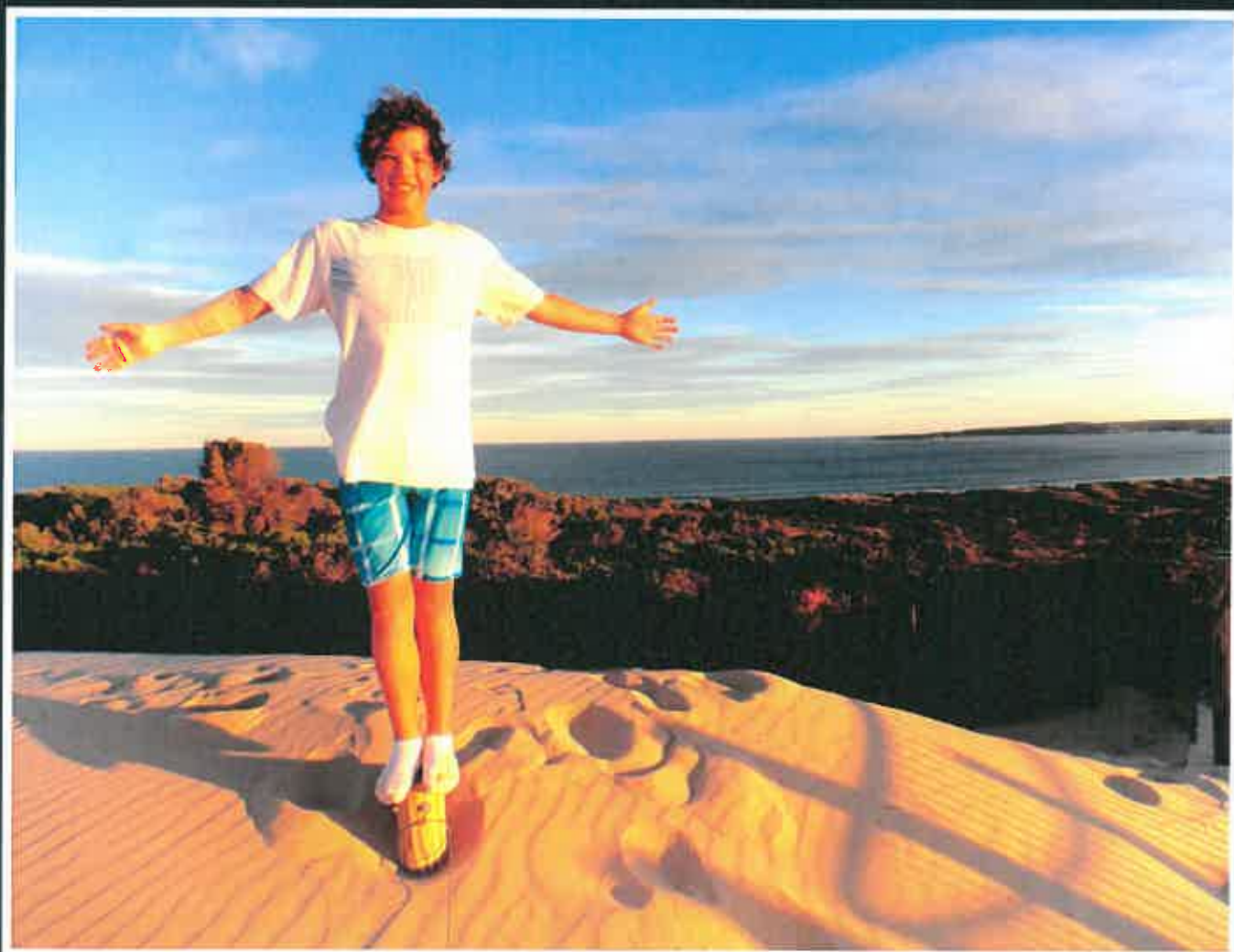


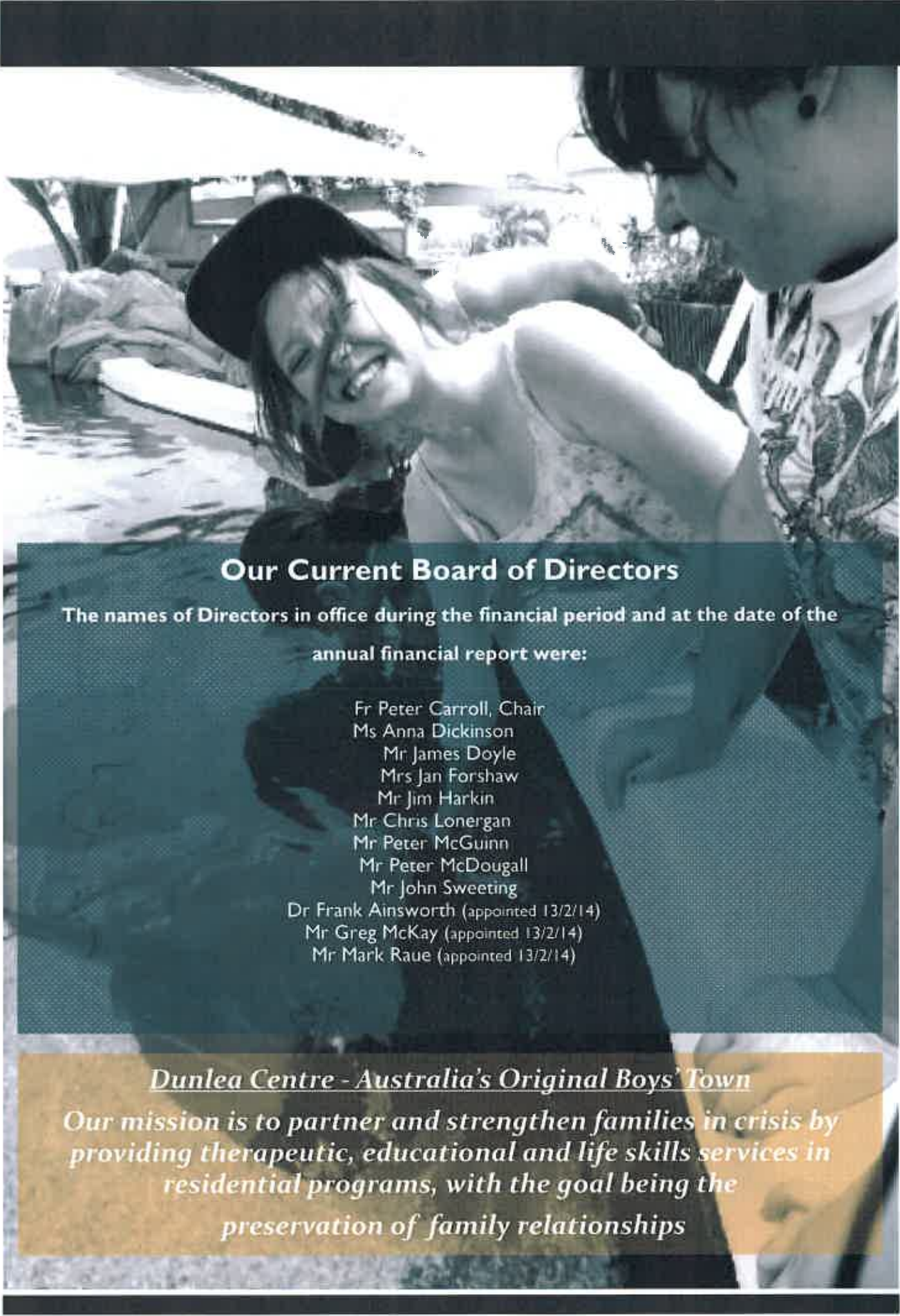
DUNLEA CENTRE

AUSTRALIA'S ORIGINAL BOYS' TOWN

**ANNUAL
REPORT**

2013





Our Current Board of Directors

The names of Directors in office during the financial period and at the date of the annual financial report were:

