



**DUNLEA CENTRE**  
AUSTRALIA'S ORIGINAL BOYS' TOWN

Annual Report 2015

“Young people are the most precious yet vulnerable part of society” Don Bosco.

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# Board Chair's Report.

**This continues to be a year of great excitement! After many years of dreaming, planning, budgeting and fundraising, facilities suitable for the third millennium are now a reality in the expanded Dunlea Centre complex. Last year I wrote of our strong tradition melding charism, hard work and evolving response to the changing needs of youth-at-risk. This year the Executive, Board and Trustees concentrate on best implementation and practice for the future. And, happily, that future has concretely begun as dreams turned into new buildings and refurbished facilities!**

We have also partnered with Montessori Academy in a relationship which will provide good use of the Boys' Town Hospital site by bringing us steady revenue and providing much needed pre-school care for the local community and many of the staff in our educational centres in Engadine.

It was particularly lovely to have a number of Old Boys with us for the opening of the new residential-learning pods. These "boys" ranged over several decades, with one even taking us back to the initial years with Fr Dunlea himself. Others I had personally known as a young teacher here back in the seventies. The presence of dignitaries (from our Shire Mayor to State and Commonwealth Government NSW to Catholic Education Commission to local Principals) on such key occasions is very important and evidences our working together for the welfare of young people and families in our Commonwealth. But the coming together of our current young people with the Old Boys who have previously benefited from time at Boys' Town and Dunlea, added a very special ingredient to the celebration. Old Boys proudly sharing stories and comparing the old and new with spouses and children, and particularly commenting on the "where would I now be if not for my time here", bridge the different eras in the story of this place and concretely show the reason for our being here and why we work so hard to maintain steady development. It is a lesson for our current young people and it is a lesson for the Board in holding the focus of our priorities and strategizing as we work closely with the Dunlea staff and Executive in their proactive response to the challenging needs of youth and families.

The balance of adventurous planning and security of management is always concern for a Board and we feel we have a safe and conscientious Executive who manage this tension well. Dunlea's adaptive educational programme was not just passed, but praised in the Board of Studies reaccreditation earlier in the year. In the financial sphere, a not-for-profit agency can budget only insofar as the often unpredictable streams of government subsidy and private donations allow. We are reliant on the generosity of benefactors and the goodwill of governments and pray that both will continue to support us in our ongoing service to young people and their families who are at risk. This is sound investment in individuals, families and the future wellbeing of our country.



**Fr Peter Carroll sdb**

# Executive Director's Report.

**Dunlea Centre, Australia's Original Boys' Town, developed the mantra a "place for change" during its rebranding process in 2015, and it has unquestionably been a place for change. From the year's onset, the long-term equine residents were bid adieu and Morabito Constructions launched into action, fencing off and clearing the paddock area whilst preparing the ground for foundation work.**

The project moved at a cracking pace and even the drenching April rains couldn't dampen the progress for too long. The lost time due to the inclement weather was quickly recouped and the project was back on track. Ten months later and there are two new buildings occupied by our young people and in full operation with the refurbishment of the existing site more than half way completed. By the time this report is published and available the project will be nearly completed. An official opening will occur later in the year.

Not since the energetic Fr Joseph Ciantar sdb, forged ahead with his vision for new buildings and construction back in the 1950/60s has such a significant project occurred on this site. Dunlea Centre is grateful for all the generous and encouraging support it has received from so many to achieve this amazing upgrade and refurbishment. This was made possible by a building grant from the Federal Government administered through the NSW Catholic Block Grant Authority and a significant bequest from the late Dorothy Shirley Melford.

Fittingly, on November 25th, Dunlea Centre celebrated the 75th anniversary of the Centre's commencement and the 200 year jubilee of the birth of St John Bosco, the founder of the Salesian Society of brothers and priests. This event allowed many past pupils and staff to get a glimpse of the scope of the building works and its impact on the surrounding area.

The late Mr Bill Walsh, former Finance & Properties Director for the CEC NSW, was remembered for his enthusiastic support and involvement with Dunlea Centre over the years. One of the new buildings was dedicated to Mr Walsh and a plaque blessed by the provincial was erected at the entrance. Similarly, another plaque was dedicated to the late Dorothy Shirley Melford whose generosity enabled the agency to fund the shortfall in building funds. Her plaque was also blessed by the provincial was erected on the other entrance.

In addition to the new building works, the year has been filled with many other events and activities that can be viewed within this report. Of note, the agency was successful in its application for the renewal of its registration and accreditation as a school. The inspection was held in late July and the outcomes were overwhelmingly positive with another 5 year approval period granted.

With this in mind it is important to take the time for reflection. All the support and energy that has been injected into the work at Dunlea Centre is ultimately for the betterment of our young people. It is also a result of many years of work and dedication that has transpired since its inception in 1939. We are confident the new buildings and surroundings will continue to promote a feeling of value for the work that is carried out on a daily basis. As St John Bosco so aptly stated, "The school is not the end; it is rather the instrumental means for improving the way of life."



**Paul D Mastronardi**

# 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, 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 young people too.

A young person's behaviour 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.

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. This is 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 stay longer. When the young people complete the program, they will transition to mainstream education, or another appropriate setting such as TAFE, employment or another special school.

## **FROM ENQUIRY TO ADMISSION**

Dunlea Centre is a voluntary program. Referrals come from a wide range of educational, welfare and health professionals, as well as from parents and carers. Interested families are invited to attend a Family Talk which outlines the nature of the program. Application packs are given to the young people who wish to join the program. Once the packs are completed and returned, a Family Assessment interview is held to determine the goals that a young person and the parents/ key carer(s) wish to target for the duration of the program.

