

Contents

1	Contents
2	Board Chair's Report
3	Executive Director's Report
4	Summary of our program
5	A typical day at the Dunlea Centre
6	Ciantar Summary
8	Fleming Summary
10	Power Summary
12	Maria Summary
14	Key Achievements in 2014
15	Dunlea Centre Attendees in 2014
16	Staff Professional Learning and Development
17	Therapeutic Approach
20	Evaluation
21	Dunlea Centre Mission and Board of Directors
22	Financials
25	Thank you



Board Chair's Report.

This is a year of jubilee! Boys' Town Engadine first opened its doors seventy five years ago and thousands of boys, and now girls, have come through those doors since. Most would have entered with a mix of fear, anticipation and hope. We trust that most left at the end of their stays with a greater sense of self-worth, security and skills for a better life.

It is also two hundred years since St John Bosco's birth in 1815 and accordingly thousands of "cousin" centres worldwide are celebrating the commonality of youth services similar to the Dunlea Centre, Australia's original Boys' Town. After its struggling years of foundation as a stand-alone entity, Boys' Town joined the extensive network of Salesians of Don Bosco youth centres in 1952 and so linked itself with an already mature system of assisting poor and at-risk youth. Fr Tom Dunlea's dreaming meshed beautifully with the vision of Fr John Bosco and Sydney became the welding between Tipperary and Turin to enable the Town to grow, develop and adapt to the changing needs of at-risk young people and evolving education and care models.

The board is consequently enthused that the 2014-15 double-jubilee year is realising the fruition of much dreaming, planning, pleading and organising by both the board and the executive. We are so grateful that the Catholic Education Commission and Catholic Block Grant Authority have believed in us and so generously encouraged and supported our planning. Anyone coming on site will quickly notice the new and contemporary residential-learning 'pods' which are emerging on the Woronora Rd side of the property. A closer look will also reveal much change and modernisation of facilities within the old main building. But what might be less immediately obvious, yet even more important to us, will be the evolution of methods of responding to youth needs which will take place in these buildings.

We are so fortunate that we are building on the established tradition of Fr Dunlea's practical responsiveness to the needy and Fr Bosco's tactical way of forming honest citizens and good Christians from the young by working with them in a caring, affectionate, reasonable and faith-based manner. Both left us the legacy of a pioneering adaptability which has enabled us not simply to survive over the decades, but to evolve into new models of care and life education. We continue to welcome youth and their families from diverse backgrounds without any discrimination and trust we are playing our pivotal role in building up what is most positive in multicultural Australia.

The Board is grateful to the corporate and individual benefactors who have enabled dreams to come true over the last seventy five years and to the wise leadership of our executive directors and their conscientious staff. May the next seventy five years be even more successful in building futures for our young and their families.



Fr Peter Carroll SDB

Executive Director's Report.

Dunlea Centre has continued to strive to provide a highly effective family preservation and restoration service for young people and their families. The impact and success is demonstrated in the comments and evaluation statistics located within this annual report.

Our core residential program produces life changing results and through our interventions we observe families coping better. This results in our young people remaining within the family unit rather than moving to Out of Home Care or Juvenile Justice Centres. We are well aware that the therapeutic element of our program is crucial and see educational re-engagement as indispensable.

Similarly, we are aware that many of our young people arrive at Dunlea Centre disaffected by the negative experience of previous school life. It is one of the major aims in our program to ensure our young people will have a positive experience at Dunlea Centre. The experiences of mastery, belonging, generosity and independence are pursued dynamically in the belief that many will leave with at least some experience that school can be a positive place and therefore, (as research suggests) this will increase their chances of success.

Dunlea Centre's effectiveness in supporting 'at risk' young people and their families was recognised this year with a renewal of the service agreement by the Department of Family and Community Services who continue to be a major financial supporter of the Agency. We are thrilled that FaCS continue to support us as we are likewise enthused by the support and generosity we have been fortunate to receive from many other sources. These include our Salesian colleagues, old boys (former students), distant relatives of significant people of the Boys' Town era, financial donations and generous bequests from people such as Shirley Melford, Anthony Richards & Phillip De Baun.

Such support is equally appreciated when Government agencies, Catholic authorities, community groups and volunteers, collaborate with us in achieving our goals. The Federal Government Block Grant Authority has generously assisted Dunlea Centre in preparation for the building refurbishment and construction which is currently underway. This financial support will allow the agency to be transformed into a modern, state of the art facility for our young people.

However, it is the capacity of our girls and boys and their families to make real changes that is most admirable and most important to all associated with Dunlea Centre. To make genuine changes can be very hard but many of our families are prepared to walk down this most difficult and challenging pathway with determination and commitment. We work alongside them, assist them and support them on this journey whilst admiring them for their courage. We do so with "gentleness in speaking, acting and counselling for it will win everything and everyone", (St John Bosco).