Fr Peter Carroll, Chair
Ms Anna Dickinson
Mr James Doyle
Mrs Jan Forshaw
Mr Jim Harkin
Mr Chris Lonergan
Mr Peter McGuinn
Mr Peter McDougall
Mr John Sweeting
Dr Frank Ainsworth (appointed 13/2/14)
Mr Greg McKay (appointed 13/2/14)
Mr Mark Raue (appointed 13/2/14)

Dunlea Centre - Australia's Original Boys' Town

Our mission is to partner and strengthen families in crisis by providing therapeutic, educational and life skills services in residential programs, with the goal being the preservation of family relationships

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Board Chair's Report



Recent months have been particularly significant for the Dunlea Centre Board. Some of our Directors have served faithfully, generously and skilfully since the very incorporation of Boys' Town Engadine, nine years ago and there is a constitutional clause which limits the tenure of directors to nine years maximum. It is timely,

therefore, to acknowledge the dedicated work of Jan Forshaw, Jim Harkin and Christopher Lonergan who have contributed such valuable expertise, particularly in the educational, juvenile justice, political, local government, strategic planning and legal arenas. That's right - the list of areas of professional competencies exceeds the actual number of persons! Even beyond this are their core qualities of willingness to share solid humanity, parental skills, faith and wisdom as they help the Dunlea Centre work for at-risk youth and families by perpetuating the foundational dream of Fr Tom Dunlea and the inspirational methods of St John Bosco.

Faced with a situation where our Board Constitution required the retirement of so many outstanding directors in the one year, we decided to advertise more widely for new directors and were delighted with the response of so many good people who were willing to donate their time and expertise to guide Dunlea Centre's ongoing development and security. A rigorous and careful selection and induction process has enabled a larger board with an even more diverse range of expertise and wisdom as three new Directors have now joined, and a further three will begin soon after our AGM. In this selection process we are especially grateful to John Cheshier of TrakSearch whose pro bono steering of the process was of such great value.

One unfulfilled hope was to have more women on our Board, given both our recent extension into caring for girls and, even more fundamentally, to tap the feminine insight and challenge in what had traditionally been an almost all-male environment. Happily this situation is not reflected in the day

-to-day staffing of the Dunlea Centre. Indeed there are more female than male staff members. Balance and diversity are so important in an agency such as ours where good and acceptable guides and role models of both sexes are essential for the healthy development of our young people

As our Executive Director explains in his report, 2013-14 has also been an exciting year where substantial longer-term development planning has been able to take place. Alongside the capable guidance of Dutailis Architects, for our building project we have also appointed Mrs Karly Foster to the new position of Development Manager to help ensure sustainable fund raising. We are now in a position to begin implementing the plan for new infrastructure and buildings thanks to the welfare generosity of the Commonwealth Government and also the providential generosity of some benefactors who have bequeathed us substantial bequests to ensure our future of providing viable futures to needy youth. Our hope and prayer is that this needed benevolence will continue.

Fr Peter Carroll SDB
Board Chair



A student's thoughts.....

'I came to the Dunlea Centre because things were not going well at home or at school. I was fighting with my mum as well. The Dunlea Centre has been able to help me with being comfortable with myself and they have helped me with my anxiety. This has been the biggest change in my life so far. I think this has happened because the staff actually care about my school work and home life.

I have enjoyed the residential part of the program the most. We get to do a paid activity on Thursday. things like go-karting, lazer tag, bowling, movies and swimming.

My most memorable moment would be go-karting. I have never been go-karting before and I had so much fun. It was exciting and I will always remember one of the staff trying to overtake me. It was heaps of laughs and fun.'

Executive Director's Report



2013 was another successful year for Dunlea Centre, Australia's Original Boys' Town. Our distinctive family preservation program continued to produce life-changing results for many of our young people. The agency assisted and supported well over 60 families throughout 2013 as they endeavoured to make major changes and

improve their relationships. These changes and outcomes are evident throughout this report and highlight that the Agency's model of intervention is effective.

The vision of Father Tom Dunlea (1894-1970), the educational philosophy of Don Bosco (1815 - 1888) which incorporated the spirituality of St Francis de Sales (1567-1622), all shape the foundation upon which the Dunlea Centre ideology is based. Their spirituality centered on kindness, presence, gentleness, mutual regard, patience and humility. They embedded these Christian virtues into everyday life with the people in their care. In essence, "God can be found in the midst of all the busyness of life".

At Dunlea Centre, it is evident that these virtues are ever-present in the day-to-day interactions between our hard-working professional staff and our young people and their families. The challenges and commitment to change by the clients and their families is substantial. To make changes is not an easy path and it can often seem like the aims and objectives are just out of reach for many. Nevertheless, our staff gently and patiently guide our young people, equipping them with effective decision-making skills and strategies for resolving conflict in a safe and caring environment.

The residential component of our program also provides further opportunities to learn invaluable life-skills whilst residing in a close-knit community. The goal is to have our young people transfer these enhanced skills to their home environments. Subsequently, this allows them to remain within the family unit rather than exposing them to the risk of being placed into alternative Out of Home Care Settings.

A recent indicator of the effectiveness of our program occurred when a young person in one of the Units received the "Heathcote Parliamentary Medallion" from local State Minister, Mr Lee Evans. The mother of this young man stood up at the ceremony and said, "If it wasn't for the staff, who basically refused to give up on my son, he would not have achieved the success that resulted in this award. Thank you Dunlea Centre, your program really works!"

Dunlea Centre occupies a unique position, overlapping both the education and community sectors of our society. As a registered and accredited school, Dunlea Centre, Australia's Original Boys' Town, meets the requirements of the NSW

Board of Studies, Teaching And Educational Standards (BOSTES) for students up to Year 10. The BOSTES next registration inspection for renewal at our school will take place in 2015.

Dunlea Centre's effectiveness in supporting 'at risk' children and their families is recognised by the support we receive from several sectors. The Department of Family and Community Services (FaCS) is our major financial supporter and continue to provide us with a service agreement to provide family preservation and restoration.

As an independent school we receive some financial support from the Commonwealth Government, for which we are very grateful. In 2013, in addition to the normal per capita grants, the Dunlea Centre program received grants in connection with the Commonwealth's Chaplaincy program and the More Support for Students with a Disability program. While we are delighted with the support we receive from Government, our ability to deliver quality services also relies on the generosity of many individuals and organisations. We are very appreciative for your continued support.