The family preservation focus allows for young people and their families to target a range of issues including conflict, anger, risk taking behaviours, general welfare and safety. Some young people are at risk of entering Out of Home Care or Juvenile Justice. The hope is that the Dunlea Centre program will have the potential to be an intervention for these young people.

## **INDUCTION**

Each young person will participate in case plans throughout the duration of the program and has an Individual Educational Learning Plan (IELP) developed. Both the case plan and the IELP assist the young person in targeting and achieving the goals set down at the time of the Family Assessment and subsequent goals identified throughout the placement.



# A typical day at the Dunlea Centre.

**Young people are in residence from 9am Monday morning, through to 12pm Friday each week throughout the school term. The young people return home for the weekends and for school holidays.**

Throughout each week, the young people attend classes and work on developing their academic, social and life skills. They attend regular counselling sessions with their Family Services Worker, and participate in the residential program which focuses on skills for independent living. This includes cooking, washing, general household chores, shopping, personal hygiene, learning to live positively with others, conflict resolution and communication.

The Residential Carers engage the young people in a range of recreational activities which focus on health, exercise and team building. Some activities in 2015 have included photography, art and music workshops; various sporting activities like surfing, stand up paddle boarding, skateboarding, mountain biking and social group activities and outings such as going to the beach, movies and local restaurants.

## TRANSITION

As the young person's placement approaches completion, 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 into the family. Also, there is great emphasis placed on ensuring the young person's transition to the new educational or work setting is supported by the development of appropriate structures to increase the opportunities for a successful outcome.

## TOOLS TO ASSIST YOUNG PEOPLE ACADEMICALLY & EMOTIONALLY

The academic tools used to assist a young person during their placement at Dunlea Centre include NAPLAN (years 7 & 9), VALID (years 8 & 10), the Neale analysis of reading ability, the South Australian spelling test, Multi lit program and other literacy and numeracy diagnostic tools.

The use of the Achenbach Child Behaviour checklist tool and the Resiliency Scales for children and adolescents tool assist staff in targeting the needs of the young person and assists in developing strategies to help them move forward behaviourally and emotionally.

# Ciantar Summary

- Fr. Joseph Ciantar, sdb, Director Boys' Town 1952-1964

*In 2015, the Ciantar students were engaged by a challenging and dynamic program within the Dunlea Centre setting. Over the course of the year Ciantar welcomed numerous fresh faces and said goodbye to several young people that had spent a significant period within the program. Regardless of duration or overall outcome, Ciantar staff feel confident that all students that accessed the program have left with a wealth of memorable experiences, educational enrichment and improved relationships both at school and at home.*

## Term 1: 'Work to Potential, See Things Through'

Term 1 was all about the importance of persistence and realising individual strengths. 'Work to Potential, See Things Through' was the first unit theme for the year and it encouraged the class to be diligent and productive across all aspects of the program. English lessons were based around the text 'Rumblefish' by S.E. Hinton and explored concepts of loyalty, friendship and belonging. Geography focused on Australian Geographical Features and Indigenous Perspective, culminating in an excursion to the Blue Mountains and learning about the Three Sisters and their Dreamtime significance.

Warm summer weather was made the most of with students spending Friday mornings improving surf skills with Cronulla Surf Academy instructors. Camp took place in Bundeena with fishing, snorkelling and bushwalking, and was enjoyed by all. Uncle David White (who sadly passed away mid-year) led the group on a bush tucker and rock carving tour of the Jibbon headland. The group also thoroughly enjoyed a jet boat ride on Sydney Harbour and a trip to the Royal Easter Show.

## Term 2: 'Know the Purpose'

The theme for Term 2 was 'Know the Purpose' which coincided well with a unit of study in Social Skills and Mindfulness. Students practised breathing and meditation skills and went on an enlightening excursion to Nan Tien Buddhist Temple to participate in Tai Chi and origami lessons. History focused upon the 100 year commemoration of the ANZAC Campaign at Gallipoli and produced excellent work highlighting their understanding of trench warfare. Food Technology was another really pleasing area of study with numerous Italian, Asian and South American dishes produced. A wintery high altitude Camp took place in a peaceful chalet atop Jamberoo Mountain where students explored the surrounding bushland, Minnamurra Falls and enjoyed time around the open fire. Adrenaline levels were also kept high with thrilling trips to Nowra Treetop Adventures and Electric Go Karting at Albion Park. Friday Life Skills sessions were split between Sydney Olympic Archery Centre and rock climbing at St Peters.





### Term 3: 'Deeds, Not Words'

The theme 'Deeds, Not Words' challenged Ciantar students in Term 3 to consider the impact and value of their everyday actions. English was shaped around a text and film appreciation of 'The Power of One'. History looked at Ancient Rome, Gladiators and the Roman Legion, with students continuing to impress with their levels of interest and creativity. Submissions in Visual Art were also of a high standard with numerous students excelling in working with charcoal during self-portraiture lessons. The focus for Life Skills was bike riding with the class embarking on several demanding mountain bike expeditions in the Royal National Park as well as trips to Homebush BMX track. Camp Week was spent interstate on the Queensland Gold Coast where students visited various theme parks and enjoyed each other's company in a well-appointed holiday house.

### Term 4: 'New Surroundings, Fresh Focus'

The theme for Term 4 was 'New Surroundings, Fresh Focus'. This coincided with the move into the brand new Ciantar Day space. Many young people showed significant improvements in Mathematics by mastering concepts of consumer arithmetic and fractions. Design and Technology and Art complemented one another with the class utilising tools and resources to complete Solar Car and Block Sculpture projects. The Social Skills program included a visit to NRL HQ at Moore Park to complete the four week Dream, Believe, Achieve Program. Young people were able to work on aspects of personal ambition, goal setting, leadership and inclusiveness, as well as spend time with ex-NRL stars Nathan Merritt and Nathan Hindmarsh.