Paul D Mastronardi

Executive Director



Summary of our program.

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 truancy, 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 young people too.

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 Out of Home Care or Juvenile Justice Centres.

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.

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 2014 have included photography, art and music workshops and various sporting activities like skateboarding, biking and social group activities, social outings (e.g. 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.

Ciantar Summary

The Ciantar Unit participated in a wide range of activities and lessons in 2014. A thematic approach is utilised looking at the needs of our boys.

Term 1 – Make Your Mark. Impose your terms!

The boys were struggling to work on goals set, so this theme was designed to get the boys thinking about their contributions to creating a positive future. During English/ Literacy sessions we focused reading ‘The Outsiders’ by S.E.Hinton, analysing the characters who were marginalized, and examining how the characters words, actions and also their behaviour impacted the trajectory of their future. Boys participated in a number of activities like fishing, surfing, gym lessons and many other educational outings. The camp consisted of travelling to Lake Conjola for a relaxing fishing and surfing holiday.

In the residential program we started the year running a basic gym program consisting mostly of cardio work. As the term went on we started to introduce weight training to the program. This program went along with the units healthy eating meal plans to promote better fitness among the boys and also aimed to help some of the young people to have better self-esteem and mental health.

Term 2 – Who Am I?

This term saw the boys struggling to sit comfortably with their own identities. Struggling to focus on their behaviour or actions and looking at what needs to be changed, the theme ‘Who Am I?’ was adopted to help them find and discover some of their strength. Also identifying what they needed to do to work towards a positive future.

Educationally as usual the focus was on increasing skills in a number of key learning areas particularly in literacy and numeracy. For English we studied film and visual literacy. In History the boys learnt about Gallipoli and the ANZAC legend. They learnt about Australia’s involvement during the first and second world wars. Camp this term saw us head to Coolendel where boys participated in numerous mountain bike runs around the property as well as a cold swim in the Kangaroo River.

The residential program for term 2 consisted of the boys participating in trampoline lessons. The boys learned how to do different “tricks” on trampolines and participated in different games such as dodge ball and tag.



Term 3 – Encourage Cooperation. Foster Belonging.

All the boys that participated in our program in term 3 were struggling to get along with each other. An increase in disruptive behaviours and bullying issues saw this theme develop to address some of the difficult behaviours that were being presented in their families, educationally, socially or emotionally.

Our focus was to create a stronger sense of belonging to hopefully minimise some of the inappropriate behaviours.

In English, the boys focused on reading and analysing the novel 'Tomorrow When the War Began' by John Marsden, focusing on how the character's sense of belonging impacted the purpose. The camp was supposed to be held in Bundeena, but unfortunately got washed out, so we ended up making our way to a number of planned activities around Sydney, such as the mechanical wave at Ryde, high ropes course at Fitzroy Falls and a day just fishing and chilling at Bundeena Wharf.

During the third term we started a basketball team in the residential program, competing in a local tournament. This program built on the fitness training the young people had been doing over the first term but also helped the boys develop better teamwork and communication skills. Most of the young people had never been a part of a team sport so this challenged them to learn how to work together.

Term 4 – Moments Create Momentum.

As usual looking at the needs of the boys, we saw a need to inspire the boys, to encourage them to keep going with three boys coming to an end of their program. Coinciding with the atmosphere we focused on 'The Wave', by Morton Rhue in English, which looked at how a momentum had taken over a school. A number of boys also began Work Education participating in work experience in local businesses such as 'Jack of Hart's' and 'Jude Cafe'. The camp for this term was held at Nelson Bay where boys participated in quad biking, sand surfing, fishing and a dolphin cruise.

Over term 4 the young people took lessons and learned how to stand up paddle board. This provided the boys with a new experience that they have not had before, along with the physical health and mental health benefits that come with participating in outdoor physical activities. Not only did they learn to stand up paddle board but were also taught how tides, currents and wind can affect the activity.



Fleming Summary

2014 has been an exciting year for the Fleming Unit. The boys have continually been challenged to make change and grow as people, and the results have been rewarding for all involved.

Term 1 - Live Life.

This theme focused on the idea of getting out and enjoying all that the world has to offer with a positive outlook. In particular, the boys spent a large amount of time experiencing the combined joys of the beach and the Australian summer, through swimming and surfing. These experiences culminated in the unit leaving Engadine on not only one, but two surfing camps.