The 2013 year concluded with the announcement that the Australian Government Capital Grants Committee had approved Dunlea Centre's application for a grant to refurbish the existing site. In keeping with the times, Dunlea Centre has engaged Dutailis Architects to assist with a modern and specific design layout. We are deeply indebted to the Catholic Education Commission and the Sydney Catholic Education Office who have assisted us greatly in the application process that ultimately will benefit many young people well into the future.

In 2014 we will celebrate our 75th year of operation. Enormous changes have occurred at Dunlea Centre since its humble beginnings back in 1939 as *Australia's Original Boys' Town*. We move forward continuing to be inspired by those young people who strive to make changes in their lives and turn around adversity. We do this whilst constantly applying the penetrating philosophy of Don Bosco, "to enlighten the mind while ennobling the heart".

Paul Mastronardi
Executive Director



Our Programs

In today's society there are increasing pressures put on families socially, financially and emotionally. Add the pressures and temptations their children are exposed to in society and the media and it makes for a dangerous mix. 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. The ever changing and developing social media is putting immense pressure on kids also.

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. This could be a special school placement, TAFE or employment.

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.

At times, a young person might not be fully engaged in the program. There might be a number of reasons for this disengagement. A short period of time away from the program might be required by the young person in order to reflect on their progress and their placement, until a meeting with a parent or carer can be arranged to discuss the situation.



A typical day at the 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 young people 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 2013 have included dance, 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.

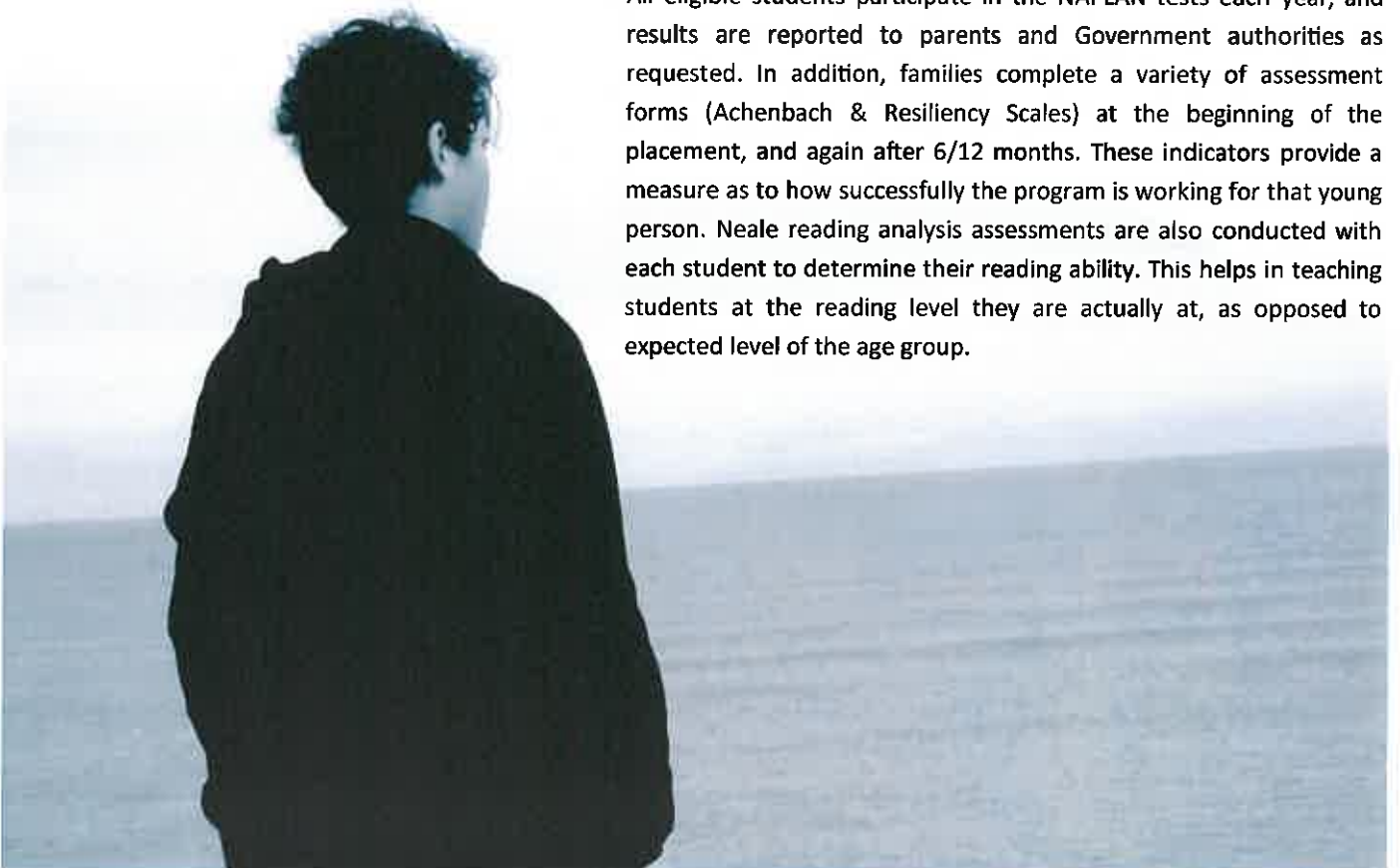
TRANSITION

As the young person approaches the end of their placement, which can range from 6 to 12 months, plans are made for their transition back to their former school or to a more suitable alternative educational setting or possibly 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.



A Year in Ciantar

There are 4 residential units at the Dunlea Centre, Fleming, Maria, Power and Ciantar, 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 pages detail some of the unit's themes and experiences encompassed in 2013.

The Ciantar Unit participated in a wide range of activities and lessons in 2013. A thematic approach was utilised looking at the needs of our boys. The themes varied from "Know What You're Worth", "Have The Courage To Dream", "Purpose = Peace" and "It's Time To Leave Neverland and Grow into a Better Man". At the end of 2013 the Dunlea Unit changed their name to the Ciantar Unit to avoid confusion with the Centre's name.

Term 1 – Know What You're Worth

Boys were struggling to have the motivation to work on goals set, so this theme was designed to get the boys to realise their own self-worth. Once boys realised their own worth we were able to raise the bar and set higher expectations academically, socially and emotionally. With a number of bullying issues within the unit and in the media we focused on setting expectations by reading a text and analysing the characters who, in this case, were being bullied. The boys understood the impacts of their words and actions and how their behaviour is often a direct reflection of how they feel. The boys participated in a number of activities like fishing, surfing, gym, swimming lessons and visits to the national park. The camp this term consisted of travelling to Nelson Bay where the boys participated in quad biking, sand surfing, fishing and a dolphin cruise.

