they could. This experience instilled my personal values towards my family and got me to think of my role in the broader community.

To this day is the best experience of my life and I'll be sure to get back there to see the Samoan family that I was so warmly welcomed into."

11. DUNLEA CENTRE LOOKS TO THE FUTURE

In 1939 Father Tom Dunlea had the vision to purchase the parcel of land at Engadine that became known as Boys' Town. Within that vision he could meet the needs of the young boys of the time and assist in preparing them for life. Father Tom was a unique visionary who could understand how this could work in that war-time era. I wonder if he ever thought that some 74 years later, Boys' Town Engadine would be trading as Dunlea Centre, and catering for both boys and girls, helping them repair relationships with their families.

Moving with the times, in 2012 Dunlea Centre engaged Dutailis Architects to design and implement a Master Plan for the agency. This plan incorporates progressive changes over the next 20 years. This Master Plan also includes a refurbishment of the existing site with several new constructions that will accommodate our young people into modern contemporary settings. It will also allow for the expansion of existing programs and diversification of others.

Part of the vision is to expand the current size of 4 units to a potential 7 units. (There might even be a possibility for a 24/7 program at some stage.) This will include a day program for our young people who will benefit from attending the agency during the day but returning home in the evenings. The Master Plan would also look to increase the current number of girls units. The project is intended to deinstitutionalise the current setting by revamping existing facilities and embracing 21st Century technology throughout the agency.

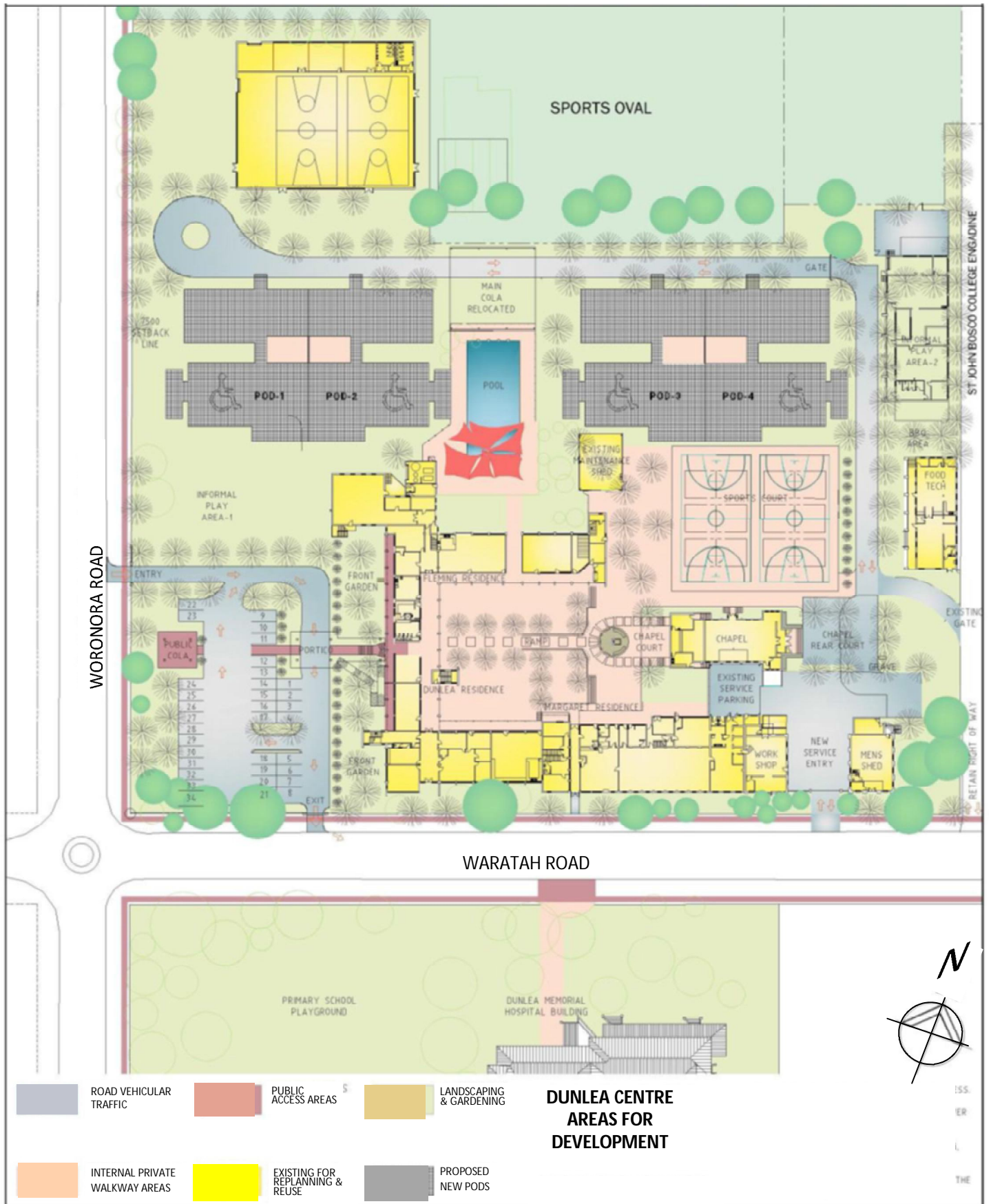
Each of the new buildings will act independently of each other. Flexibility, variation of spaces and multi-use capabilities will be characteristic of the new "purpose built" structures. The living

