



DUNLEA CENTRE
AUSTRALIA'S ORIGINAL BOYS' TOWN
A place for change...

Annual Report 2017

**“Without confidence and love,
there can be no true education.”**

Don Bosco

Our History.

Fr Thomas Dunlea OBE, founded Australia's Original Boys' Town in 1939 after being inspired by the youth work of Fr Flanagan in Omaha, Nebraska. It has continued to evolve over the years in order to remain relevant to the changing needs of adolescents and families.

This ability to adapt was reflected in 2010 with the introduction of girls into the current programs. This necessitated a name change and Dunlea Centre was adopted in honour of its founder. The Salesian charism still underpins the work at Dunlea Centre today, although it has an interdenominational charter.



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Our Vision

Dunlea Centre aspires to be:

A welcoming community where lives are changed and right relationships are restored.

The Chair's Report.

The tagline of Dunlea Centre's logo reads 'A Place For Change'. This motto was primarily designed to reflect the positive change we hope for and work towards with our young people and family clients. Our very purpose is to guide them towards greater self-respect, wellbeing and good citizenry.

Yet the history of Boys' Town also shows that the agency itself has been a place for change in its own modus operandi. The current centre, catering for both boys and girls, and working closely with client families, is a very different model to the original township of boys founded by Fr Dunlea seventy-nine years ago. The expertise of staff and intensity of individual intervention are similarly a far cry from the largely untrained, twenty-four/seven efforts in long dormitories and big classes during my first involvement back in the 1970s. Moreover, the introduction of a girls' programme was never entertained before this last decade.

Following three years of careful reimagining, planning and rebuilding our physical resources, and realising that good change is an ongoing necessity for the survival and better working of any institution, just as it is for any individual. The Board has supported our Executive Director's initiative and commissioned an independent panel of experts to carefully survey and listen to as many of our stakeholders as possible and to provide comments and suggestions for Dunlea Centre's best future development. A thorough six months was spent on this task, culminating in a lengthy report outlining commendations of what is judged to be effective and recommendations for development or change in those areas where we can, and should, improve.

Working closely with the Dunlea executive, the board is now in the exciting challenge of analysing the panel's review and guiding the changes which will be considered most wise and beneficial. This will be a continuing and thorough process focussing our discussions over the next couple of years.

In conjunction with the review process, Dr Frank Ainsworth is gathering and compiling necessary data on our practices and quantifying identifiable results in the progress of our young people through their programme here and into their futures after they graduate. To support our study and enable us to provide more factual indicators of where we are succeeding or else missing the mark, we will continue to be very grateful to client families who take the time to provide feedback and assist assessments within the centre.

Change continues. A place for change and a place of change work together. Yet this is always with the primary intention of harnessing the best ways to enhance the life prospects of our young people and their families, and so strengthen the wellbeing of our society generally.

We continue a beautiful tradition by embracing ever better structures and methods to do in contemporary manner what St John Bosco inspired us over one-hundred-and-fifty years ago: to form good Christians and honest citizens.



Fr Peter Carroll SDB

The Executive Director's Report.

Quality residential care has been in the foreground of research in recent years. Preliminary findings from a snapshot report conducted by ACWA 2017 (Association of Children's Welfare Agencies) indicates that children in out-of-home care in New South Wales suffer from various forms of institutional educational neglect.

Professor Mark Courtney, School of Social Service Administration, University of Chicago, makes the point that this educational disadvantage is not confined to NSW, but rather, is quite common in children in care around the world.

The major contributing factor to this state of affairs is the rather narrow focus of child welfare agencies upon preventing child mistreatment as well as providing stable out-of-home care. This often leads to a lack of attention to the overall well-being of children in care, including the relevance and quality of the education they receive.

Other findings in this preliminary report indicate that schools and education systems too often either ignore the needs of children in care, or, more problematically, actively exclude them from receiving the help they need. Over one third of the students in the sample did not have an Individual Education Plan, (IEP). This is in spite of the requirement that all children should have this type of plan prepared within 30 days of entering care and reviewed annually as a minimum.

The conclusions of the report advocate the need for greater attention from, and coordination between, the child welfare and education systems, when it comes to the proper education of children in care. These recommendations follow logically from the report's findings and are consistent with reform efforts around the world.

Dunlea Centre is uniquely positioned to be able to provide a residential program for young people in addition to delivering a NESAs endorsed and accredited 7-10 curricula (stages 4 & 5). This removes the biggest obstacle for many young people in care, school attendance at an available educational program. It also deals with the other issues such as the absence of an IEP. At Dunlea Centre these plans are called Personalised Learning Plans, (PLP's) and all young people must have these completed within the first 2-3 weeks of enrolment. There is not one young person enrolled at Dunlea Centre without a Personalised Learning Plan. These specifically tailored plans are essentially the grist for the mill. They are regularly utilised by the multidisciplinary team in delivering a specific and unique blueprint of care and education.

With this in mind, Dunlea Centre assisted and supported over 68 families in 2017. Many of our young people were able to return to mainstream settings or other special educational programs whilst several others transitioned to pre-employment programs or to work. Feedback from parents and families is consistently positive and reaffirming in relation to our work.

2017 was also an historic year for the agency, with our biggest building program in over 50 years finally completed. The project spanned 4 years from initial planning to final sign off. With refurbished and new spaces available, the agency was able to launch the Hamilton "Day" Program in 2017. This initiative, which is primarily funded by Schools Plus and Toyota Australia, aims to support and improve the success rate for students transitioning from the residential program back to mainstream, home or work. The numbers have increased rapidly in this program.

The old chapel within our grounds is now at the initial stages of redesign. The plans are to modernise and reinvent this into a living museum preserving our history and creating a vision for the future, one that is ultimately for the continued betterment of young people. We look forward to fundraising over the next eighteen months to finance the makeover costs for the project.