Term 2 – Have the Courage to Dream

With boys still struggling to focus on their behaviour or actions and looking at what needed to be changed, the theme "Have the Courage to Dream" was adopted to help them find the strength to work towards a positive future. Educationally, as usual, the focus was on increasing skills in a number of key learning areas, in particular, literacy and numeracy. For English, the novel "Call It Courage" was examined. In History the boys learnt about Gallipoli and the ANZAC legend. They learnt about Australia's involvement during the first and second world wars and Vietnam. Camp this term was a historical site study involving the unit travelling to Goulburn, where we stayed on a sustainable living farm (Yurt Farm) for 2 nights, then travelled to Canberra to visit the war memorial for a day trip.

Term 3 – Purpose = Peace

All the boys that participated in our program in term 3 were struggling to find a reason to change their behaviours, whether the difficulties were in their families, educationally, socially or emotionally. Our focus was to create a sense of purpose.



In English the boys read and analysed the novel "Mao's Last Dancer", where they focused on the character's sense of purpose. The boys attended a camp at Bundeena, where they participated in a number of activities on the coast such as a walk to Jibbon headlands to see the Aboriginal Rock Carvings, as well as participating in bush walks, night fishing and canoeing.

Term 4 – It's Time To Leave Neverland and Grow Into a Better Man

As usual looking at the needs of the boys, we saw a need for greater maturity to be displayed. The lyrics from an Australian musician were used to inspire the boys and coincided with a focus on messages in music in English. The boys also were introduced to Work Education where a number of boys participated in work experience in businesses in the local community. The boys held a cupcake stall to raise money for the camp during the term, which was held at Huskisson in Jervis Bay. The boys camped in tents and some of the activities included night fishing, swimming, snorkeling and a dolphin cruise.



A student's thoughts.....

'I came to the Dunlea Centre because my mum moved to Tumut and left me with my dad. I was sleeping in his van down the road. Mainstream school didn't suit me either.

The Dunlea Centre has helped me in many ways. They have bought me shoes and clothes. They have helped me with my schoolwork and finding a job.

I have really enjoyed cooking in the commercial kitchen and all of the FUN activities such as surfing, gym, gymnastics and canoeing.

My most memorable moment was when I surfed for the first time and I was good at it. I will always remember that experience because it made me feel good about myself.'

A Year in Fleming

2013 was a MASSIVE year for the Fleming Unit. Each term was action packed and the boys didn't get a chance to get tired.

In Term 1 our theme was 'Variety in Society' which saw us out in the community every chance we got to experience the different cultures we are fortunate enough to share in society. We interacted with local business owners to get a better understanding of the people who provide services in our area, which also allowed us to get other opinions on what makes up our 'community'. For camp we tried to push our norms and camp in a remote location on the south coast. We had to come up with activities to entertain ourselves and cook under the stars which was very foreign to most of our boys.

In Term 2 we had one major goal - GET TO THE SNOW! The boys approached local businesses, many of whom we had met in Term 1, for their help in raising funds for the trip, and the businesses very generously donated various prizes to go towards a raffle. Once all the prizes were gathered, the boys got out in the community and sold raffle tickets in the main streets. The raffle was very successful in both raising money for the trip and building confidence in the Fleming boys to talk to local residents all of who were more than happy to help. Within 4 weeks the raffle tickets were sold and it was official, Fleming Unit were off to the snow!

In Term 3 the focus was on the upcoming trip. With most of the boys having never seen snow except in photo's or in the movies this trip was a BIG deal. Not only did they get the opportunity to see the snow, but they got to experience the adventure of skiing and snowboarding. We stayed in East Jindabyne and our accommodation was great, 45mins and we were on the slopes. Day 1 was spent at Smiggins as nearly all of us had to learn the basics for our chosen style. Some stacks, tears and smiles were had by all, but day one was a buzz and the boys couldn't wait for the second day. Day 2 saw an increase in confidence and before you knew it all boys were flying down the mountain in control (most of the time). We also had a chance to explore more of the snowy mountains. Everyone had a great and memorable experience at the snow, one we all will never forget and this was evident due to how quiet the bus trip home was!



Term 4 - 'Come Dine With Fleming', this was a career centred term that highlighted life skills in action. A big focus was on Food Technology, and career paths in the hospitality field. The boys worked on their resume's for the first few weeks before they sat before a panel to interview for various hospitality positions, such as front of house, chef's and waiters. The boys did really well in their interviews and definitely showed skills that will help launch them in the workforce in the coming years. The final assessment for the 'Come Dine With Fleming' program was a 3 course lunch with Dunlea Centre Leadership team and office staff who were treated to first class food and service. A great HIT is the least we could say about it. All the boys nailed their dishes and the customer service was second to none. The outcomes went very well indeed and the theme is something we will definitely look to run again. 2013 was MASSIVE for the Fleming Unit, and we can only see 2014 heading the same way!!



week	outcome	T/L Activities & Assessments	Key Competencies
1	PDHPE	Explain aim of sessions, research job roles and job descriptions	KC1, KC2, KC3, KC7
2	4.11 5.11	Write/plan job applications, cover letters and resumes	
3	4.12 5.12	Continue with cover letters and resumes	
4	4.13 5.13	Practice interview skills, mock interviews	
5	4.15 5.15	Interviews—Assessment task	
6	4.16. 5.16	Come dine with me Fleming practice. Menu Planning	
7		Come dine with me Fleming practice.	
8		Come Dine with me Fleming -Assessment task	
9		Camp	
10		Finish off Assessment task	



Come Dine with Fleming Interview Questions

1. Tell us about yourself and why you think you're suitable for this role.
2. What relevant experiences & skills could you bring to the role?
3. Tell us about a time you worked well in a team.
4. How do you feel you work under pressure? Can you give us an example?

Waiter: What would you do if a customer became very angry and complained to you about the service?

Head Chef: If you were notified by the waiter that a complaint had been made by a customer, how would you respond?

Assistant Chef: The Head Chef informs you a complaint has been made about your dish reaching the table cold. How would you respond?

Pastry Chef: The Head Chef informs you a complaint has been made about your desserts presentation. How would you respond?

Kitchen Assistant: The Head Chef informs you a complaint has been made about the cleanliness of the cutlery. How would you respond?

A Year in Power

2013 was an exciting year for the Power Unit, where the boys were able to take part in a variety of interesting and exciting experiences.

The theme for Term 1 was 'Change your thoughts and you change your world'. With this in mind the term started with an early emphasis on team and character building activities. Of particular note, staff and students participated in the 'leap of faith'. This activity consisted of a jump from the top of a very tall, yet perfectly good log, onto a much less stable, hanging trapeze. It was an activity designed to tackle your anxieties and unveil your courage and it certainly did both. Throughout the term this pushing of personal boundaries also continued into the academic arena. Most of the time the boys really engaged with their learning, taking to it like a duck to water. Algebra was studied and Ancient Egypt was travelled. Newton's laws of motion were explored and inventions were created. Some of the best inventions of the term were actually produced in the Food Technology room. The boys really took to the idea of cooking cultural masterpieces.



Following the first term, Term 2 had a lot to live up to, but ultimately it outshone its predecessor. The theme for Term 2 was 'Flexibility and Compromise'. The idea of this theme was to focus on challenging the boys' mindsets and help them to see the benefits of cooperating with others. To this end the unit went on a team building camp at Berry. Here, again, the boys found themselves jumping off perfectly good logs and climbing up unstable constructions, constantly with the close support and supervision of their peers and staff. Always with a safety rope tied to their harness as well, of course! These activities all helped train the boys to be flexible in their thinking and work together.