The last camp for the year was held in the lovely surroundings of Bundeena and the Royal National Park. Day trips to Jamberoo Action Park and White Water Rafting at Penrith were also valuable opportunities to bond with peers and to demonstrate trust and support skills.

Finally, we farewelled Val, the teacher in the Ciantar unit who will be taking up a new role in the Agency in 2016. We welcome Zoe who will be taking on the role as teacher in Ciantar.





# Fleming Summary

*Fr. Bill Fleming, sdb, Director Boys' Town 1973-1980*

***2015 was another big year for the Fleming unit with a program designed to challenge the boys striving towards their personal goals. It has been pleasing to see the way in which the boys have developed and grown throughout the year.***

## Term 1: 'Walk the Talk'

The year of 2015 was launched with the exciting theme of 'Walk the Talk' which dared the boys to commit to making positive changes through taking action. The boys spent a lot of time enjoying the warm summer weather through a range of outdoor activities, including swimming and body boarding. As part of these experiences, the boys were challenged to identify risk and make positive life decisions.

The boys were exposed to Maori culture through the study of the film 'Whale Ride', as part of their English program. As well as this, the boys were involved in a group building project where they completed a chicken coop design and rebuild. Throughout the term the boys were also involved in the preparation of a range of meals whilst also having the opportunity to dine at some local restaurants.

## Term 2: 'Embracing Change'

Term 2 was another busy term in the Fleming unit with the boys working towards their personal goals whilst also focussing on accepting and embracing change. The boys travelled to Yarrabin Holiday Camp in the Blue Mountains for a highly enjoyable horse riding camp.

PDHPE focused upon men's health. As a part of this, the boys were very active through mountain biking and weekly yoga sessions to help clear the mind. A major highlight of this term was the technology project where by the boys worked cooperatively to plan, design and build a herb garden for the unit. It was great the way the boys were able to communicate and work together.

## Term 3: 'Positive Minds'

The boys, throughout this term, concentrated on working towards developing a more positive outlook on their lives. This set the theme for the snow camp to Smiggins in the Snowy Mountains. The boys had an amazing experience skiing in awesome and challenging snow conditions. It was great to see how quickly they were able to improve.

The Social Skills class focussed on how thoughts can affect feelings and behaviours. The boys had the opportunity to explore how their own thoughts impact on their inner world.

The Food Technology focus for the term was on producing quality, cheap and easy to prepare family meals. The knowledge and skills developed throughout the term were put on display at family night which saw each of the boys plan, prepare and cook delicious meals for their families.



## Term 4: 'Independence'

The final term for the year was action-packed with the culmination of the much anticipated move into the awesome new workspace. Developing independent living skills was a major focus for the term with all boys challenged to step up and become more independent and responsible for themselves.

Highlights included a trip to Bundeena house, coastal walk and the 24hr Bear Grylls survival camp, all of which were great experiences which challenged the boys in a positive and engaging manner. Added to this, physical activities resulted in improved fitness levels for both the boys and the staff.

Peer pressure was the focus of the Social Skills class. Scripts were devised to illustrate some of the realities faced by teenagers, then acted out and filmed.

Overall, 2015 was a positive experience for the young people of the Fleming unit. We wish those moving on the best for the future. We look forward to continuing to work with those returning in 2016.



# Power Summary

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

***2015 was a vibrant and dynamic year for the Power Unit. We started with a theme of 'Know Yourself' and continued with 'Now', 'Get On Board', and 'New Horizons'.***

## Term 1: 'Know Yourself'

The focus for the term was 'Know Yourself'. We think it is important for the boys to understand what motivates them to get through the day, what things they might struggle with and what things they can do to make themselves happy. In order to gain this insight, the boys did a variety of activities from therapy art to paddle boarding, financial mathematics to mood boards and the favourite, Food Technology – food and mood. With the exposure to all these different activities all boys were able to find something to help them de-stress a little. It was a great success and linked in well to our Term 2 theme, 'Now'.

## Term 2: 'Now'

'Now', was all about living in the now! Often we focus too much of our attention on past events or future events and forget about appreciating the present moments. We took a close look in the English classes at news and other daily media articles. In Science, we were focusing on our solar system and the impacts of our daily living.

The PE focus was on healthy living to develop lifelong physical activity. The boys worked really well in counselling to stay on top of the things they learnt in the previous term and to put them into action on a daily basis. We had a really fun camp week exploring different parts of Sydney and the South Coast. The highlight was when we went to Observation Hill and got a closer look at our Solar System, and followed by going to Kangaroo Valley to compare our living 'Now' to what it was like in early settlement in Australia.





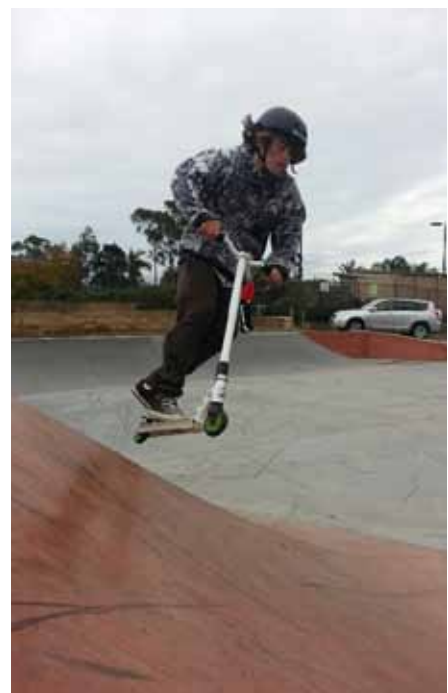
### Term 3: 'Get On Board'

Term 3 was the time to 'Get On Board!' We wanted to instill a way of thinking, get on board with the program and get on board with change. As we know at Dunlea Centre, change can often be a tough thing and when we are challenged daily some days, we need a reminder to 'Get on Board'. The boys grabbed it with both hands and by Week 3 it was all aboard the Power Train, next stop 'Change'. Continuing with our healthy living towards lifelong physical activity, our focus was mountain biking. There were some weeks where it looked like we were training for the Tour de France as we were on the bikes so much.