In the workspace, the boys were also asked to explore the idea of developing their lives to the fullest through a variety of learning experiences. Their morality was developed through a study of 'To Kill a Mockingbird', and the importance of looking after their mental health was explored through discussion and relaxation exercises. An understanding of the lives of those who have come before us was also developed through the study of both ancient and modern history. In all, term 1 set the foundation for a positive and challenging year for the boys.

Term 2 - Best Foot Forward.

The boys were challenged to develop the courage required to push themselves past their limits. The ultimate challenge was the term's camp, which saw the boys continually putting their feet forward, undertaking a number of bush walks in the Royal National Park over successive days. The build up to the camp also saw the boys experiencing a number of walks in the local area, all with new boots and loaded packs.

This term's theme was also developed in the workspace through the study of the film 'Gallipoli' and a visit to the Sydney Jewish Museum, where the boys learned about the courage that others have shown through difficult periods in our history. In the Social Skills class the boys looked at what makes successful teamwork, and then got the chance to practice this through a number of physical activities, such as basketball, ten pin bowling and laser tag. The end of term 2 only marked the half-way point in this year's journey, however, for many of the boys, their development suggested we were further than this.

Term 3 - You only get out what you put in.

The term's theme rang true as many of the boys tried coming to grips with skiing or snowboarding for the first time on the slopes of Perisher. Indeed, for some it was their first touch of snow. Unfortunately, our first day on the slopes was cut short by heavy rain and strong wind, however, the second day was a complete contrast, with clear blue sky and no wind. It ended up being perfect for the boys as they learned to make it down the slopes; which they all managed to do.

The specific focus on effort carried through to all of the term's activities in which the boys were continually challenged to push themselves past their self-imposed limits. These activities included developing their meal preparation skills, personal training sessions and music lessons. In the workspace, the boys were challenged with improving their mathematical and editing skills. Term 3 was a particularly rewarding term for all as the boys grew in confidence and character.

Term 4 - Building the future.

The efforts of the year ultimately culminated with the conclusion of term 4. The last term of the year saw the uplifting of spirits as the veil of winter withdrew. The promise of summer and the Christmas holidays was complimented with the promise of brighter futures, as the term's theme of 'Building our future' became the focus.

During this term, the boys studied the book 'A Fortunate Life', a marvellous story of a person overcoming adversity to live a rewarding life. The boys also took part in a number of sporting activities and learned a range of skills related to mindfulness and emotion regulation. In addition, the unit also had the pleasure of experiencing the Spanish culture for a week through experiences such as Flamenco dancing, Spanish and Latin American dining, Piñata making, Spanish language lessons and a Spanish cook-off. It was certainly a vibrant and very mouth watering week.

Term 4's Spanish week was very symbolic of our year in full. It was full of exciting and varied opportunities that challenged the unit in ways many had never experienced. All of the boys made change, whether large or small, and thus should be congratulated on their effort and willingness to grow.



Power Summary

2014 was a vibrant and dynamic year for the Power Unit. We started with a theme of 'The possibilities are endless' and continued with 'Man in the Mirror', 'Just step up', and 'The value of balance'.

Term 1 - The Possibilities are Endless!

This theme led to the boys exploring and visiting several different NSW townships – Tumut, Jindabyne and Canberra. This journey saw the boys exploring underground cave systems which were thousands of years old, Aboriginal cultural experiences where the boys learned how to weave natural fibres to make rope and start a fire using sticks and visiting a working farm in the middle of rural NSW.

Educationally, in keeping with the theme the boys also undertook a film study of 'Harry Potter and the Philosopher's Stone', in Science studied forces and energy and as well as examined alternative energy sources. In Technology the boys designed and constructed their own weaving boards and made some pretty impressive woven mats!

Term 2 - The Man in the Mirror.

This term was heavily focused on getting the boys to examine what reflection they wanted to see of themselves in their own personal mirrors. Many of our activities this term were centred on self-discovery and personal reflection. Technology provided an excellent opportunity to combine the theme with syllabus outcomes and saw the boys examining self-expression through photography. The boys really got into Physical Health and Personal Development (PDHPE) this term and enjoyed visiting a boxing instructor for exercise. Furthermore, the boys got a good opportunity to increase their understanding of self through mental health awareness classes.





Term 3 - Just Step Up!

This saw a strong emphasis on increasing Physical Health And Personal Development (PDHPE) activities such as indoor trampolining, health and hygiene classes and learning social skills. In Geography the students studied global change and global issues and centred on personal steps the students could undertake to become active citizens and make changes for the better. Students gained historical insights in Visual Art when they examined instances of how people in the past have stepped up to change situations through the study of quilt making during the period of slavery and the Underground Railroad in the USA – this also led to the students designing their own quilts which reflected personal values and aspirations.

Term 4 - The Value of Balance.