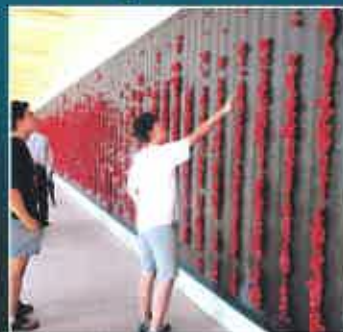
Back in the workspace, the boys studied the novel *A Fortunate Life* and learnt the true story about Albert Facey. Despite the extremely challenging experiences he encountered throughout his life, Albert was still able to see the positives and ultimately described his life as "fortunate".

Term 3 saw a specific focus on 'Change'. Throughout the term the boys were encouraged to explore the concept of change and accept it as an ongoing aspect of life. Change was looked at in the contexts of ecology, body systems and the Australian environment, while camp focussed on social awareness. The article opposite breaks down the outcomes and what we hoped the boys would get from exploring this theme.

With spring in the air, Term 4 saw lambs in the paddocks and ducklings in the pool. It also saw the unit escape to the country, well, capital country. Yes, we went camping in Canberra. With the theme of 'A Healthy Life is a Happy Life' in mind, the unit met some athletes and toured the Australian Institute of Sport. While in Canberra the boys also came face to face with some real dinosaurs, before later undertaking a sobering, yet inspiring tour of the Australian War Memorial.

Overall, the year was a great success. The boys moved forward on their goals and developed a wide range of complementary skills. It was certainly a fantastic year, and hopefully one the boys, in future, can look back on and see themselves as fortunate to have experienced.

The Power boys trip to Canberra



The Program in Action....

In Term 3 2013, the Power Unit undertook a week long camp based around the theme of Social Awareness. At the beginning of the week each of the boys was given a wallet filled with (fake) money – the equivalent of the youth allowance. As soon as the boys were handed their wallets laden with cash, the teachers asked them to pay their rent for the week. The boys had to give up some money. Next came the power bill, grocery money, transport costs, insurance costs etc. Eventually, the boys were left with \$25 for the week which they could choose to use at certain times.

The boys had to organise their own meal plan for the week, including recipe planning, costing and shopping. They also had to cook everything for the week. Writing a shopping list proved easy. Going shopping proved hard as the boys shopped ingredient by ingredient, rather than listing all the fruit or vegies together and then buying everything in that section. Instead the boys went from one aisle to the next, back two aisles, to the vege section, back to another isle etc. Eventually though, the boys worked out by themselves that it might be better if they group foods together and then got everything that way.

As part of the social awareness activities on the Monday we went to a community organisation called "Dress for Success". This organisation provides brand new suits to community members who can't afford to purchase them for job interviews. Each of the boys was measured up and dressed in a new suit. The boys were very surprised to each be given a brand new suit, and boy did they look smart!

In the afternoon, we spent time with a group called Together for Humanity. This group consisted of someone from the Jewish religion, an Agnostic, a Christian and a Catholic. It was a great time for an informal discussion about beliefs, identity and understanding difference and tolerance in the community.



We spent Tuesday morning visiting Auburn mosque. We learnt about Muslim beliefs and the building of the mosque. We entered the building and a guide explained the design patterns and symbols – it was an enlightening experience. We had Lebanese food for lunch at the restaurant – again the boys could purchase a drink instead of water or chips with their salad (they still had to eat the salad first!). Westmead hospital was in the afternoon – we were given a tour around the Children's hospital and each of the wards by a clown doctor. He was pretty funny. It was a good opportunity to see the services in our community. On Wednesday we spent the morning in Kings Cross visiting the



Wayside Chapel – an organisation that focusses on providing help to mostly homeless members of the community in Kings Cross. We learnt about the programs they run and the help they provide. We also had lunch there. While we bought the lunch – if the boys wanted something extra they could use their money to purchase a soft drink or biscuit.



In the afternoon we were welcomed into the Kogarah Police Station. Officer De Silva showed us the station, fingerprinted the boys and locked them in the cells! The best part though was getting into the police car, putting on bullet proof jackets and turning the sirens on. We also spent a full day on Thursday volunteering at the Salvation Army. We cooked the meals and served homeless members of the community, stocked the charity shop and organised the community shop. This was a fantastic opportunity to interact with and learn from both organisations in the community and the community itself.



Throughout the week, the boys had a chance to use their extra money to buy things. However, they also had to occasionally, pick a chance card from an envelope. The chance card impacted on their monetary situation; 'you lost your bus pass, pay \$2', 'you ran out of deodorant, buy a new one for \$3.' if the boys wanted dessert each night they could have it, but they had to pay for it using their money. By the middle/end of the week the boys ran out of their money. On the final day they were presented with a choice card which said they needed to pay money for new shoes and that petrol prices had gone up and they owed \$5. None of the boys had money to pay and so ended up in debt. This taught the boy's a valuable lesson about making sure they put a percentage of their weekly wage into savings.

This camp was a brilliant way to show the boys cause and effect, that to do one thing you have to sacrifice another, and the lesson learnt was a very valuable one to carry with them through their life.

A Year in Maria

2013 was another busy year in the Maria Unit, full of adventures, hard work and a few surprises! We started off the year by looking at the 'Next Step' in the lives of our young people and what that could mean for them. Through this theme the students looked at work preparation and developed the skills necessary to enable them to create a resume, seek an appropriate job and then interview successfully. In History the girls studied Australia's involvement in WWI and WWII. They were able to draw extensive personal connections to the events of that time and to see the long term effects of such a turbulent time period in modern history. This particular module also enabled the unit to undertake an extremely valuable excursion to the War Memorial at Canberra as part of Camp. During Food Technology the students worked on how to cook on a budget and learning to use what is in the house on a daily basis to make meals, they also had an extensive focus on safe food handling and hygiene. The students worked hard in English to develop an understanding of the process that is involved in creative writing and then they used those skills to compose their own short stories. The life skills module that the students undertook on a Friday required the girls to undertake a volunteering program at John Paul Village, a local retirement home. Whilst there, they participated in the maintenance of the gardens and worked on building meaningful relationships with the residents. This was a valuable experience for the girls and was the highlight of the week for many of the residents that we visited.

In Term 2 the girls were focussing on making positive choices and how they could ensure that they get the best out of the choices that they make. They undertook a module that looked at the study of a variety of religions with the aim of helping to develop tolerance and understanding of the differences that can be found there.

In Geography the girls looked at the effects of urban growth and decline, focussing on using the city of Sydney as an example. This allowed the class to go on an informative excursion to Pymont and Ultimo to look at the changes that have occurred there over the years. In Visual Art the girls

studied the effects of framing on an artwork and made use of Vincent Van Gogh and his catalogue of works as an example of this, the girls thoroughly enjoyed this aspect and produced some outstanding work. The PDHPE component of the term saw the students participate in a swim survival course through an accredited instructor which allowed them to learn incredibly valuable skills around water and to gain a recognised certificate as well.