spaces will have deep verandas around a courtyard and this will enable an indoor / outdoor experience with a variety of environments for our young people. The plans for the proposed new facilities (Pods) closely follow approved, existing residential & working spaces used in the existing buildings. three distinct zones emerge in the new designs that include educational, living & sleeping areas (private areas). These are all connected by covered connections which in themselves can become active spaces for work and leisure. There will also be a provision for a discrete off-street car park specifically for Dunlea staff and visitors. This will be partly located in the existing corner where "Misty" our resident gelding currently resides. An environmentally sensitive and welcoming landscaping model will be integrated in this area for development.

A preliminary draft of the design is set out over the next page. Dunlea Centre is currently being appraised by the Sydney Archdiocese Priorities Committee and will then be assessed further by the State Priority Committee. An Australian Government Block Grant application is part of the process and we are hopeful of its success. The legacy of Father Tom Dunlea continues into the future and he would be satisfied knowing that even with these changes and extensions to the original site and the various programs, the wellbeing of our young people remains the core business of the agency today.



AN EXAMPLE OF ONE OF THE PROPOSED 'PODS' - where each unit is self contained, incorporating work space and living space.



FUTURE PROPOSED GENERAL DEVELOPMENT OF THE DUNLEA CENTRE , ENGADINE SITE

13. OLD BOYS

MailOnline

Quick-thinking surgeon saves girl's life with ping pong ball during vital liver transplant

By Richard Shears
UPDATED:01:42 GMT, 25 September 2008

A surgeon has used a ping pong ball to keep a little girl alive after a world first liver transplant operation. The £1 plastic ball prevents Mackenzie Argae't's new liver from pressing against vital arteries, which could kill the two-year-old.

Dr Albert Shun wanted to create a barrier because the adult-sized organ would otherwise be too large for her infant body.



Joy: Recovering Mackenzie Argae't, two, hugs her mother Leticia Darswell

The piece of sports equipment will now remain in the Australian girl's body for what is expected to be the rest of her life

Her parents, Leticia Darswell and Guy Argae't, were surprised by the move but are thrilled by the recovery of their feisty daughter, who was born with rare disorder biliary atresia, which destroys the ducts that carry bile from the liver.

'We didn't get told about the ping pong ball until after the operation,' Miss Darswell told Sydney's Daily Telegraph.

'I couldn't believe my ears when Dr Shun told us that he had used a ping pong ball to not only support the liver but to keep it from pressing down on vital blood vessels.

'The doctor has performed a miracle. The whole family is now referring to him as "Dr God".'

Just one of Dr Shun's many success stories

DR ALBERT SHUN,



Pioneering surgeon

Dr Shun attended Boys' Town from 1963 till 1969, and has a lot of pleasant memories of his time here. He has carved a wonderful pioneering career for himself in the field of Medicine.