### Term 4: 'New Horizons'

You could say we left the best term for last. Term 4 was a time for 'New Horizons!' With many of the boys coming to the end of their programs, it was the right time to explore new horizons, We did a surf survival program and body boarding, which saw our biggest improvements for the year. The young people who weren't all that confident at the start of the term (some not going in the water at all), by Week 10 camp were able to paddle out to the back and catch waves all the way back in. The boys built billy carts, grew a garden full of foods to use and went deep sea fishing. By far this was the best camp and best term, and for those young people launching into their new horizons, what a way to do it!

Cracking year by all and we are already excited for what's planned for 2016!





# Maria Summary

*Maria Domenica Mazzarello Founder of the Salesian Sisters of Don Bosco*

*2015 has been another busy year for the girls' residential program full of fun, excitement, discovery and a few challenges. We started with a theme of 'Global Citizen' and continued with 'Participation', 'Short Story' and 'Gold Coast'.*

## Term 1: 'Global Citizens'

2015 has been a very exciting time for the staff and students in the Maria unit. During Term 1, the girls were engaged in becoming global citizens by taking Italian lessons and learning more about Italian culture and cuisine. They also studied the Australian involvement in World War 2 and the implications that this had for Australia at the time. This culminated with a study trip to the ANZAC war memorial in Hyde Park where the girls received a guided tour of the museum. For the Friday Life Skills sessions, there was surfing skills at Cronulla beach. It gave the girls an opportunity to increase their confidence in the water, learn about surf safety and catch a few waves.

## Term 2: 'Participation'

The girls increased their level of participation in sport and exercise during Term 2 through regular personal training sessions with an instructor as well as engaging in Zumba classes during their residential time. The girls benefited hugely from this as they developed an understanding of the need for a healthy lifestyle, increased their confidence and learnt some new skills as well. The importance of a healthy, balanced lifestyle was continued into the classroom with the 'Food for Life' topic in Science, covering the biological differences that diet and lifestyle can have on health. There were practical lessons in Food Technology on health and hygiene when preparing food, as well as healthy eating on a budget.



### Term 3: 'Short Story'

At the start of Term 3, the girls were given the challenge of following a process to write a short story based on an idea that they had come up with themselves. They initially found this difficult, but once they had begun some excellent writing occurred, culminating in their stories being printed and bound as books. The history of recycled art was studied and the knowledge was used to produce a variety of recycled artworks. The girls also learnt about the impact that waste has upon society as a whole and what they can do to minimise this. For PDHPE there was a weekly yoga session with an instructor. The girls really challenged themselves and found that they improved greatly over the course of the term. They were also able to learn a range of meditation techniques to relieve stress and anxiety, which is a valuable skill set to have.

### Term 4: 'Gold Coast'

The highlight of Term 4 was the camp to the Gold Coast in Queensland. Throughout the year the Maria unit had been running cupcake stalls at Bunnings to raise the extra money needed for this camp. The girls would spend Friday mornings making the cupcakes and then the staff would give up their own time on Saturdays to run the stall. This was tremendously successful as it allowed the girls to stay in a house at Surfers Paradise as well as visiting theme parks, excursions to Tambourine Mountain, glow-worm caves and many trips to the beach to swim, surf and relax. The fact that the girls had to work hard to even make the camp happen, gave them a great sense of ownership and pride in what they had achieved, as it was the end result of a year's worth of hard work for them.