I thank our supporters and friends who continue to believe the work we do at Dunlea Centre, Australia's Original Boys' Town, makes a significant difference in the lives of young people. As Father Tom Dunlea so often quoted, "I sought my God, my God eluded me; I sought my soul, my soul I could not see; I sought my brother and I found all three".



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 that 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 platform 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 reduction in disruption in the home and school setting and improvement in family engagement.

At Dunlea Centre, we have 3 residential houses for boys (Ciantar, Fleming, and Power) and 1 residential house for girls (Maria). Each house has a maximum capacity of 8 young people. 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 possibly a special school. In some instances a young person might transfer to our newly established Hamilton Day Program.

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 truancy, 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 Dunlea Centre's program will have the potential to be an intervention for these young people.

INDUCTION

Each young person participates in case plans throughout the duration of the program and Personalised Learning Plans, (PLP's) are developed. Both the case plan and the PLP assist the young person in targeting and achieving the goals set down at the time of the Family Assessment. Subsequent goals are identified throughout the placement.

A Typical Day At 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, our 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 our young people in a range of recreational activities which focus on health, exercise and team building. Some activities in 2017 have included photography, art and music workshops, various sporting activities such as surfing, stand up paddle boarding, skateboarding, mountain biking and social group activities and outings to the beach, movies and local restaurants.

TRANSITION

As the young person's program approaches completion, which is normally after 6-12 months, a transition plan is either to return to the young person's 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 the young person full time into the family. Also, there is great emphasis placed on ensuring the young person's smooth transition to the new educational or work setting. This 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), ACER's Progressive Assessment Tests in Reading Comprehension, Maths, Science, Grammar and Punctuation and Spelling, MultiLit 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 our young people and in developing strategies to help them move forward behaviourally and emotionally. The Beck Youth Inventory, DASS21 and JUTZ Climate Scale are other instruments that are utilised.

This CBCL instrument will be replaced in 2018 by the Strengths and Difficulties self-report inventory.



From The Archives...

Dunlea Centre, Australia's Original Boys' Town, remembers Brother James Hamilton SDB, OAM.

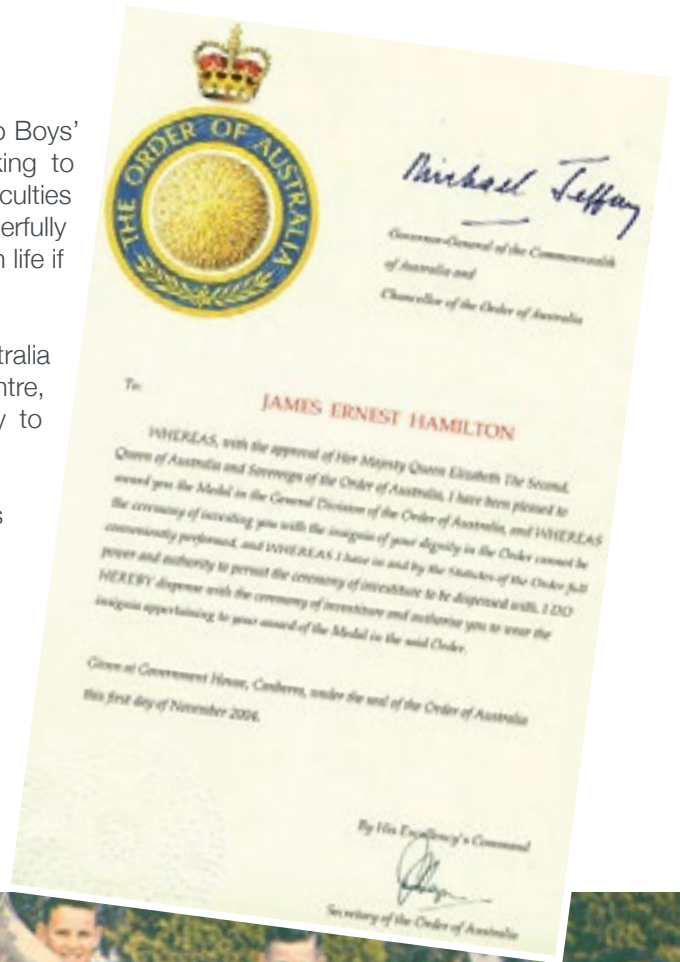
Brother James was a great Salesian and his contribution to Boys' Town is immeasurable. He spent almost 50 years working to support young people who faced major challenges and difficulties in their lives. He pursued his work enthusiastically and cheerfully and he believed that young people could improve their lot in life if they were given the right support.

Br James Hamilton subsequently received an Order of Australia for his enduring work with young people. Dunlea Centre, Australia's Original Boys' Town, considered the best way to honour the memory of Brother James.

A stand-alone Day Program, a joint initiative of Schools Plus and Toyota Australia, commenced operations in Term 1, 2017.

This program was consequently named the Hamilton program to honour this great man of extraordinary endurance and dedication to youth.

Pictured here is Brother James Hamilton's OAM and below Brother James and the Boys' Town band.



Dunlea Centre has gratefully received much needed financial support from Schools Plus and Toyota.



Schools Plus' Rosemary Conn and Toyota's Catherine Storm on a recent visit to Dunlea Centre.



Rosemary Conn of Schools Plus with Tony Cramb of Toyota Australia presenting Charlie and Tiana scholarship awards.



Jacob with Rosemary Conn of Schools Plus and Catherine Storm of Toyota enjoying some afternoon tea.

Hamilton Summary

- Br. James Hamilton, SDB, OAM Boys' Town 1949-1998

The Hamilton House is a recently established day program offering an alternative education setting. This year we have embarked on building a positive, fun and educational environment.

To complement the topics we have been studying in class we have been on a variety of excursions, educational outings and a short camp.