Term 3 saw the girls looking into the concept of 'Me, inside and out'. This enabled the girls to look at themselves and their lives holistically and begin to understand the consequences of the decisions they make on a personal level. In Science, the girls looked at consumer issues and how they can affect everyday life and what impact we can have as human beings, the girls were also tasked with designing and successfully carrying out their own scientific investigation, culminating in a practical experiment. During Food Technology the girls studied a variety of cuisines from around the world and they were then required to research and design a dish that incorporated elements of the cuisines that they had studied. We covered Australia's involvement in the Vietnam War during this term, which allowed the students to explore their own personal connections to that time period and to see how that has affected Australia's current links internationally. For life skills the girls took part in an ongoing modelling workshop that was focussed on increasing team work, self-esteem and resilience.

For Term 4 the girls looked at the 'Journey to Reconciliation' as their theme, not only focussing on how reconciliation has occurred in a wider context throughout the world, but also how they could work to reconcile personal issues in their own lives. In Science the girls made a study of the night sky and the efforts that mankind has made to explore space. They were also able to go on an excursion to the Science Centre in Wollongong and look at the varied exhibits based on space as well as the established observatory there. The girls were well engaged in Maths this term as they did some work around calculating distance, time and velocity. This was because they were able to relate it to some of the rides at theme parks on





the Gold Coast that they were very excited about visiting for camp. The students took part in an involving Performing Arts module that was both challenging and immensely rewarding for them. They were required to create dramatic pieces using different drama techniques and then perform them as a group. In Food Technology, the girls worked on learning practical hospitality skills with a focus on training for the future, they had to create their own menus and use practical catering and restaurant skills. This culminated with a visit to a training restaurant in the city where the girls not only saw behind the scenes at a top kitchen, but also got to taste the magnificent food.

There were plenty of other camps in 2013 in the girls' unit! In March, the girls went to the Yurt Farm in Goulbourn where they were exposed to a number of new experiences – damper by the camp fire, rounding up sheep and making pancakes quite literally from scratch – grinding the flour, milking the

cows, collecting the eggs from the chickens. A week was spent in Deer Park on the Port Hacking River where the girls enjoyed outdoor activities – time on the water slide, kayaking, stand up paddle boarding, beach volleyball and bush crafts. In June they spent a week in Katoomba. The chilly days didn't stop the girls from crawling through the Jenolan Caves, revelling in the beauty at Scenic World and appreciating the peace at the Brahma Kumaris meditation centre. In August the girls spent a week in Bundeena focussing on different life skills - the girls learned how to sew buttons, considered the value of interpersonal and relationship skills, learned about the value of leisure and practised budgeting skills with a week-long simulation game.



Key Achievements in 2013

- ◆ The girl's unit, Maria, now successfully into its third year of operation
- ◆ Transition of new Board Directors commences
- ◆ Staff training in Therapeutic Crisis Intervention, First Aid & WHS
- ◆ Master Plan refurbishment and development plan passed through Sutherland Council
- ◆ Block Grants Authority approved grant for Dunlea Centre building project
- ◆ Australian Pacific Salesian Principals Association - Principals visit Dunlea Centre
- ◆ Recruitment of a Development Manager, Mrs Karly Foster
- ◆ Completion of the third year of new trading name
- ◆ Adoption of the revised strategic plan
- ◆ St Joseph's Ferntree Gully Melbourne Executive team visit Dunlea Centre
- ◆ Presentation of the Heathcote Parliamentary Medallion by MP Mr Lee Evans
- ◆ Completion of the "MSSD partnership" with Berne Centre, Lewisham.
- ◆ Several Lund University Sweden Student placements at Dunlea Centre throughout 2013
- ◆ Australian Catholic University initiates research into the effectiveness of the Dunlea Centre programs
- ◆ Maria Unit journey to the Gold Coast during Term 3
- ◆ Teacher named as finalist in 'National Excellence in Teaching Award'



Staff Professional Learning and Development

A range of qualified staff are employed at Dunlea Centre across a range of positions brought together into a multidisciplinary framework. These qualifications include teaching, psychology, conflict resolution, administration, counselling, social welfare, ministry and finance.

Currently, there are eight qualified teachers, six counsellors, five life skills/social educators and eight residential workers. Thirteen staff members hold post-graduate qualifications, six are graduates, with a further eleven holding TAFE or equivalent qualifications related to their position. Twelve staff members are working towards higher qualifications in teaching, counselling, social work, administration and finance as well as three provisional psychologists completing registration. Average attendance rates of staff were above 95%.

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

In 2013 this included:

- *Continuation of the MSSD joint partnership with Berne Centre Lewisham. The focus of this collaboration has been upon improving and enhancing skills and knowledge in working with adolescent boys and girls with complex mental health needs.*
- *Refresher workshops in Therapeutic Crisis Intervention (TCI) and First Aid. Other workshops included professional training in Grief & Loss, Cyber safety, Bullying & Harassment, Conduct Disorder, CBT, DBT, Accidental counselling, PPP, the Adolescent Brain – a work in progress, children and abuse, suicide prevention self harm as well as Literacy in action.*
- *Professional exchanges and experiences and visits to other NGO's and associated agencies such as the Association of Independent Schools (AIS), Associated Welfare Agencies (ACWA), Marist Youth and Redbank House.*



Our therapeutic approach

Our Model of Support for troubled children and their families

Our program is formed 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 program is founded on 8 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 be responsible for, their own choices.
- (6) **Personal:** The Dunlea Centre 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 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 the Dunlea Centre 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 young person; his or her home, school environments, peers and community. The young person 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 young person'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 young person 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 (see Table below).

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 values a 'strengths' rather than 'deficits' focussed approach, see diagram below, 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.

Table. The ecological View Across the Four Domains

	Home	School	Peers	Community (includes Cyber Community)
Mastery (Competence)	Medium	Good	Poor	Good
Belonging (Significance)	Poor	Medium	Poor	Medium
Independence (Power)	Good	Poor	Medium	Medium
Generosity (Virtue)	Medium	Medium	Poor	Poor

Diagram. The Circle of Courage



Our Therapeutic 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		
To engage the heart and spirit			
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

RESPECT

UNDERSTANDING

AFFECTION

HUMOUR

In Action.....



'Dear staff at the Dunlea Centre, 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 learned from my sons experience. You will forever be on my gratitude list'

Parent 2013



Evaluation

In recent years we have increasingly examined the Pearson Resiliency Scales for Children and Adolescents for young people who undertake the program. By analysing 'pre' and 'post' testing we believe we can see indications of each young person's resilience development. We also believe improvements in a child's resilience scores bodes well for family preservation. As the program largely targets aspects of 'mastery' and 'relatedness', improvements in resilience are likely to be associated with program activities and skill acquisition that reaffirm family relationships.

In 2013 improvements were recorded in all aspects of Mastery (including optimism, self-efficacy and adaptability) and Relatedness (trust, support, conflict and tolerance). As in some recent years the changes to the 'emotional reactivity' scores (reaction, recovery, level of impairment) are somewhat inconsistent and give more weight to the previously reported proposal that many young people enter the program with a distorted understanding of what is acceptable and appropriate behaviour. Many display behaviours that fall short of community expectations but these behaviours have been 'normalised' and are thought to be the standard way of behaving. It seems that during the program many young people learn that what they previously thought of as normal behaviour is, in fact, quite inappropriate.