" After Boys' Town I went to Sydney Uni and graduated medicine with honours. My study was supported by a Commonwealth Scholarship. After graduation I trained in General Surgery at Royal Prince Alfred. I then did further Paediatric surgery training in Ireland and transplantation Surgery in USA. I was appointed as a consultant surgeon at the Children's Hospital in 1987 where I have stayed until now. I was awarded an Order of Australia (AM) in 2009 for services to Paediatric transplantation and volunteer work to Papua New Guinea. I am happily married with 4 children, 2 of whom are now doctors also. I have been extremely blessed. "

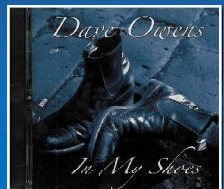
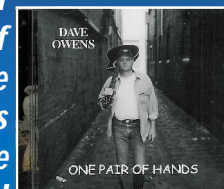
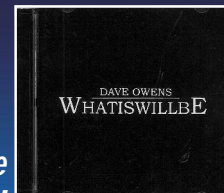
Dr Shun has given many a family in turmoil a happy ending, through his expertise and pioneering surgery.



DAVE OWENS II Musician/Songwriter/Producer

"I first began to play music outside my house at around age fourteen as part of my musical education at Boys' Town during my years of internship there (1973 -1975).While we practiced twice a week, we also marched and performed on Special Days and competed at National and State level Brass Band Competitions. One year I even got a bus trip to that years' Salesian Eucharistic Festival (1974) in Melbourne as one of 3 tuba players in "The Boys' Town Brass Band" playing popular tunes and military marches". During his time at Boys' Town he also learned the sax, bass, and guitar"talented indeed!

Once Dave completed his time at Boys' Town he went straight into extensive touring with a variety of bands, over many, many years. He has had a very successful career in music to date, touring, writing, producing, and recording. These days he does occasional acoustic gigs, as well as sit in with colleagues from time to time on bass and guitar.



KEN TAYLOR,

Passionate Model maker.

In 2012 we received a letter from the Mosman Lions with a package which turned out to be the life story of one of our old boys, Ken Taylor. His story makes for a very interesting read, and below is an extract about his recollections of Father Dunlea.

When I first met Fr Dunlea, I looked up at this huge figure of a man and it scared me out of my wits. When he shook my hand and said hello in this thick Irish accent I couldn't understand a word he said but trust me I soon learned to understand him.

Fr Dunlea became the only real father I ever knew, and he was for every other boy under his care including my brother.

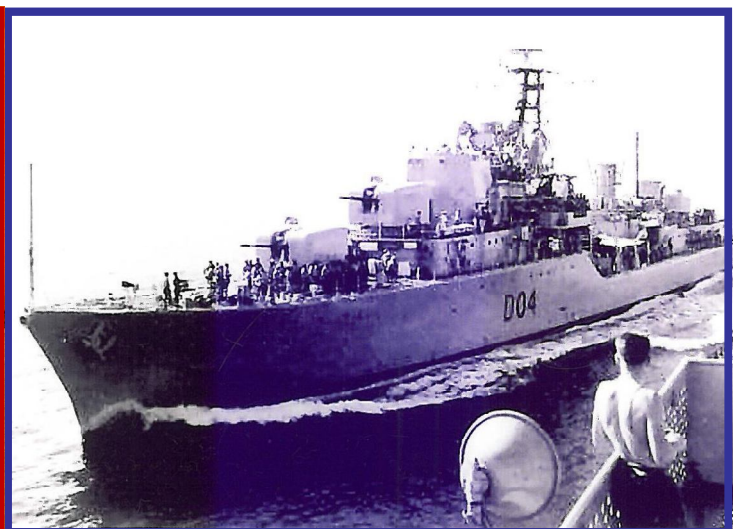
The day my Father took us to Boys' Town I knew I wasn't going back home, so before I got out of the car I took my fathers pocket knife he used for skinning rabbits and I hid it under a beam in the dorm. One day I was mowing the lawns and I heard a sound in the distance and saw my first real life aircraft fly over me. I told father Dunlea about it and he said to me "Ken, that was a spitfire'. I told him I would like to build one , he just stood there and said "do you really think you could ?" My answer was "would you like to make a bet?" and he said "you're on.." He still didn't know I had the knife. So I started to build my own aircraft . One day he said to me " I have something for you, Ken" He handed me a box and inside was a model spitfire. He shook my hand and said "remember our bet". I went under the dormitory and built it. I didn't tell him I had built it for 3 months, but in the meantime I'd built about 12 other spitfires. I had

them hidden all over the place. They were all unpainted because I thought if I asked for paint I would lose my pocket knife.