Bundeena Camp

We took the train and ferry across to Bundeena for our short stay at the Cooina Lodge. We walked, fished, played games, watched movies and had lunch out. This trip enabled the young people to build positive relationships and friendships with each other, negotiate the public transport system and be exposed to a range of social settings.

Some comments from the students:

"I quite liked the camp because we got to eat out, we went on the boat to Bundeena from Cronulla which was good and I loved that I ate fish for breakfast."

"I felt comfortable enough on the trip to take my hood off, I don't like taking my hood off in social situations usually because I am self-conscious but I did it. I loved going on the beach at night, that was really cool."

Art Gallery

For Visual Arts this term we learned about Pop Art. We took an excursion to the NSW Art Gallery to enrich the young people's imagination and inspire creativity and passion.

One student commented on the ladder "Wow, did you know that was made of wood, that's just amazing."

The white and black art work was Styrofoam, one of our students was fascinated and answered all her questions around this piece of art.

"I really wanted to go to the art gallery, I love art and I want to be a photographer, I was a bit disappointed, the art gallery wasn't what I expected."

Sculptures By The Sea

We wanted to provide the students with an informative and stimulating out of class room experience where they could explore and examine a range of creative pieces of art, along a beautiful part of Sydney.

"I enjoyed sculptures by the sea because I learnt art wasn't just about painting and using lots of colours, I learnt that art was lots of different things. My favourite sculpture was a large rock painted gold."

Automotive Course

Two of our students attended an automotive course over a period of 4 weeks attending two days a week. The course taught the young people a variety of skills, including panel beating, spray painting and trimming.

One of our students commented *"I not only learnt about spray painting, how to get a dent out of a bonnet and how seat covers, tarps and books were made, but through my conversations about this course at home I learnt that my uncle used to be a panel beater and a friend of my uncle's was actually one of the teachers who taught me panel beating at the TAFE. I loved this course and the fact that I could use these skills later in a job is really good. I am hoping to do this course again next year."*

Barista Course

We have a number of students who are ready for part-time work and part of our role is to assist our young people in finding a job. We provided students with an opportunity to complete a barista course, which they could add to their resumes and seek café work should they enjoy it.

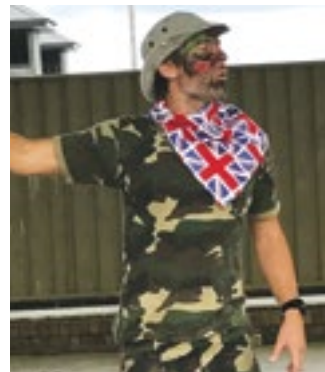
"I like the barista course as I like the idea that it could potentially help me get a job, I struggled with the fact that it was a small room with too many people in it and I don't like coffee."

"I loved the barista course, I learnt so much, I really enjoyed making and drinking the coffee."

History - World War 1

To engage the students in our topic on World War 1, we decided to team up with one of the other houses who were also studying World War 1. We dressed up in camouflage and built pretend trenches using tables and trailers. The young people were lead through the story of 'life in the trenches.' Each side got a turn to attempt to break through to the other trench, they learnt how the war resulted in stalemate because they each were capable of defending their standing, but not able to attack in a way that ensured they could get close to the enemy.

"This was so much fun, much more fun then reading about it in the text book, it made more sense acting it out", commented one of our students.



Ciantar Summary

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

What started as an English assessment on advertising, the Ciantar Juice Co-Op turned into a fully-fledged, student-run business, raising over \$1,300 for the end-of-term camp in Term 3.

Ciantar Boys On The Juice!

The smoothie and fresh juice operation saw the Ciantar boys creating delicious, healthy drinks for the Ciantar staff, and became so successful it expanded its operations into the local high school, St John Bosco College.

In Term 1, the Ciantar students were tasked with creating an advertisement for a smoothie juice company. They took the challenge head on, creating some posters that would be later used for their business. Their enthusiasm for the assessment task transformed into a new idea – a fundraising drive to make and sell fresh juices and smoothies to the staff of Dunlea Centre.

The students created a business plan and undertook market research to develop a successful business model. Surveying their target market (the staff of Dunlea Centre), they were able to find out what their future customers wanted and what they would be willing to pay. This ensured that the business would be successful and profits would be made.

Week in and week out the boys showed commitment and interest towards their individual roles and responsibilities. They engaged in menu development, advertising, food preparation, customer service and money handling. They got to have ownership over their roles as staff worked alongside them, assisting and supporting only when necessary.

"I like that we got to be independent in the business. Usually staff tell you what to do but here they really allowed us to take control and solve any problems we faced on our own" said Tyler, one of the Year 10 students of Ciantar.

The staff of the Ciantar House were impressed with the dedication and eagerness shown by all of the boys. *"It was great to see all of them participating,"* said Calum, who oversees Ciantar's Life Skills and Social Education. *"They were drawn to operational activities that catered to their own strengths. Whilst some of them had really good instincts of entrepreneurial skills, others were great with food preparation and customer service skills."*

The young people were committed to the weekly responsibilities of running a business. *"At times the teenage boys we work with can be a bit complacent and have a bit of a 'That'll do' attitude, but everyone took ownership of maintaining high quality juices and smoothies, taking on board customer feedback to improve their products,"* Calum added.

The Executive Director, Paul Mastronardi, was impressed with the initiative. *"Staff have been very impressed with the enthusiasm and skills that Ciantar boys have developed during this project. This is not putting aside the fact that the products were of a high standard and we looked forward to receiving them each week. It is evident the boys have learned a great deal from this engaging experience."*

With 'You reap what you sow' being the focus theme for Term 3 in the Cianzar House, the boys were able to see the rewards that come with hard work. Not only did it lead to an amazing trip to the Gold Coast for their end of term camp, the boys learnt many skills that are transferable to their school work and future workplaces. The whole experience created a positive bond between the boys and an overall positive experience from the Dunlea Centre.