The 2013 results show an improvement of nearly 20% in the general resource index indicating that young people have developed skills and strategies that improve their capacity to deal with difficult situations. A smaller increase in their vulnerability index (6%) shows a modest improvement in their likely exposure to difficulty, but the overall indication is a significant decrease in the escalation of previous triggers into 'crisis' events, that could provoke family breakdown.

Similarly 'pre' and 'post' tests using the Achenbach scales of behaviour indicate significant improvement for those completing the behaviour. These scales are undertaken independently by the young person, a parent and relevant staff. Some of the key indicators include:

- *Whereas 96 behaviours were considered 'clinical' or borderline' in pre-testing, only 60 such behaviours were identified in the post-test*
- *Overall 'rule breaking' and 'aggressive' behaviours both decreased by 25%*
- *Overall 'internalised behaviours' (depression, anxiety, thought problems etc) decreased by 35%*



Project and Visit

Major Development Project for Dunlea Centre

Dunlea Centre was successful in attaining a grant from the Australian Block Grant Authority towards the end of 2013. The Catholic Education Commission and Sydney Catholic Education Office were pivotal in assisting our agency through this application process.

A Master Plan design has been prepared by Dutailis Architects and was lodged with Sutherland Council throughout 2013. The plan incorporated an overall redesigning and refurbishment of the existing site with the potential for several new purpose built buildings at some stage in the future. The need for this refurbishment is long overdue and we hope that the upgrades will allow us to provide modern facilities with up to date technology for our staff and young people.

Currently the tendering stage is underway and we await the outcome of the successful tenderer. Building work is expected to commence towards the latter part of 2014. We are indebted to the CEC and the CEO for supporting and guiding Dunlea Centre through the development application.

A VISIT FROM OUR FRIENDS AT John Paul Village, Heathcote

On 8 August, the residents of the John Paul Retirement Village made a trip to Dunlea Centre. Executive Director, Gerry Renouf, arrived with the guests who were greeted by the Fleming Unit boys who prepared and served a lovely array of morning tea items and beverages.

After a brief presentation covering the history and current developments within the agency, the guests mingled with the boys. The wonderful dialogue and discourse that was exchanged between the generations was marvellous to observe.

For the boys it was a novel experience to talk about their current experiences with the John Paul Village visitors. Several of the John Paul Village visitors were able to tell the Fleming boys about how Dunlea Centre, known then as Boys' Town, used to operate. Many were local parishioners who were involved in fetes and other fundraising activities over the years.

We waved goodbye to Gerry and the other guests with the intention of visiting the Village later in the year.



Financial Summary as at December 2013

	2013	2012
REVENUE		
State Government Grants	\$ 1,447,755	\$ 1,414,270
Commonwealth Government Grants	\$ 965,046	\$ 895,287
Catholic Church Grants	\$ 140,000	\$ 140,000
Donations and Bequests	\$ 2,347,707	\$ 443,281
Investment Revenue	\$ 411,542	\$ 434,452
Unrealised Gains	\$ 172,151	\$ 33,153
Other	\$ 49,926	\$ 52,234
	<u>\$ 5,534,127</u>	<u>\$ 3,412,677</u>
EXPENDITURE		
Program Expenses	\$ 1,697,223	\$ 1,653,361
Administration Expenses	\$ 50,180	\$ 41,041
Building and Maintenance	\$ 210,588	\$ 196,533
Development and Fundraising	\$ 22,370	\$ 16,780
Financial Expenses	\$ 265,130	\$ 169,512
IT and Communication	\$ 72,415	\$ 77,777
Motor Vehicles	\$ 23,507	\$ 22,869
Property expenses	\$ 134,730	\$ 115,040
Wages and salaries	\$ 755,443	\$ 689,781
Wage Employment Costs	\$ 175,119	\$ 236,582
	<u>\$ 3,406,705</u>	<u>\$ 3,219,236</u>
Net Surplus	\$ 2,127,422	\$ 193,441

Principal Activity

Boys' Town Engadine, ABN 75 114 343 725, is a public company limited by guarantee that is incorporated and domiciled in New South Wales, Australia. The registered office is at 35A Waratah Road, Engadine NSW 2233.

The principal activities of the company are the management and administration of the benevolent activities and welfare services of Dunlea Centre (the trading name of Boys' Town Engadine) and the school Dunlea Centre, Australia's Original Boys' Town.

The company commenced operations on 1 January 2006 upon receiving the gifting and disposition of the assets of the Salesian Society Incorporated as Trustee of Boys' Town Engadine.

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 2013 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.

Signed in accordance with a resolution of the Directors made pursuant to s.295(50) of the Corporations Act 2001, on behalf of the Board by Fr Peter Carroll SDB on 27 March 2014

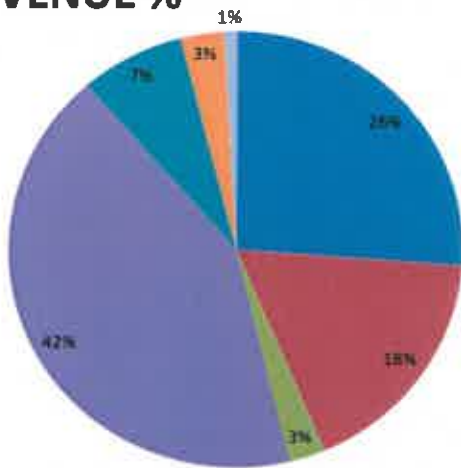
Auditor's opinion

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 31 December 2013 and of its performance for the year ended on that date; and
- b. complying with Australian Accounting Standards (including Australian Accounting Interpretations) and the Corporations Regulations 2001.

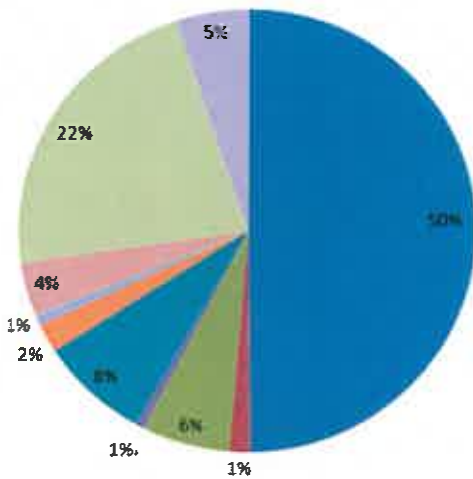
Signed on the 24 March, 2014 by Kevin Jones FCA

REVENUE %



- State Government Grants
- Commonwealth Government Grants
- Catholic Church Grants
- Donations and Bequests
- Investment Revenue
- Unrealised Gains
- Other

EXPENDITURE %



- Program Expenses
- Administration Expenses
- Building & Maintenance
- Development & Fundraising
- Financial Expenses
- IT & Communications
- Motor Vehicles
- Property Expenses
- Wages & Salaries
- Wage Employment Costs



In Memory

In the advent of 2013, Dunlea Centre bid a sad farewell to a Salesian friend who had played a long role in the history of Boys' Town. Brother Henry was a strong individual, a character who was integral to life at Boys' Town for over 33 years. Below is a reflection of his time at Boys' Town.