One morning, I must have lost track of time because all of a sudden sneaking under the dorm was this huge man, and I just froze on the spot. I told him all about the knife and the planes I had built. He rounded them up and took them away . A week later I was taken to his office and there he was with the De La Salle brothers and a man called George Nathan. I really thought I was going to be sent somewhere else, because I knew a knife would be the worst thing I could have. But what transpired from this meeting made me feel so proud and wanted, that someone thought I could do something like this out of the blue. Fr Dunlea roasted me over the knife but I expected that.

He then introduced me to George Nathan who said that "this talent had to be cultivated and encouraged" and he handed me a huge parcel. It contained 15 model kits of all kinds, knives, glue and paint. He then gave me a medal and pinned it on me. I continued building models until I left Boys' Town at age 15. I could write pages on my times at Boys' Town, and in my time I never saw one sign of cruelty or mistreatment of anyone there and I say without fear of contradiction I would live there those 6

Ken carried on with his love of model making, culminating in his model masterpiece the H.M.A.S. Victory. It measures just over 5m long and tops out over 60kg. It took Ken over nine years to built it and the model can now be seen at Cockatoo Island, Sydney Australia.....



14. OUR VISITS

2012 was a great year for visits both home and away. We were honoured to have visits by numerous political figures and also to visit the likes of Government House, with a visit to Marie Bashir's Government residence to come.....



The honorable **Lee Evans, MP**, local Member of Parliament for Heathcote graced us with his presence to award the Heathcote Parliamentary Medallion to Sophie Smith for her contribution to the school community. Sophie who successfully graduated from the HART program in 2011 received the medallion and certificate with an invitation to attend a special dinner at Parliament House. This demonstrates the positive outcomes that the girls' program has had for many students over the years, and was a just reward for a student who worked particularly hard. Well done Sophie!

In 2012, as part of a planned camp, our Fleming Unit had the honour of visiting the Governors' House in Adelaide and meeting the man himself, **Governor Rear Admiral Scarce**. The Governor was very hospitable and treated the boys to a tour of the historical building, even acting as 'barbie master', cooking the boys lunch, that old favourite 'snags on the barbie'.



The Hon. Pru Goward, Minister for Family and Community services, and **Lee Evans MP** paid us a visit to have a look at our facilities, and find out more about our innovative program.

Dunlea Centre was buzzing with excitement when we were visited by **Marie Bashir**, the Governor of New South Wales, and her husband, the legendary Wallaby rugby great **Sir Nicholas Shehadie**. She is the state's first female Governor, and the first Australian Governor of Lebanese descent. They were wonderfully generous with their time and had a keen interest in the work Dunlea Centre does. The girls created a delicious morning tea for them and were very impressed that the official car didn't have a number plate! The Governor showed great generosity of spirit in her interactions with all, and their visit will be very fondly remembered by those at the Dunlea Centre.



15. OUR SUPPORTERS

Dunlea Centre 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 R. & G Favaloro, Mr R.O. Romer, Ms I Kelly, A.E. Rice Muronga, Di Donato family, A.L. Dixon, Lord Mayors Charitable Foundation, Beswick Family Fund, Est. Lte. ERE Reschs, Estate Late Lydia Davison, Estate Late Shirley Dorothy Melford, Estate Rodney Roy Barton, Mr DeBaun, Mr D. Young, E. Svenne, J. Pidgeon, St John Bosco College, Aquinas College, Our Lady of Mercy College, Sutherland Police Station. Lee Evans State Member for Heathcote.

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 2012.

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.

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 _____

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

Thank you for your kind donation. Donations over \$2 are tax deductible.

Contact us at:

Dunlea Centre

35A Waratah Road

ENGADINE NSW 2233

Phone: (02) 8508 3900

Fax: (02) 8508 3920 Web: www.boystown.net.au