In Food Technology the boys focused on producing quality, healthy and balanced meals. We were lucky enough to have a professional chef from Barilla come to visit and take the boys for a cooking lesson!

Geography addressed the theme through an examination of the development of Australia's regional and global links with the importance of trade being balanced by aid a central focus.

Science presented a great opportunity for the study of chemical reactions, understanding pH balances and saw the students design their own unique experiment. Understanding drug and alcohol issues were examined through both a scientific framework as well as a social framework.

In PDHPE, the boys continued to focus on developing and valuing a balanced lifestyle through physical activities such as surfing and mental health classes. The boys also spent the term completing a daily diary to monitor their physical activity, diet, water-intake and mood throughout the term to encourage a conscious balance in their lifestyle.

Overall the year was a wonderful success, which was typically filled with ups and downs, but ultimately ended with the boys achieving a lot of their goals, and taking significant steps towards bettering their lives.



Maria Summary

2014 has been another busy year for the girl's residential program full of fun, excitement discovery and a few challenges.

Term 1 - Changing Rights and Freedoms.

This theme focused on women, migrants and indigenous people throughout Australian history. It was both an interesting and challenging topic for many of the girls as it challenged their perceptions and gave them the chance to truly appreciate the differences within our communities. The girls also participated in a variety of creative writing tasks across the term; this served them well when they created a contemporary version of 'Romeo and Juliet' which was performed at the end of the term. The girls not only wrote the scripts, they also constructed all of the sets, costumes and props as well as providing direction for each other and choosing the music. The girls performed it for an appreciative audience at the end of term and it was extremely well received.

Term 2 - The Universe Around Us.

The girls spent time in Science developing an understanding of the life cycle of a star as well as the composition and relative distances of the planets and moons in our galaxy. The girls also went to the IMAX cinema in Sydney on an excursion to see the 3D film about the microscopic world around us, it was immensely interesting to see the microbes and atoms that surround us large and in 3 dimensions. In Geography the girls studied the natural hazards that occur within Australia and the consequences that they can bring. This enabled the girls to do some interesting field studies in the local environment at Woronora dam and Seacliff Bridge.

Term 3 - The Outsiders.

The girls enjoyed studying this iconic book and story immensely and were able to draw parallels between some of the circumstances and characters in the book to some of the challenges that they face in their own life. This study culminated with a task where the girls were asked to compare the film version of the story with the book, producing some interesting discussion as to which was better and why. The girls also went to some of the old sections of the city as part of the historical study that they did on turn of the century Australia and how Federation affected the society at the time.

Term 4 - Slowmation Films.

This was a very busy term with the girls working hard to storyboard and film their own Slowmation film to present at the end of the term. This meant that the girls not only had to learn a completely new set of skills in filmmaking but they also had to construct their own sets and props.

The girls went on an excursion to the Australian Museum where they were able to look at an exhibition that traced the rise and fall of the Aztec empire, the subject of our History studies during the term. Whilst there, the girls also visited the prehistoric exhibit to complement the study that they had been doing on the changing world in Science.

This year has proven to be an exciting and jam-packed year full of new adventures and challenges for the girls of the Maria Unit.

The girls began the life skills program this year with a focus on fundraising for an ambitious Ski camp later in the school year. The girls worked extremely hard to develop cooking and hospitality skills, and hosted a Winter Solstice Fundraising dinner. Attendees included Dunlea Centre staff members, members of the board, and the local MP Lee Evans. The girls hosted the event with extraordinary poise and enthusiasm; displaying great maturity in delivering customer service and providing guests with mid-meal entertainment in the form of card tricks and dance numbers. As a result of their hard work, the girls were able to raise enough money during the term to fund a 3 day ski trip down at Thredbo.

The second half of the year saw girls unit focus on developing healthy lifestyles.

The girls were encouraged to increase their physical activity during the week, and were given opportunities to participate in a range of physical activities that would challenge them physically and mentally. Activities included martial arts classes, which saw the girls develop self-defence skills, and surfing lessons in the sometimes rough surf down at Cronulla Beach. The girls also participated in gym classes run by the wonderful Jen and Sue at Engadine Anytime Fitness, who generously gave their time and expertise to training the girls weekly at no expense.

Apart from the Term 3 ski camp, other camps this year took the girls down to Bundeena, where they kayaked to a lagoon through strong currents, took long walks on the beach to look at Indigenous rock carvings, participated in a scavenger hunt for the wildest animals at Symbio Zoo, and spent afternoons as beauticians, painting nails and perfecting make-up skills on each other.

Despite the occasional tumble, the girls continued to impress us with their ability to take on every challenge thrown at them. From learning to ski down professional level ski runs, to swinging up high in the tree tops on thin tight ropes, the girls' determination and enthusiasm has resulted in an exciting and highly enjoyable year!