Fleming Summary

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

Fleming started off the year with many changes to both staff and students. Having lost Samantha, who moved on from the Life Skills Educator role, to be the new Dunlea Centre Residential Manager, this opened up a spot, with BIG shoes to fill.

Building A New Team Culture.

Deniz was recruited from the Maria House, and hasn't she flourished down in Fleming - literally. Deniz brought a whole range of skills and a whole lot of passion into the Life Skills Educator role, but her most notable for the year her enthusiasm for gardening and sustainability. This led to the development of a compost bin for the entire school and a garden where we grow a whole range of vegetables and fruits. In order to do this the boys, along with staff, learnt how to use tools and how things grow. Turns out things grow at a rapid rate in the Fleming Garden. It is now the norm for boys to go outside pick lettuce and other things from the garden, give them a quick rinse and have them for lunch straight away.

Our residential staff changes welcomed Megan and Curtis into the team. Among many other fun activities, the gym was one the boys took a liking to. Curtis led the charge in the hunt for biceps, with the boys wanting to go most nights and some mornings as well. You would think that all of this training would tire the boys out, however, it gave them even more energy and more zest for life.

When young people come into the program with a whole range of challenges and goals to work on, there are many hard days, weeks and at times months. The Fleming staff always try to use humour to get the boys through those days. Overall 2017 has been a year worth celebrating, as there have been some outstanding achievements made by the students and the Fleming House as a whole.





Power Summary

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

Change and responding to change has been a big concept for Power this year. Unintentionally this parallels strongly with the motto of the agency – 'a place for change'.

“Change Nothing, Nothing Changes”

Our staff and young people have been very adaptive throughout the year and should be commended on how well they have performed.

We had a large cohort successfully graduate throughout the year. Looking at where they started and where they had progressed to when they finished in the Power House was amazing. Sitting in a classroom, reading from a board, hugging their parents, building trust among their family members, are all things that are often taken for granted. These are some of the notable achievements that our young men achieved that made for a smooth transition into their next step in the big concept we call life.

It's amazing that this energy and culture has continued on with our newest students. One example comes from a young man who hated maths when he first started; hate is possibly not even the strongest word that could be used. This same young man, three terms later has been able to teach a lesson to his peers on consumer arithmetic. The hard work that this young man has put in, to be open to change his thoughts and behaviours has transferred across many facets in his life.

We have had three lovely additions to the Power team across the year. A new LSSE that has brought great energy to the role and continues to develop individual plans to help our young men exceed in the community. Our two new residential carers have managed to establish themselves in the role quickly and built a dynamic duo that has seen our boys flourish in the residential setting. Often change in staff is difficult for our young people but the staff's strength in building rapport made it easy for the boys to build trust and allow movement towards achieving their goals.

Our Term 4 theme summarised the big year that was 2017, and as we reflect on the theme “Change Nothing, Nothing Changes” a quote from writer John Heywood comes to mind - “Nothing is impossible to a willing heart.” We have many willing hearts in the Power House.





Maria Summary

Maria Domenica Mazzarello Founder of the Salesian Sisters of Don Bosco

This year we have had 11 students transition through the Maria House. Some of the girls have returned to mainstream learning, others have been with us for the year and will be returning next year, while others have pursued other education avenues.

The girls have been involved in many activities, outings and excursions. Some of these have stretched the girls comfort zones, while others have extended their knowledge and learning. One of the many fun activities was stand up paddle boarding, which taught the girls to trust their judgements and to not give up.

Across the year, the girls participated in many different courses, such as earning their First Aid Certificate, Drum Beat, an Automotive Course and a Cyber Bullying Workshop. This enhanced their hands on learning, challenged their thinking, decision making and extended their awareness in their self-development as well as possible future employment opportunities.

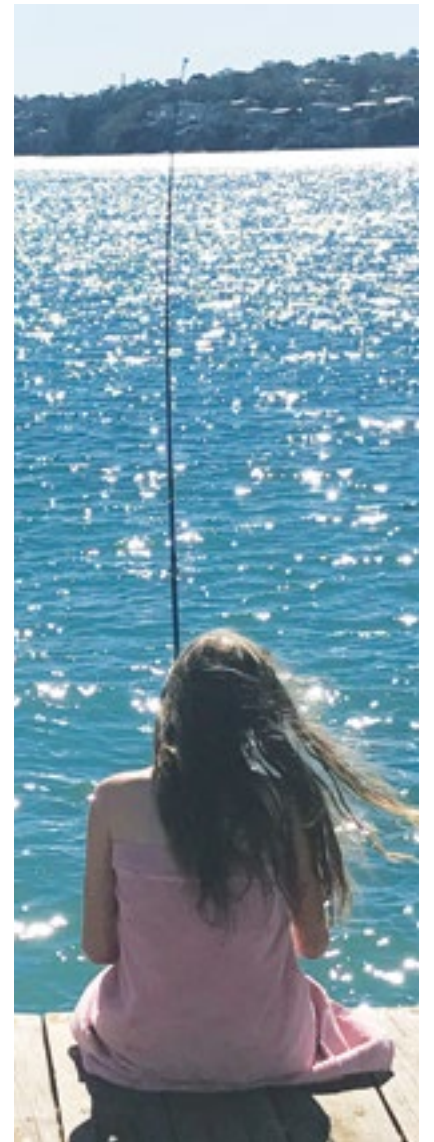
In Term 3, the girls had a jam packed camp! On the first day of camp, the girls completed a Barista Course in Sydney. They learnt many new skills and can now make a perfect cup of coffee! The next day the girls went to Stanwell Tops Activity Centre. They stayed overnight and completed a number of activities, including the Giant Swing. The girls did such an amazing job challenging themselves and also encouraging not only the students, but some of the staff! It was inspiring to watch the teamwork unfold amongst the students.