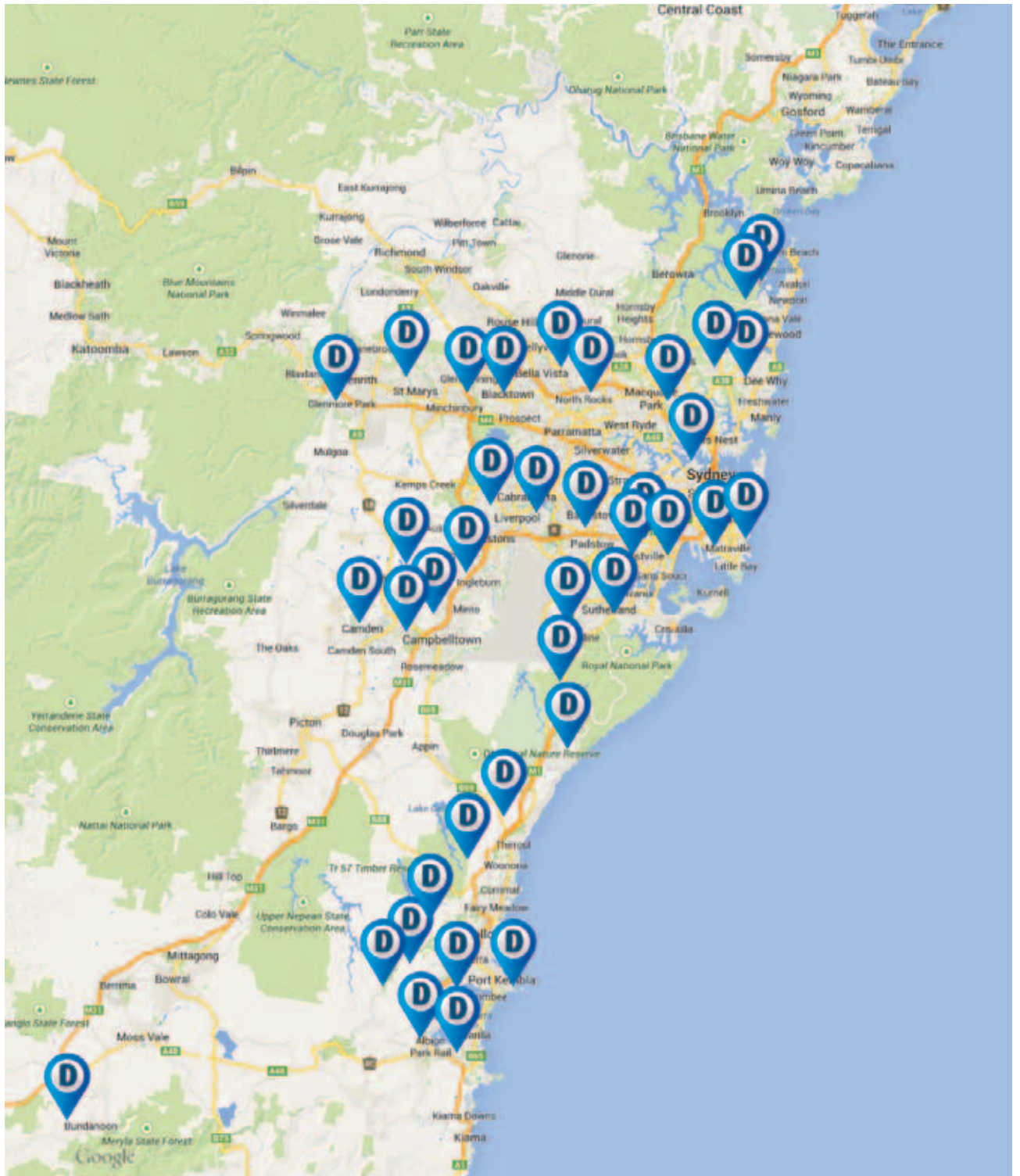


# Key Achievements in 2015.

- Staff training in Therapeutic Crisis Intervention, Child Protection and First Aid
- Morabito Constructions commences on the new building & refurbishment project
- Executive Director attends Geelong for St John Bosco Jubilee celebrations
- Aboriginal elder, Frank Pearce presents on Aboriginal Education to overseas interns
- Successful financial planner Kane Hansen (ex-student in 2002) returns to Dunlea Centre to share his story and experience to current young people in the program
- St John Bosco parish bicentenary celebration Mass with Archbishop Fisher
- International placement students arrive from Ulster and Lund Universities
- New website, logo and social media channels are launched
- Adoption of a new strategic plan
- Successful renewal of (5yr) accreditation and registration with BOSTES
- APSPA Leadership conference held in Melbourne celebrating the 200 years jubilee for St Don Bosco
- Dunlea Centre Open Day held on Nov 25th
- Draft plans for the new museum commences with the assistance of Jane Massey rsj



# Where the Dunlea Centre attendees came from in 2015.





# Staff Professional Learning and Development 2015.

**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, finance and residential care.**

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 and psychology. One executive staff member recently gained general registration as a psychologist with AHPRA. Two other staff members are currently completing their provisional registration internships. 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 2015 this included:

- Child Protection Investigation Training, Risk Management, Domestic Violence, Managing Suicides & Attempts, Fire Safety, Therapeutic Crisis Intervention, First Aid, Acceptance & Commitment Therapy (ACT), Governance training as well as employee inductions.
- Professional exchanges and experiences as well as visits to other NGO's and associated agencies such as the Association of Independent Schools (AIS), Association of Welfare Agencies (ACWA), Marist Youth, Redbank House, Flexible Learning Centre Towradgi and the John Berne School Lewisham. The Executive staff continue to maintain professional links with Lund University Sweden, Ulster University Belfast, St Patrick's School Malta and closer to home, 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)
<b>Mastery</b> (Competence)	medium	good	poor	good
<b>Belonging</b> (Significance)	poor	medium	poor	medium
<b>Independence</b> (Power)	good	poor	medium	medium
<b>Generosity</b> (Virtue)	medium	medium	poor	poor

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



# Evaluation.

**Dunlea Centre is described as ‘a place for change’. Given this claim, it is the responsibility of the Agency to make certain that the young people in attendance do achieve the change they are seeking. Therefore, information is required about how the young people are using the achieved change to shape a more productive future for themselves than might otherwise have been the case.**

To this end in 2015, Dunlea Centre embarked on an ambitious 3 year research and evaluation project that will measure the change achieved by each young person, male or female, as a result of attending the program. To start this project, demographic data about the young people and their families was collected in 2015. This data will continue to be collected for all young people and their families of new program entrants during 2016 and 2017. This is so that Dunlea Centre has a clear picture of the population that the program is seeking to serve.

Before this project started, Dunlea Centre collected behaviour and educational data about the change each young person was achieving using the measurement instruments listed below. This data was however, only analysed at the group rather than individual level. These instruments included the; CBCL (Child behaviour check list); Resiliency scale (Mastery and emotional reactivity); NAPLAN; the Neale analysis of reading ability and the Neale analysis of mathematical ability.

This will now change as Dunlea Centre needs to map individual level change which requires a more refined statistical approach. This change is because of the increasingly outcome focussed educational and child welfare service systems and the expectation that a program like Dunlea Centre, will be able to provide quantifiable evidence of their effectiveness with individual young people and their families.