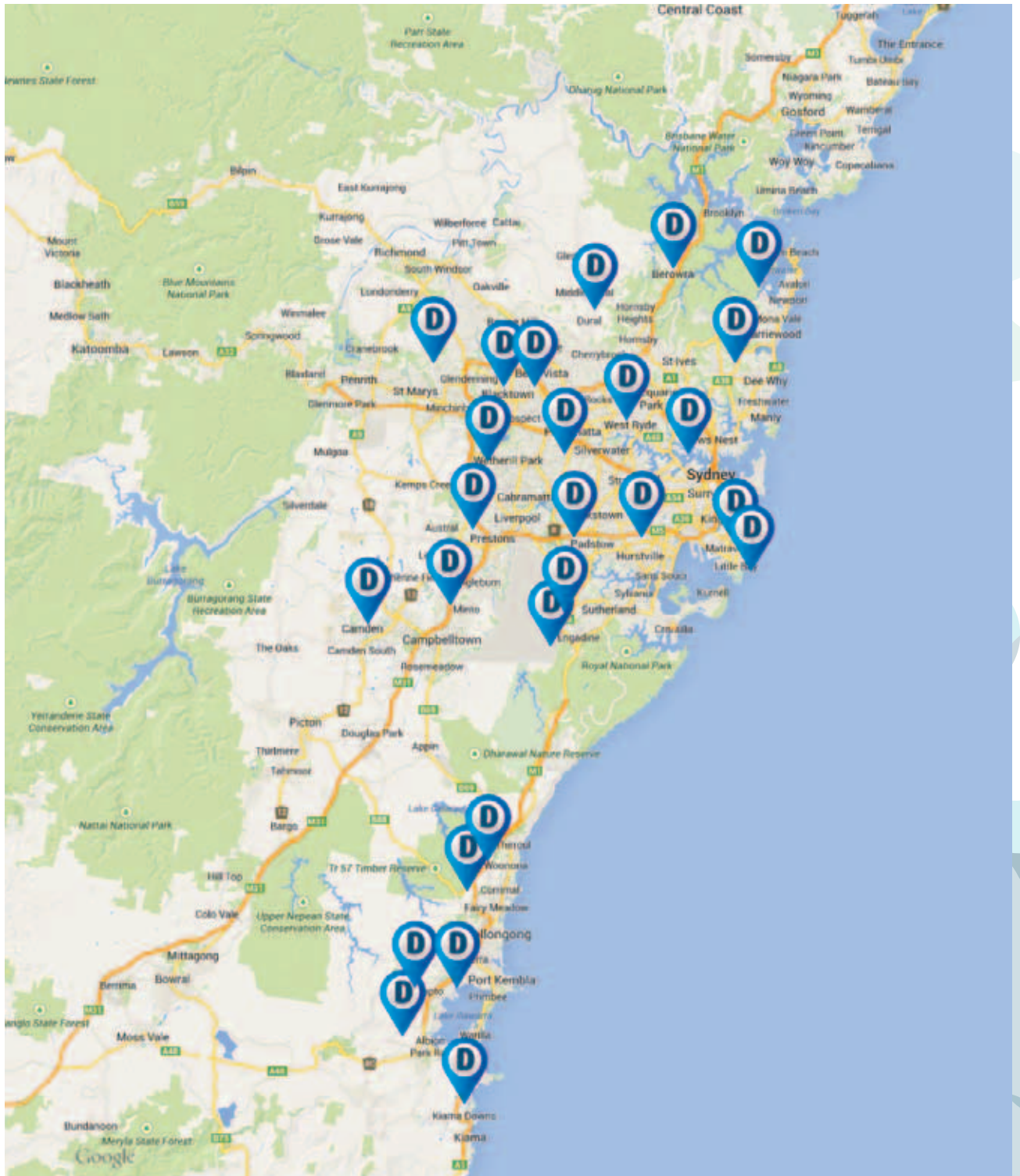




Key Achievements in 2014.