The night was spent doing a tour of Helensburgh Tunnels and walking along the eerie trail. This led to muddy shoes and lots of screams. The next day the girls were woken up to see the sunrise (which some of the girls have never seen). Unfortunately, the cloud cover was strong that day at Stanwell Tops, but the girls did well to get up and get amongst it. From there we spent the day cruising along the coastal life and getting packed up for the return to Dunlea Centre.

Later in the evening the girls participated in a make-up course which allowed them to try new styles and get dressed up for dinner in the evening. The final day involved ice skating, which not only involved a collection of tumbles, but also a guest appearance by the Australian Ice Skating Team! The girls thought it best to show the Aussie Team how great they were as we shared the rink in style.

Food seems to be an area of interest both in preparation and intake in the Maria House, with the girls continuing to learn and develop their culinary skills with Kellee. They have learnt how to budget, plan and prepare a variety of meals from scratch. The success of the Christmas Dinner fundraiser highlighted the girl's ability to work as a team. They learnt about restaurant procedures like setting, preparing and successfully delivering a three course meal for a large group of people.

The flexible learning classroom environment has aided the girls in engaging with their academic learning. They have covered a variety of topics in English, Maths, History, PDHPE, Food Technology, Geography and Science. They have enjoyed participating in various science experiments, predicting, hypothesising and testing their understanding and knowledge.



The residential program was a fun and challenging journey this year. The girls successfully made the big move into the new building in Term 2 and were involved in the set up and decorating of the space and putting special design touches to their rooms to make them feel homely. Plenty of time was spent on art, creating canvases, colouring and making personalised door signs. The girls have all been such great cooks, each taking turns to look up recipes, shop for ingredients and learn new meals alongside the staff. Sushi was a definite favourite! And most of the time, the girls even did their chores! Wow!

Some of the fun and challenging residential activities included Hip Hop dancing, Drum Beats, Music classes, snorkelling, beach picnics and dog walking (Lucky Fin – he sure got plenty of cuddles!). We also made good use of the basketball and tennis courts at school, and a couple of the girls even started learning how to ride a bike, with the kind help of their fellow students.

The residential program has continued to teach, test and develop the girls' understanding of themselves and their relationships with others. Learning how to communicate effectively, work as a team, focus on their own development, find positive time for themselves, as well as following a set of boundaries, is really no easy task and it can be quite challenging at times. However, through these experiences growth takes place. And while it can be difficult at times, there definitely has been some super funny and fun memories made!

The counselling program continues to support the girls and their families in building positive relationships, working on trust, open communication and the capacity to make good life choices. Change is never easy, however, the willingness to change can succeed in a supportive environment.

The success of the Maria House here at Dunlea Centre is only possible through the amazing team of people that work day in and out with the girls through their time here.

The staff's patience, wisdom, love and grace to see young people want to work on their positive self-development under the team's guidance is very much a work in progress. A big thank you to the team for their continued commitment to see change in others.

We have asked a few of the girls to share some of their thoughts regarding how they have benefited, changed and what they liked about being at Dunlea Centre, here is what they have said:

Benefits

"I like that I get treated with respect."

"It's easier to handle the work load and I'm supported with my assessments."

"There's not as many people in my class as mainstream school which means there are more staff to help me with work when I need it."

Personal Changes

"It's easier to get motivated to go to school when it is so close."

"I like being able to voice my opinion."

"There is less conflict with my parents because I'm not home."

"I have stopped fighting with my family as much because I'm not home and my behaviour has changed at home because I have to sleep here, so my family and I are happy to spend the weekend with each other before I have to go back to school for another week."

What I like

"I get taught life skills preparing me for adulthood."

"I get to see my friends all week, it's like having a sleep over, but I'm also starting to do my school work when I come to class. In mainstream school I would never do my work."



Key Achievements In 2017.

- Historic building and refurbishment project completed
- Dunlea Centre Program Review conducted by external team
- Schools Plus & Toyota Australia initiative – Hamilton Day Program
- Establishment of the Residential Manager position - Samantha Dennis
- Consolidation of professional links with Boys Town Omaha, USA
- Dunlea on the International stage – EUSARF & ACRC – presentations / networking
- Development of the Dunlea Centre 14 month calendar
- Inaugural Catholic Asian Student’s Society retreat held at Dunlea Centre
- APSPA Annual Immersion held at Ascot Vale, Brunswick and Sunbury
- APSPA Cambodia Immersion – attended by Family Services Manager Kate McLaren
- Dunlea Centre research project continues under the direction of Dr Frank Ainsworth
- Annual Therapeutic Crisis Intervention (TCI) Training conducted by Kate McLaren
- Paul Mastronardi attends Chinese University of Hong Kong Conference focusing on residential care
- Dunlea Centre celebrates International Women’s Day 8th March
- Montessori Academy commences operations
- Dunlea Centre celebrates Men’s Health Week – 8th - 13th June
- Presentation on Foundation Day at John Paul Village 19th October
- Leadership team attend the biennial APSPA Conference in Melbourne titled; “Don Bosco, Back To Our Roots”
- Special TCI training held for St Mary’s staff and Lund University placements



Gorgeous sunny day on Sydney Harbour



Kiyara's self expression through art.

Building And Restoration Works.

Dunlea Centre has recently completed significant refurbishment of the existing site. This is easily the biggest building investment in the organisation for over 50 years.

The workspaces and residential areas have been substantially refurbished and our young people and staff have modern new facilities in which to reside.

The capital works project included two new residences and two refurbished residences for our young people. Two new classrooms and three refurbished classrooms were also part of this capital works project.



Boys' Town prior to our recent renovations.



Facilities Manager Ryan George.



Our new modern facilities to assist the young people and their families to achieve their goals for change.

Our Next Project...

The next project for the agency will be the refurbishment of the old chapel located inside the Dunlea Centre grounds.