At this time, a ‘climate scale’ has been added to the battery of data collection instruments. This scale will measure the climate in each of the 4 residential units, four times a year. The instrument is a self-report instrument that is completed by the young people in each of the units. This is an important development as it will give Dunlea Centre information about the stability of the residential environment and the extent to which the young people feel safe and secure in the Dunlea units. Without a climate that has these characteristics, learning and change is unlikely to be achieved, hence the importance of this measurement exercise. The scale is the JUZT group climate instrument.

Dunlea Centre is also instituting a follow-up study of young people following their exit from the program. This is a simple survey conducted by telephone by a member of staff from the unit in which the young person lived whilst at Dunlea Centre and who is known to the young person. The questions to be asked will focus on what had happened to the young person since they left the agency and will only require a yes/no response. The survey will be conducted 6 months and 12 months from the date of the young person’s departure. It will provide data about the extent to which the change the young person achieved at Dunlea is maintained by the young person once they have returned to the wider community.

This project and the requirement to systematically collect large amounts of data against agreed timelines has involved Dunlea staff in a significant amount of work. This is however, an investment for the future as service funders are increasingly expecting service providers to assess their services in this manner. In 2017 Dunlea Centre expects to be able to report some preliminary data from this research and evaluation project into program effectiveness.

# Dunlea Centre Mission.

To empower adolescents and families at risk to change their lives and restore relationships through the provision of quality therapeutic, educational and life skills services.

## 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 sdb (Chair)  
Dr Frank Ainsworth  
Mr Anthony Cleary  
Ms Anna Dickinson (Retired)  
Mr Otto Henfling  
Mr Peter McDougall (Retired)  
Mr Peter McGuinn (Deputy Chairman)  
Mr Gregory McKay  
Mr Mark Raue  
Mr John Sweeting  
Mr Andrew Watson  
Mr James Doyle

## Statement of Profit and Loss for the year ended 31st December, 2015

Revenue	2015	2014
State Government Grants	\$1,546,115	\$1,528,613
Commonwealth Government Grants	\$1,041,305	\$1,271,071
Commonwealth Capital Grants	\$4,689,588	\$-
Catholic Church Grants	\$140,000	\$163,333
Donations and Bequests	\$394,144	\$371,037
Investment Revenue	\$585,534	\$470,047
Unrealised Investment Gains	\$-	\$48,985
Other	\$78,487	\$75,094
	<b>\$8,475,173</b>	<b>\$3,928,180</b>
Expenditure		
Program Expenses	\$1,844,027	\$1,823,566
Administration Expenses	\$46,735	\$50,231
Building & Maintenance	\$213,491	\$180,345
Development & Fundraising	\$94,843	\$106,550
Financial Expenses	\$156,793	\$153,041
IT & Communications	\$89,249	\$75,376
Motor Vehicles	\$10,940	\$12,273
Property Expenses	\$116,379	\$100,639
Shared Resources	\$3,124	\$-
Wages & Salaries	\$1,013,739	\$923,066
Wage Employment Costs	\$189,804	\$247,388
Unrealised Investment Losses	\$36,351	\$-
	\$3,815,475	\$3,672,475
<b>Net Surplus</b>	<b>\$4,659,698</b>	<b>\$255,705</b>

### 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:

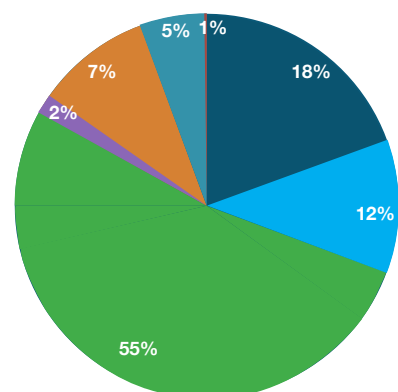
1. The financial statements and notes of the company are in accordance with the Corporations Act 2001, including;

- (a) giving a true and fair view of the financial position as at 31 December 2015 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(5) of the Corporations Act 2001, On behalf of the board by Fr Peter J Carroll SDB on 12th March, 2016.

Revenue %



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



## Statement of Financial Position as at 31st December, 2015

ASSETS	2015	2014
<u>Current Assets</u>		
Cash and Cash Equivalents	\$5,894,253	\$6,148,311
Receivables	\$134,689	\$126,590
Available for Sale Financial Investments	\$1,429,598	\$1,356,880
<b>Total Current Assets</b>	<b>\$7,458,540</b>	<b>\$7,631,781</b>
<u>Non-Current Assets</u>		
Property Plant and Equipment	\$5,436,903	\$1,079,302
<b>Total Non-Current Assets</b>	<b>\$5,436,903</b>	<b>\$1,079,302</b>
<b>TOTAL ASSETS</b>	<b>\$12,895,443</b>	<b>\$8,711,083</b>
<u>LIABILITIES</u>		
<u>Current Liabilities</u>		
Creditors and Borrowings	\$683,351	\$1,190,627
Provisions	\$335,463	\$303,150
<b>Total Current Liabilities</b>	<b>\$1,018,814</b>	<b>\$1,493,777</b>
<u>Non-Current Liabilities</u>		
Provisions	\$392,844	\$393,219
<b>Total Non-Current Liabilities</b>	<b>\$392,844</b>	<b>\$393,219</b>
<b>TOTAL LIABILITIES</b>	<b>\$1,411,658</b>	<b>\$1,886,996</b>
 <b>NET ASSETS</b>	 <b>\$11,483,785</b>	 <b>\$6,824,087</b>
<u>EQUITY</u>		
Gift and Disposition of Assets	\$2,654,368	\$2,654,368
Retained Earnings	\$8,829,417	\$4,169,719
<b>TOTAL EQUITY</b>	<b>\$11,483,785</b>	<b>\$6,824,087</b>