- Extension of contract with Family and Community Services (2 years)
- The girl's unit (Maria) now successfully into its 4th year of operation
- 62 families and 73 kids participated in the program
- Transition of new Board Directors completed (full with 12 members)
- Building Project Tender finalised and Mark Morabito Builders selected
- Misty finally leaves and NSW Mounted Police horses arrive
- External Supervision for the Counsellors commenced and was deemed successful
- Winter Solstice with the Maria Unit took place in June - a great fundraising initiative by the girls
- Overseas visitors, Leili Laanments from Sweden and Paddy Coleman from Tipperary
- Men's Shed - opening ceremony for their outdoor area Cola
- Staff training in Therapeutic Crisis Intervention, First Aid & WHS
- Dunlea Executive attended APSPA meeting and Tour of the Magone in Hobart
- Dunlea Executives attended the Salesian Pilgrimage to Europe
- Visits to Ulster University in Belfast, St Patrick's Malta and Lund University Sweden
- Completion of the fourth year of new trading name - Dunlea Centre
- Preparations commence for the creation of a new strategic plan for 2016-2018
- Presentation of the Heathcote parliamentary Medallion by MP Mr Lee Evans
- 1 Lund University Sweden placement at Dunlea Centre - Malin SKORG
- Board Director & University adjunct Professor Dr Frank Ainsworth commenced discussions with the Agency for addressing the current data collections and assessments approach. It is anticipated in 2015-16 Dunlea will commence gathering more specific data with various assessment instruments
- Margaret Unit is renamed the Maria Unit, Dunlea Unit is renamed the Ciantar Unit
- MSSD program with The John Berne School is completed

Where the Dunlea Centre attendees came from in 2014.





Staff Professional Learning and Development 2014.

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, counselling, sport and recreation, conflict resolution, ministry and finance.

Currently, there are 8 qualified teachers, five 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 psychology. One staff member recently gained registration as a psychologist with AHPRA. 3 other staff members are on the provisional registration process. 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 2014 this included:

- Finalisation of the MSSD joint partnership with The John Berne School 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 and Loss, Cyber safety, Eating Disorders, Bullying and Social Media, Conduct Disorder, Cognitive Behavioural Therapy, Dialectical Behavioural Therapy, Accidental counselling, Positive Parenting Program (PPP), the Adolescent Brain – a work in progress, children and abuse as well as Literacy in action.
- Other development areas included teachers attending a Blended Learning Conference, counsellors attending the Helping Families Change Conference, Executive and teachers completed Disability Standards training and all staff performed training in Trauma Informed Therapy, Suicide Prevention and Child Protection.
- Professional exchanges and experiences and visits to other Non-Government Organisations and associated agencies such as the Association of Independent Schools (AIS), Associated Welfare Agencies (ACWA), Marist Youth and Redbank House. Executive staff also visited overseas agencies that have professional links with Dunlea Centre. These include Lund University Sweden, Ulster University Belfast, St Patrick's School Malta and St Dominic's College Glenorchy.

Therapeutic approach.

Our program is informed on a theoretical level, by the ‘Preventive’ approach of Don Bosco, and the ‘Circle of Courage’ approach of US psychologist Larry Brendtro.

These are summarised in the table and diagram following. Importantly, both these approaches begin with the belief that all young people can change for the better and promote an atmosphere of tolerance, acceptance, forgiveness and change. Too often, young people are incorrectly labelled as ‘bad’ kids. Yet, when treated with positive care and placed in the right environment, they flourish. The Dunlea Centre program is founded on eight planks. These planks are:

- 1. Presence:** While young people are participating in the program, there is always a staff member present, participating in program activities, role modelling appropriate behaviour, relating and building rapport, directing, teaching and, most importantly, listening. Abilities, skills and needs are recognised in an accepting and non judgemental environment.
- 2. Preventive:** The preventive approach is founded on the belief that all young people can change. This means working with young people in a way that is gentle, patient, kind and forgiving and which values the skills of listening, relating and directing. Under this system, we avoid harsh punishments and instead stand beside young people and encourage them, have empathy with them and help them to grow.
- 3. Plan:** Staff, young people and their families work on agreed goals and from individual education plans that are developed through initial assessment meetings, case plan meetings and reviews. Strength cards are an important tool at these meetings, to ensure that there is still a focus on what a young person does well and how they can use their strengths to achieve their goals, rather than simply focus on what needs to change.
- 4. Professional:** Staff work in multi-disciplinary teams covering the therapeutic, educational and welfare domains.
- 5. Positive:** A positive behaviour management model encourages appropriate behaviour, outlines a set of clear behavioural expectations and responsibilities and respectfully but firmly addresses inappropriate behaviour. This is designed to help the young person become aware of, and responsible for, their own choices.
- 6. Personal:** The Dunlea Centre 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 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.

A 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 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 (Table 1). This matrix can guide the identification of needs, goals and areas to work on. It is useful because it offers a broad and multifaceted view of change, with workers supporting young people to make real change and progress across each of the four domains, in each of the four central spheres of their life.

Importantly, Dunlea Centre values a 'strengths' rather than 'deficits' focussed approach, meaning within each of these domains there is a focus on what is working, no matter how small it may be. The program then supports individuals and families to build upwards and outwards from those points.