Our plans include converting the aging facility into a modern living Museum capturing the story of Boys' Town from its inception in 1939 right up until present day. We hope to have a reflection space within the new facility as well as an area where people can be seated for talks and presentations. Eventually, the agency would like to be able to regularly open the Museum to the public.

At this stage, several impressive and innovative designs have been created by Sr. Jane Maisey rsj. We are most grateful to Jane for her generosity and time in producing these initial concepts.



The old chapel - our next project to rework this space into a living museum.



Initial concept drawings by Sr. Jane Maisey rsj.

Staff Professional Learning And Development 2017.

A range of qualified staff are employed at Dunlea Centre across a variety of positions brought together into a multidisciplinary framework. These qualifications include teaching, psychology, counselling, sport & recreation, social work, conflict resolution, ministry, finance and residential care.

Currently, there are nine qualified teachers, six counsellors, six life skills / social educators and eight residential workers. Fourteen staff members hold post-graduate qualifications, seven are graduates with a further twelve holding TAFE or equivalent qualifications related to their position. Thirteen staff members are working towards higher qualifications in teaching, counselling, social work, administration & finance as well as psychology. Two other staff members are currently completing their provisional registration internship. Two members of the Leadership Team are pursuing further studies in Management and Leadership. 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 2017 this included:

Child Protection Investigation Training, Risk Management, Domestic Violence, Managing Suicides and Attempts, Fire Safety, Therapeutic Crisis Intervention, First Aid, Acceptance and Commitment Therapy (ACT), Governance training as well as employee inductions.

Professional exchanges and experiences as well as visits to other Non-Government Organisations (NGO's) and associated agencies include the Association of Independent Schools (AIS), Association of Children's Welfare Agencies (ACWA), Catholic Social Services (CSS), Marist Youth, Redbank House, Flexible Learning Centre Towradgi, St Mary's, as well as 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 as well as the Australian Catholic University, University of Western Sydney and University of NSW.

Additionally, Boys Town Omaha, Nebraska, USA continue to provide generous support and professional dialogue with Dunlea Centre. In 2016 the Executive Director was able to visit Omaha and experience a week long professional immersion into their programs.

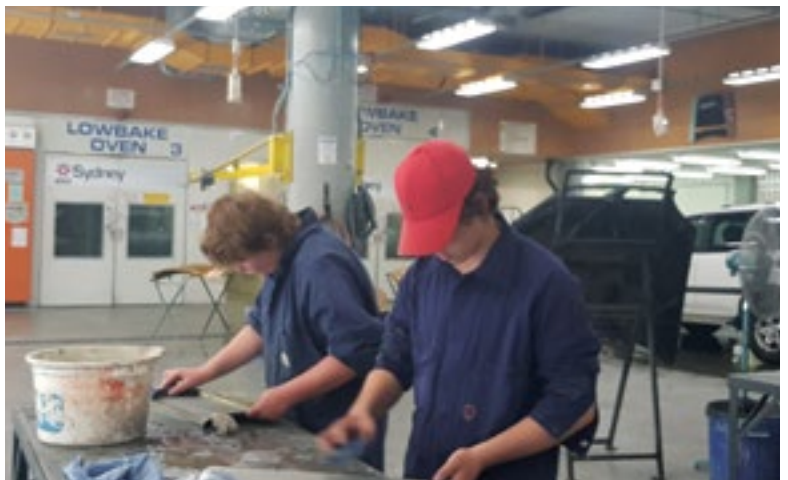
In 2018, two members of the Leadership team will attend an intensive week long Professional Development with a particular focus upon the residential programs and the implementation of the Family Teaching Model of Care.



Jonathan Huefner, Ronald Thompson and Paul Mastronardi, Boys Town Omaha.

Work Experience.

Work experience is often the first contact our students have with the world of work. These work placements allow our students to observe, learn and actively participate, which all forms a valuable part of their career education.



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 multidisciplinary approach offered allows access to more aspects of the young person’s ecology than a purely educational, welfare or accommodation support service can do alone. It is, thus, a truly wraparound model of service delivery.

The ultimate goal is for the 8 planks and the day-to-day elements of the program to work together to develop in young people a sense of belonging (a sense of significance), mastery (competence), 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.

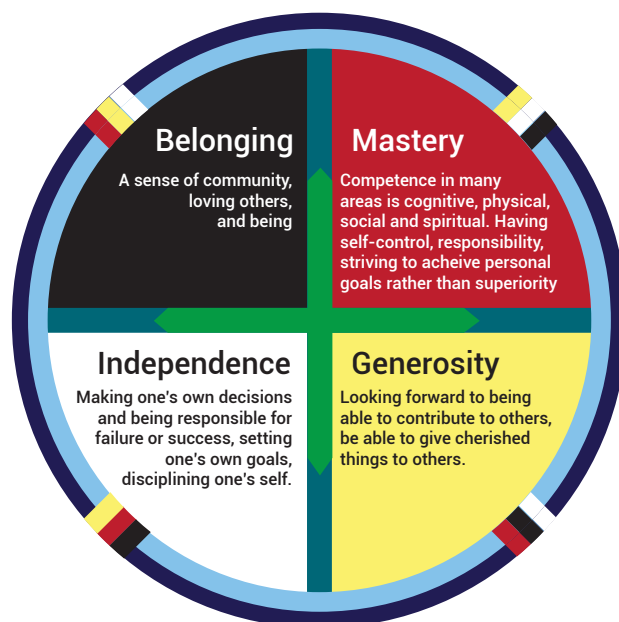


Table 1. An example of the Ecological View Across the Four Domains

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

Some Inspiring Quotes From Dunlea Centre Young People And Staff Members.



Staff and students at Dunlea Centre share a unique bond of respect, understanding and learning.