Brother Henry van der Laan (By Fr Peter Carroll)

Brother Henry Van der Laan passed away gently on the night of 30 December 2012 at the John Paul Village Nursing Home. He was eighty seven.

At Boys' Town from 1966 to 1988, Henry adopted his trademark uniform of singlet, shorts and thongs. Somehow it meshed with his new appointment under the intriguing title of *factotum*.

Henry would get out and dirty, cleaning, collecting and providing for the boys. He actually became the "replacement factotum" for another man at Boys' Town who was an incredible all-rounder, Fr Joe Ciantar. As well as pioneering the Salesian era at Boys' Town, beginning the parish and building the enduring Shrine of St John Bosco, Fr Ciantar was so well known at his regular pre-dawn rounds at the Sydney food markets, chatting up the sellers and scrounging food for his boys. Using his gregarious personality, Henry excelled in this role of provider. He soon came to befriend the various managers and storemen of Boys' Town's suppliers and extended his range of contacts. Beyond standard contracts, he chased discounts, specials, near-expiry-date foodstuffs and returned items which could still serve his needy boys. Local Woolworths store managers would ring for him if there was a freezer breakdown and semi thawed chickens or ice-cream would be collected for Boys' Town instead of being dumped.

Sometimes this eagerness would lead to oversupply and there might be a week when the boys and community lived on a staple diet of meat pies or french fries. Ice cream was even dispensed three times a day following a store freezer malfunction, and most in the Salesian province were eating a "reverse-fast" of marshmallow snowballs after a factory offered a pallet load of these. Henry's rule-of thumb was never to turn down an offer, no matter how awkward it may have looked at the time, as otherwise we might not be considered again. At home the Town's kitchen storeroom became the centre of "Van der Laan enterprises" and from here Bro Henry would dispense largesse. Much of the donated surplus would be handed on to needy families or else swapped for other supplies. These were days when the budget was very tight and Divine Providence was relied on to keep the Town operating and they fortuitously pre-dated stricter consumer and supplier regulations which would later force his superiors to attempt to reign in the more dubious activities of "Van der Laan enterprises".

He gained a truck and bus licence and would help with the various weekend outings for those boys who were "24/7" at Boys' Town. Using the same techniques polished in his

supplies gathering, he would often drive up to an entry-fee event or facility, smile and announce *I am Brother Henry from Boys' Town. I don't have enough money but you can let us in for free or a family discount.* And most times he would bluster his way through, the family of twenty-five or so enjoying whatever was on offer and eating their standard "chat cheese and devon" sandwiches, washed down by a can of Bert's lemonade.

The bus trips were memorable for other reasons too. Old Boys still talk of the back-seat competitions they judged between the two Brother drivers, Henry and James, as to who held the current record for driving the old Bedford bus longest without changing gears. The smell of friction burning and all-too-frequent clutch plate replacements revealed preoccupations with thoughts other than good driving. And in one infamous incident, with smoke swirling from the bus engine cover and a long procession of cars trailing on the hilly Heathcote Rd, he managed to pull over just past the Woronora Bridge, diagnosed the problem as an overheated engine, sent a boy to the river with a bucket, then poured the cold water over the engine! A cracked block now totally immobilised the bus, the boys walked home, but certain things he appeared not to worry about and tomorrow was always for Bro Henry!

Henry also went out of his way to provide for a number of poor families, especially those with a boy at Boys' Town. There would often be extra food that could be dropped off on the way back from a supplier. He similarly might have "found" some spare clothing or footwear, even a portable heater in winter, goods which made that vital difference to a struggling family's survival or morale. These things would be hand delivered with his inimitable smile and a brief chat and that particular family would be so much the better for his visit and the knowledge that someone cared – and cared in a practical manner. Before family-restoration became the new model of Boys' Town service philosophy, he was ahead in feeding so many of our poorer families, making the friendly contact visit or even organising holidays for the children.



15/7/1925 - 30/12/2012

Thank you and Goodbye

Dunlea Centre would like to acknowledge the passing of Fr Ted Cooper, Fr John McSweeney, Sister Christina Swan and Sister Sarah Hanley, all of whom played a part in the history of the original Boys' Town.



Fr Ted Cooper became prefect of studies at Boys' Town from 1956, where he used his wonderful teaching skills to inspire the many boys passing through our door. He was a humourist and raconteur and a great Salesian character. He was a family person, a people's man who moved onto influence many schools, parishes and communities throughout Australia, finally retiring to John Paul Village to live out his devoted life in peace.



Sister Sarah Hanley was an ever present and pivotal character in the Salesian and Bosco school community in Engadine since its inception in 1959. It is well documented she knew every child in school by name, and was often seen playing handball with her beloved children even in the later years of her life. With her sporting passion she was instrumental in founding many extracurricular activities like the Bosco netball club. Many children and adults alike who have passed through her care will sorely miss Sister Sarah.



Fr John McSweeney, a devoted Salesian historian was so taken with the history of Boys' Town and its charismatic founder, Fr Tom Dunlea that he wrote a biography, 'A Welcome on the Mat'. This details memories from the early days, recounts personal stories and little known facts, and has been well received in both the Salesian and lay community. It is still available for purchase.



Sister Christina Swan was a foundation stone in the building of St John Bosco primary school, starting from nothing, not even books, nor any money to buy them. The Salesian sisters relied heavily on the good will of the parish, who gave generously as the school grew under the Sisters tutelage. As a testament to her commitment when she left the parish and her beloved school behind, the school had grown five hundred students strong, and continues from strength to strength, an admirable legacy.

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 Favalaro, Mr R.O. Römer, Ms I Kelly, A.E Rice Muronga, S. Bachmann, B O'Brien, Di Donato family, A.L Dixon, Lord Mayors Charitable Foundation, Beswick Family Fund, Estate of the late ERE Reschs, Estate of the late Lydia Davison, Estate of the late Shirley Dorothy Melford, Estate of the late Rodney Roy Barton, Estate of the late P.A. DeBaun, Estate of the late A.R. Richards, Estate of the late J.I. Cusack, Estate of the late B.J. Buchhorn, 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 2013.

I would like to help keep families together

Dunlea Centre needs ongoing support in the form of donations, bequests or sponsorship to help families stay together and create a positive future. Please donate today.

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 Dunlea Centre's activities and 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) posted to the address below*
- On-line at www.boystown.net.au*
- By credit card. Please complete the form below or call us if that's easier*

Credit Card details: MasterCard Visa Amount: \$

Card no: _____

Expiry date: _____ / _____

Name on card _____

Signature _____

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

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

Dunlea Centre
Po Box 99
ENGADINE NSW 2233
Phone: (02) 8508 3900 Fax: (02) 8508 3920
Web: www.boystown.net.au
ABN 75 114 343 725

If you would like to talk to us about donations please call and ask for Karly