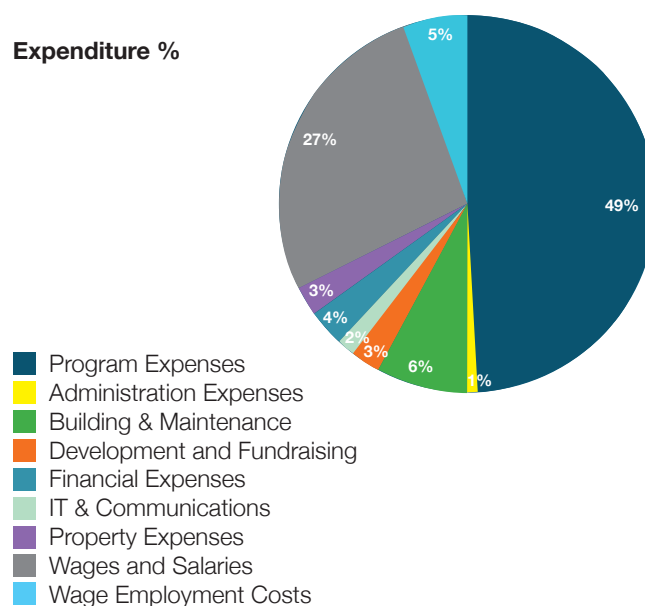
### Auditor's Opinion

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 2015 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 9th March, 2016 by Kevin F Jones, FCA.

### Expenditure %





# Open Day Celebrations!

**On the grounds of the Engadine site, celebrations were held to mark 75 years of Dunlea Centre achievements in helping young people and their families. This included showcasing recently completed purpose-built buildings and commemorating the 200th anniversary of the birth of St John Bosco.**

Dunlea Centre, which was formed in 1939, provides direct support to troubled young people and their families from areas across Sydney and Wollongong. This year alone, the Centre has helped well over 50 families.

The mission of the organization is to partner and help strengthen families in crisis. This is achieved through the provision of a therapeutic, educational and life skills service in conjunction with a residential program. The Salesian preventive system of walking alongside the young person underpins the program's work. The ultimate purpose is to repair, restore and/or strengthen family relationships.

It was great to see such strong public support for the Open day. Dunlea staff and young people commenced proceedings with the singing of the national anthem. Formal speeches from Dunlea Centre Chairman, Father Peter Carroll and a blessing from the Salesian Provincial, Father Greg Chambers followed. Speeches were then delivered from Sutherland Shire Mayor, Carmelo Pesce, member for Heathcote Lee Evans MP and Federal member for Hughes Craig Kelly MP.

Mr Kevin Morrison from the CEC made a special dedication to the late Mr Bill Walsh for his contribution to Catholic Education building projects throughout NSW, and especially to Dunlea Centre. Mr Morrison also made a dedication to the late Shirley Melford, who bequeathed a significant amount of money to the overall cost of the building project.

The complete refurbishment of Dunlea Centre will be complete by mid-2016. The focus will then move to the old chapel which is proposed to be redesigned into a modern and contemporary museum which will highlight the Boys' Town story from inception. Dunlea Centre, Australia's Original Boys' Town, has been the foundation for many young people to build on and start making positive, long-lasting changes in their lives. It continues to this day to be "a place for change".