Table 1. The Ecological View Across the Four Domains

	Home	School	Peers	Community (inc 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

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 person – 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 person 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 person 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 people	Keep reflecting on experience	Use activities to build relationships	Always meet or leave the young person 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 access their impact on young people	Contain and reconcile aggressive behaviour	Count your blessings every day



Evaluation.

On entry into the program students complete the Achenbach scales of behaviour. The tool is re-administered towards the end of the program, at least 6 months later to assess if there have been any changes.

In 2014, 104 behaviours were registered as Clinical/ borderline in the pre-test which reduced to 82 in the post test including over 40% drop in clinical behaviours.

Overall behaviours associated with withdrawal/depression (40%) and attention problems (33%) showed the highest improvement. This differs from some previous results where aggressive and rule breaking behaviours showed the greatest improvement.

Similarly the Pearson's Resiliency Scales for Children and Adolescence is administered at the start and end of the program. On entry students generally show a poor sense of mastery (the ability to have control over one's life) and relatedness (the ability to 'get along' with others). They also show higher levels of emotional reactivity.

Sub-categories within the Mastery domain show improvements in optimism from 5 to 11, self-efficacy from 7 to 11 and adaptability from 7 to 10. In each case this represents a shift from a level more than 1 standard deviation below the whole population to a score within the average range.

A t-score analysis shows an improvement in the median resource index (a child's ability to access both internal and external support systems) from 38 (more than 1 SD from the mean) to 48 (within the normal range). Similarly the median vulnerability index shows a decrease from 59 (about 1 SD above the whole population) to 54 (within the normal range).

Families are also surveyed on entry and exit in order to assess the impact of various aspects of the program. On entry these surveys show an overwhelmingly positive attitude to all aspects of the program, a clear indication of high hopes for improvement and relief at finding a program that will address family issues according to the Dunlea Centre model.

On exit surveys remain very positive, though it is possible to discriminate between elements of the program that are seen to be most helpful. In 2014 the positive relationship with staff (8.6/10) and the regular and accurate updates on student progress (8/10) were rated among the most helpful aspects of the program, an indication of the importance of 'feedback' in any educational context. Other helpful aspects included the Counselling program (8.2/10), the flexibility of the program (8.8/10) and the small group sizes (8.4/10). The least most helpful aspect of the program was seen to be 'transition plans' (6.8/10) which nevertheless remains a very positive response.

Dunlea Centre Mission.

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

Our Current Board of Directors.

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

Fr Peter Carroll (Chair)
Dr Frank Ainsworth
Mr Jim Doyle
Mr Jim Harkin (retired)
Mr Chris Lonergan (retired)
Mr Peter McDougall
Mr Peter McGuinn
Mr Greg McKay

Mr Mark Raue
Mrs Anna Dickinson
Mrs Jan Forshaw (retired)
Mr John Sweeting
Mr Otto Henfling
Mr Andrew Watson
Mr Anthony Cleary

Statement of Profit and Loss for the year ended 31st December, 2014

Revenue	2014	2013
State Government Grants	\$1,528,613	\$1,447,755
Commonwealth Government Grants	\$1,271,071	\$965,046
Catholic Church Grants	\$163,333	\$140,000
Donations and Bequests	\$371,037	\$2,347,707
Investment Revenue	\$470,047	\$411,542
Unrealised Gains	\$48,985	\$172,151
Other	\$75,094	\$49,926
	\$3,928,180	\$5,534,127
Expenditure		
Program Expenses	\$1,823,566	\$1,697,223
Administration Expenses	\$50,231	\$50,180
Building & Maintenance	\$180,345	\$210,588
Development & Fundraising	\$106,550	\$22,370
Financial Expenses	\$153,041	\$265,130
IT & Communications	\$75,376	\$72,415
Motor Vehicles	\$12,273	\$23,507
Property Expenses	\$100,639	\$134,730
Wages & Salaries	\$923,066	\$755,443
Wage Employment Costs	\$247,388	\$175,119
	\$3,672,475	\$3,406,705
Net Surplus	\$255,705	\$2,127,422

Principal Activity

Boys' Town Engadine 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).