‘Seeing the changes he’s made is so inspiring’

‘I want help with getting a good job and having a better life’

‘At first I was here for my mum, and now I am here for me’

‘This feels like a home, there’s love here’

Evaluation.

In 2015, under the guidance of Dr Frank Ainsworth, researcher and international expert in residential care, Dunlea Centre embarked on an ambitious 3-year research and evaluation project. This undertaking aimed to measure the change achieved by each young person, male or female, as a result of attending the Dunlea program. At the conclusion of 2017, demographic data for 3 years has been collated and we now look forward to the completed findings.

Several instruments have been utilised throughout this collation process. The Achenbach scales of behaviour (CBCL) has been utilised upon entry to the program. The tool is re-administered towards the end of the program, or at least 6 months later, to assess if there have been any changes. This CBCL instrument will be replaced in 2018 by the Strengths and Difficulties self-report inventory. This instrument is widely researched and used across many settings and has proven to have satisfactory construct and concurrent validity.

Similarly, the Pearson's Resiliency Scales for Children and Adolescents has been administered at the start and end of the program. Upon 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.

A 'climate scale', (JUTZ group climate scale) is a self-report instrument, that was also added to the battery of data collection instruments. This scale measures the climate in each of the 4 Residential Houses, three times a year. This instrument provides information about the stability of the residential environment and the extent to which the young people feel safe and secure in the Dunlea Houses. Learning and change is unlikely to occur in an unsafe environment.

The other instruments utilised were the NAPLAN; the Neale analysis of reading ability and the Neale analysis of mathematical ability. These too, have recently been replaced by ACER's Progressive Assessment Tests in Reading Comprehension, Maths, Science, Grammar and Punctuation and Spelling.

Additionally, a follow-up study of young people following their exit from the program has also been collated during this time. The survey was conducted after 6 months and again after 12 months from the date of the young person's departure. Importantly, it is anticipated this information will provide data about the sustainability of the change a young person achieved at Dunlea Centre following their return to the wider community.

Preliminary findings from the data indicate that after 6 months approximately 70% of young people are still attending school and 75% were still living at home with their parents. Updated findings will be completed sometime in the first semester of 2018.

Families are surveyed on entry and exit in order to assess the impact of various aspects of the program. Upon 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 model. Many families commented that the program offered them one last chance to maintain the family unit.

Upon exit, surveys remain positive. In 2017 the positive relationship with staff (7/10) 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 or residential context.

Other useful aspects included the Counselling program (8/10), the flexibility of the overall program (7/10) and the small group sizes (6.5/10). Transition Plans scored lowest with (6/10), which nevertheless remains a fairly positive response.

Dunlea Centre's Board invited an external panel to conduct a full program review of the Centre late in 2017. The panel members were, Sarah Humphreys, Dr Robert Urquhart and Cate Sydes. They were engaged for their expertise in areas of education, child development, trauma-based theory, organisational structures, business management and residential care.

The panel compiled the report after comprehensive consultation and engagement with numerous stakeholders across the Centre. These findings and recommendations are expected to be presented to the Dunlea Board early in 2018. The Leadership Team will utilise this information and the completed research data to guide the strategic direction of the Centre over the next 5 years.

Paul D Mastronardi



Dr Frank Ainsworth and Paul Mastronardi.

Official Opening Of The Building & Refurbishment Project.

Mr Craig Kelly MP, Federal Member for Hughes and Mr Lee Evans MP, State Member for Heathcote were both present and made speeches on our special day. Mr Kevin Morrison, Catholic Education Commission & Mr Craig Kelly cut the ribbon officially opening Dunlea Centre.

This is an exciting time for the Dunlea Centre as we are now able to offer new modern facilities to assist our young people and their families to achieve their goals for change.

Thank you to the Federal Government for believing in our service and providing the grant, which was administered by Mr Kevin Morrison, Coordinator, Capital Programs, Catholic Education Commission.

Old Boy Ted McKenzie learnt his bakery trade at Boys' Town in 1954 – 1957. It was pertinent therefore that Ted cut our cake at our Official Opening. Ted has many fond memories of his time at Boys' Town. Ted says *"It is only Boys' Town and my wife Ruby that kept me out of jail."*



Craig Kelly MP, Lee Evans MP, Ted McKenzie (Boys' Town old boy) and Paul Mastronardi cutting the cake.



Kasha (long time staff member) congratulating Jacob on his speech on behalf of the young people at Dunlea Centre.



Craig Kelly MP and Kevin Morrison cutting the ribbon.



Kevin Morrison during his address.

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 (The Chair)

Mr Christopher Lonergan

Mr Peter McGuinn (Deputy Chair)

Ms Cynthia McCammon

Mr Anthony Cleary (Retired)

Mr Gregory McKay

Mr James Doyle

Mr Mark Raue

Ms Geraldine Gray

Mr Andrew Watson

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.



Dunlea Centre Subcommittee and Review Team

Paul Mastronardi, Gerry Gray, Cate Sydes, Robert Urquhart, Mark Raue, Sarah Humphreys and Fr Peter Carroll.

INCOME STATEMENT FOR THE YEAR ENDED 31ST DECEMBER, 2017

REVENUE	2017	2016
State Government Grants	\$1,698,034	\$1,602,139
Commonwealth Government Grants	\$1,491,893	\$1,479,032
Commonwealth Capital Grants	\$487,059	\$1,606,948
Catholic Church Grants	\$140,000	\$140,000
Donations and Bequests	\$295,011	\$200,001
Investment and Property Revenue	\$593,376	\$472,369
Unrealised Investment Gains	\$56,111	\$2,940
Fees & Other	\$111,180	\$106,846
	\$4,872,664	\$5,610,275
EXPENDITURE		
Program Expenses	\$2,000,067	\$1,993,778
Administration Expenses	\$53,170	\$54,076
Building & Maintenance	\$429,400	\$373,417
Development & Fundraising	\$52,235	\$56,346
Financial Expenses	\$221,534	\$177,357
IT & Communications	\$97,530	\$92,787
Motor Vehicles	\$9,755	\$12,646
Property Expenses	\$142,064	\$118,336
Shared Resources	\$1,970	\$1,970
Wages & Salaries	\$1,119,436	\$1,038,003
Wage Employment Costs	\$285,175	\$270,754
Unrealised Investment Losses	-	\$23,812
	\$4,412,336	\$4,213,282
NET SURPLUS	\$460,328	\$1,396,993

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) and of the special purpose school Dunlea Centre, Australia's Original Boys' Town.