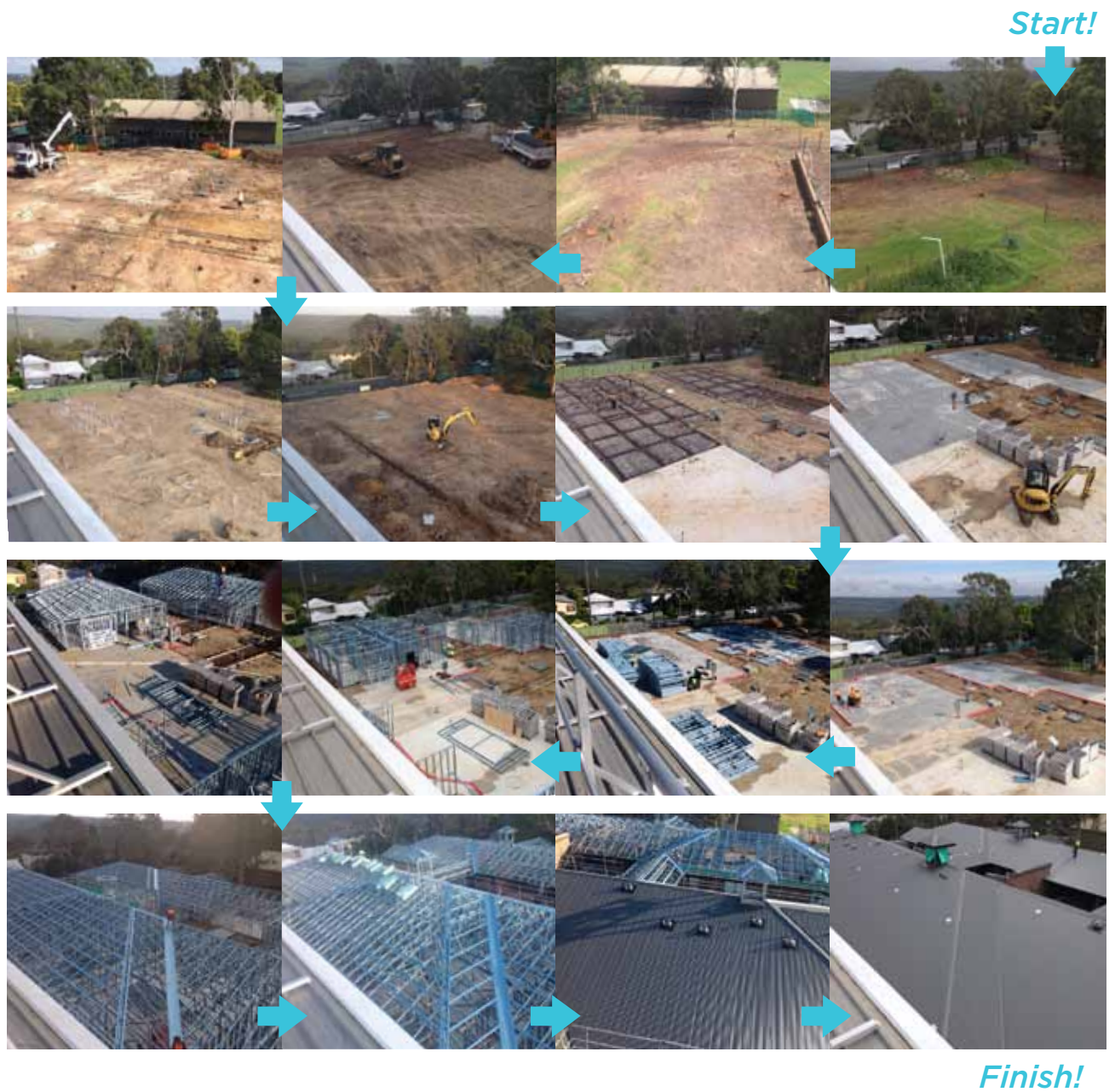


# Big changes are underway!

This year the Dunlea Centre commenced a building project which will see us build two new purpose built classrooms and refurbish the current site.

This is an exciting time for the Centre as we will have the capacity to expand the program resulting in more young people and their families being able to benefit from the program.

*Thank you to the Federal Government for believing in our service and providing the grant which was administered through the Catholic Block Grant Authority to make this project happen.*





# We couldn't do it without community support!

We would like to express our gratitude to all our supporters. From donating to a newsletter to participating in an activity, together we can support those who need it.

## Tribe Social Fitness



Thank you to the team at Tribe for their \$4,512 donation raised from their Toxin Free February Challenge. Members committed to a month of clean eating. This involved eliminating processed foods, refined sugar and alcohol for the month and limiting caffeine to once or twice a week. Besides the amazing health benefits gained during the month long challenge, where participants shed an incredible 73kg, most importantly much needed support was raised for the program.

*Thank You Tribers!*



## Coopers Brewery Foundation



Thank you to Coopers Brewery Foundation for their \$19,960 donation contributing towards the Learning for Life Camps held for each unit. Camps provide practical experiences away from the young person's usual environment and provide new, exciting experiences for many of the young people in the program.

During camp, practical exercises/ activities are run which give the young people opportunities to showcase the life and social skills which they have acquired throughout the term and to learn how to adapt in a new setting. Some of these skills include:

- Strategies to manage feelings and emotions
- Appropriate behaviour in social situations
- Participation in a range of physical activities
- Showcasing the diversity of Australian communities
- Enhancing positive relationships with others
- Recognising that a healthy lifestyle requires a balance of work, rest, sleep, physical activity, leisure and recreation



This year's camp program included:

- Time spent in Bundeena with activities such as fishing, snorkelling and bushwalking.
- A week on the Gold Coast where young people visited various theme parks, excursions to Tambourine Mountain, the glow-worm caves and the beach.
- Trips to the Blue Mountains to participate in a horse riding.
- A snow camp at Smiggins in the Snowy Mountains.



***Thank You Coopers Brewery Foundation!***

## Big Sister Foundation



Thank you to the Big Sister Foundation who provided much needed financial support for the girls participating in the Dunlea Program. Over the year, the Big Sister Foundation generously donated funds towards new bedroom furniture, a barista course and mentoring workshops which delivered interactive sessions to help foster and enhance self-esteem and positive body-image.

Some of the highlights of the program that the support from the Big Sister Foundation contributed to:

- An increase in self-esteem and mental health
- Employment skills within the hospitality industry
- An increased sense of belonging and being able to work together as a team and importantly,
- Strengthened relationships with their mother/ carer.



***Thank you Big Sister!***



# 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:

Club Engadine RSL, Commonwealth Bank of Australia, Coopers Brewery Foundation, Optus Community Grant Program, Sidney Myer Fund, The Big Sister Foundation, The Marian & E.H. Flack Trust and The Patricia Cosh Fund.

A Simpson, A Foster, A Clifford, Dr B Favalaro, B O'Brien, C Hennessy, The Di Donato Family, C Hallouli, C Downy, The Speakman Family, G Rowley, H Dixon, J Saunders, The Pidgeon Family, J Russell, J Nolan, K Tangney, M Callow, L Wilcox, P Mastronardi, P McDougall, R Romer, S Macedone, S Angelides, T Wright, T Rice, V Feeney

Estate of the late Phillip De Baun, Beswick Family Fund, Estate of the late Shirley Dorothy Melford, Resch Estate Salesian of Don Bosco Province Centre, Red Ben Catholic College, Dominic College, St John Bosco College, Rupertswood Salesian College

Divevon Pty Ltd, Dutailis Architects, Tribe Social Fitness, Muronga Pty Limited, Sutherland Police Station, Anytime Fitness Engadine, Cronulla Surfing Academy, The Bodyboard Academy, Bunnings Kirrawee, COG Design, Catholic Church Insurance and The Copy Collective.

Lee Evans State Member for Heathcote and Craig Kelly, MP, Federal Member for Hughes.

**Finally, we would like to say a grateful thank you to anyone not mentioned above, who has contributed in any way to our work with troubled young people and their families in 2015.**





**DUNLEA CENTRE**  
AUSTRALIA'S ORIGINAL BOYS' TOWN

[www.dunleacentre.org.au](http://www.dunleacentre.org.au)

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