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 Directors:

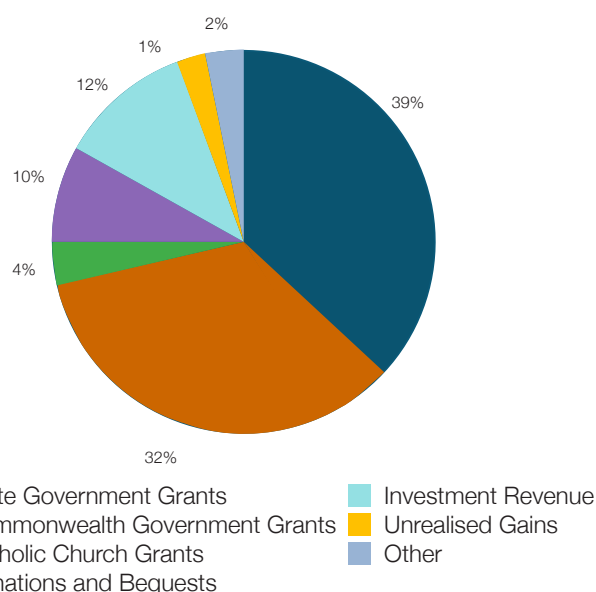
1. The financial statements and notes of the company are in accordance with the Corporations Act 2001, including;

(a) giving a true and fair view of the financial position as at 31 December 2014 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 J Carroll SDB on 31st March, 2015.



Statement of Financial Position as at 31st December, 2014

ASSETS	2014	2013
<u>Current Assets</u>		
Cash and Cash Equivalents	\$6,148,311	\$5,325,583
Receivables	\$126,590	\$113,109
Available for Sale Financial Investments	\$1,356,880	\$1,256,548
Total Current Assets	\$7,631,781	\$6,695,240
<u>Non-Current Assets</u>		
Property Plant and Equipment	\$1,079,302	\$625,895
Total Non-Current Assets	\$1,079,302	\$625,895
TOTAL ASSETS	\$8,711,083	\$7,321,135
<u>LIABILITIES</u>		
<u>Current Liabilities</u>		
Creditors and Borrowings	\$1,190,627	\$131,558
Provisions	\$303,150	\$287,374
Total Current Liabilities	\$1,493,777	\$418,932
<u>Non-Current Liabilities</u>		
Creditors and Borrowings	\$-	\$-
Provisions	\$393,219	\$333,821
Total Non-Current Liabilities	\$393,219	\$333,821
TOTAL LIABILITIES	\$1,886,996	\$752,753
 NET ASSETS	 \$6,824,087	 \$6,568,382
<u>EQUITY</u>		
Gift and Disposition of Assets	\$2,654,368	\$2,654,368
Retained Earnings	\$4,169,719	\$3,914,014
TOTAL EQUITY	\$6,824,087	\$6,568,382

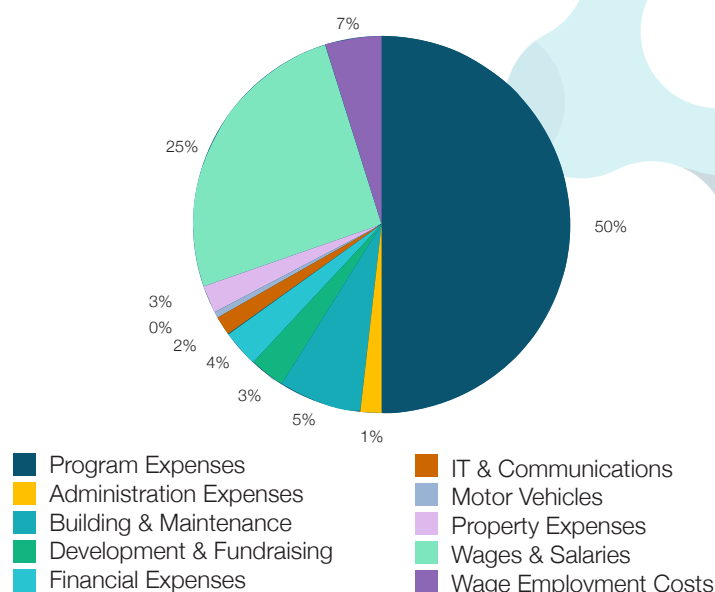
Auditor's Opinion

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 2014 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 19th March, 2015 by Kevin F Jones, FCA



Thank you.

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:

Optus Community Grant Program, Lord Mayors Charitable Foundation and the Big Sister Foundation

Dr R. & G. Favalaro, Mr R.O. Romer, Ms I Kelly, A.E. Rice Muronga, Di Donato family, The Speakman family, A.L. Dixon, Mr DeBaun, Mr D. Young, E. Svenne, J. Pidgeon, V. Feeney

Beswick Family Fund, Est. Lte. ERE Reschs, Estate Late Lydia Davison, Estate Late Shirley Dorothy Melford, Estate Rodney Roy Barton

St John Bosco College, Aquinas College, Our Lady of Mercy College, Rupertswood Salesian College, Salesians of Don Bosco Province Centre

Sutherland Police Station, Divevon, Muronga Pty Limited, Anytime Fitness Engadine, Club Central, Tribe Social Fitness

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 young people and their families in 2014.