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

In the opinion of the Directors of Boys' Town Engadine:

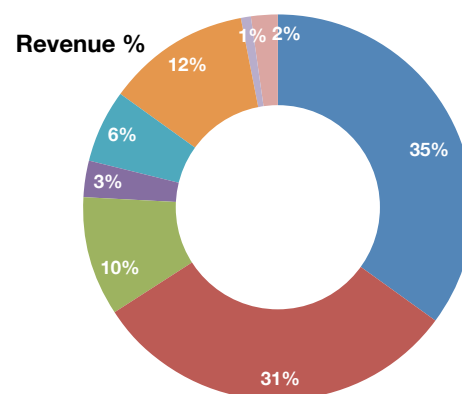
1. The financial statements and notes of Boys' Town Engadine are in accordance with the Corporations Act 2001 including;

(a) giving a true and fair view of its financial position as at 31 December 2017 and performance for the financial year ended on that date of the company; and

(b) complying with Accounting Standards and Corporations Regulations 2001; and

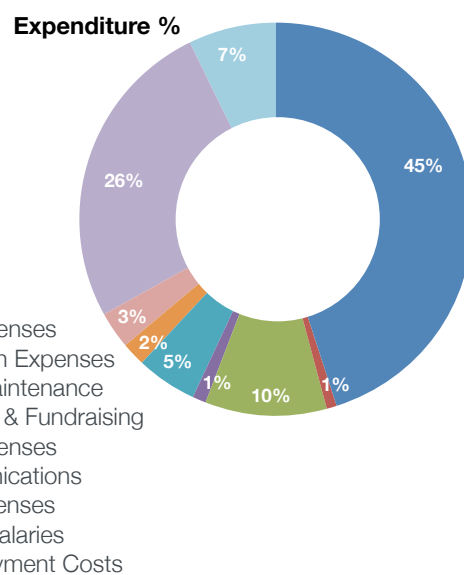
2. There are reasonable grounds to believe that Boys' Town Engadine will be able to pay its debts as and when they become due and payable.

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 22nd March, 2018.



STATEMENT OF FINANCIAL POSITION AS AT 31ST DECEMBER, 2017

ASSETS	2017	2016
Current Assets		
Cash and Cash Equivalents	\$3,917,092	\$4,198,164
Receivables	\$98,595	\$142,409
Available for Sale Financial Investments	\$1,632,223	\$1,475,247
Total Current Assets	\$5,647,910	\$5,815,820
Non-Current Assets		
Property Plant and Equipment	\$9,559,095	\$8,782,595
Total Non-Current Assets	\$9,559,095	\$8,782,595
TOTAL ASSETS	\$15,207,005	\$14,598,416
LIABILITIES		
Current Liabilities		
Creditors and Borrowings	\$1,105,468	\$937,536
Provisions	\$395,049	\$391,659
Total Current Liabilities	\$1,500,517	\$1,329,195
Non-Current Liabilities		
Creditors and Borrowings	-	-
Provisions	\$365,383	\$388,443
Total Non-Current Liabilities	\$365,383	\$388,443
TOTAL LIABILITIES	\$1,865,899	\$1,717,638
NET ASSETS	\$13,341,106	\$12,880,778
EQUITY		
Gift and Disposition of Assets	\$2,654,368	\$2,654,368
Retained Earnings	\$10,686,738	\$10,226,410
TOTAL EQUITY	\$13,341,106	\$12,880,778



Auditor's Opinion

In my opinion the financial report of Boys' Town Engadine, trading as Dunlea Centre has been prepared in accordance with Division 60 of the Australian Charities and not-for-profits Commission Act 2012 including;

(a) giving a true and fair view of the registered entity's financial position as at 31 December 2017 and of its financial performance for the year then ended: and

(b) complying with Australian Accounting Standards to the extent described in the Statement of Accounting Policies and Division 60 of the Australian Charities and not-for-profits Commission Regulation 2013.

Signed on 15th March, 2018 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:

Commonwealth Bank of Australia, Montessori Academy, Schools Plus & Toyota Australia.

S. Angelides, M. Callow, J & V Chicco, A. Clifford, H. Dixon, C. Downy, Dr B. Favaloro, J & E Gardner, P. Mastronardi, G. Nilon, J. Nolan, R. Pidgeon, T. Rice, G. Rowley & M. Wintle.

Beswick Family Fund, Norma Florence Boyle Estate, Edmund Resch Estate & Maria Bruna Ryan Estate.

Bosco Menshed, Catholic Asian Students Society, Catholic Church Insurance, COG Design, Grill'd Miranda, Miranda Musical Society, South Side Real Estate, & Sylvanvale Foundation.

Patrician Brothers' College, Salesian College Chadstone, Salesian of Don Bosco Province Centre, St John Bosco College, St Joseph's College & Sydney Catholic Schools.

Craig Kelly, MP, Federal Member for Hughes, Lee Evans, MP, State Member for Heathcote, Carmelo Pesce, Mayor of Sutherland Shire Council.

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 2017.



Jennifer Overall of Commonwealth Bank presenting Paul Mastronardi, Executive Director of Dunlea Centre with \$10,000 raised through the Commonwealth Bank's Centenary Grant Program.



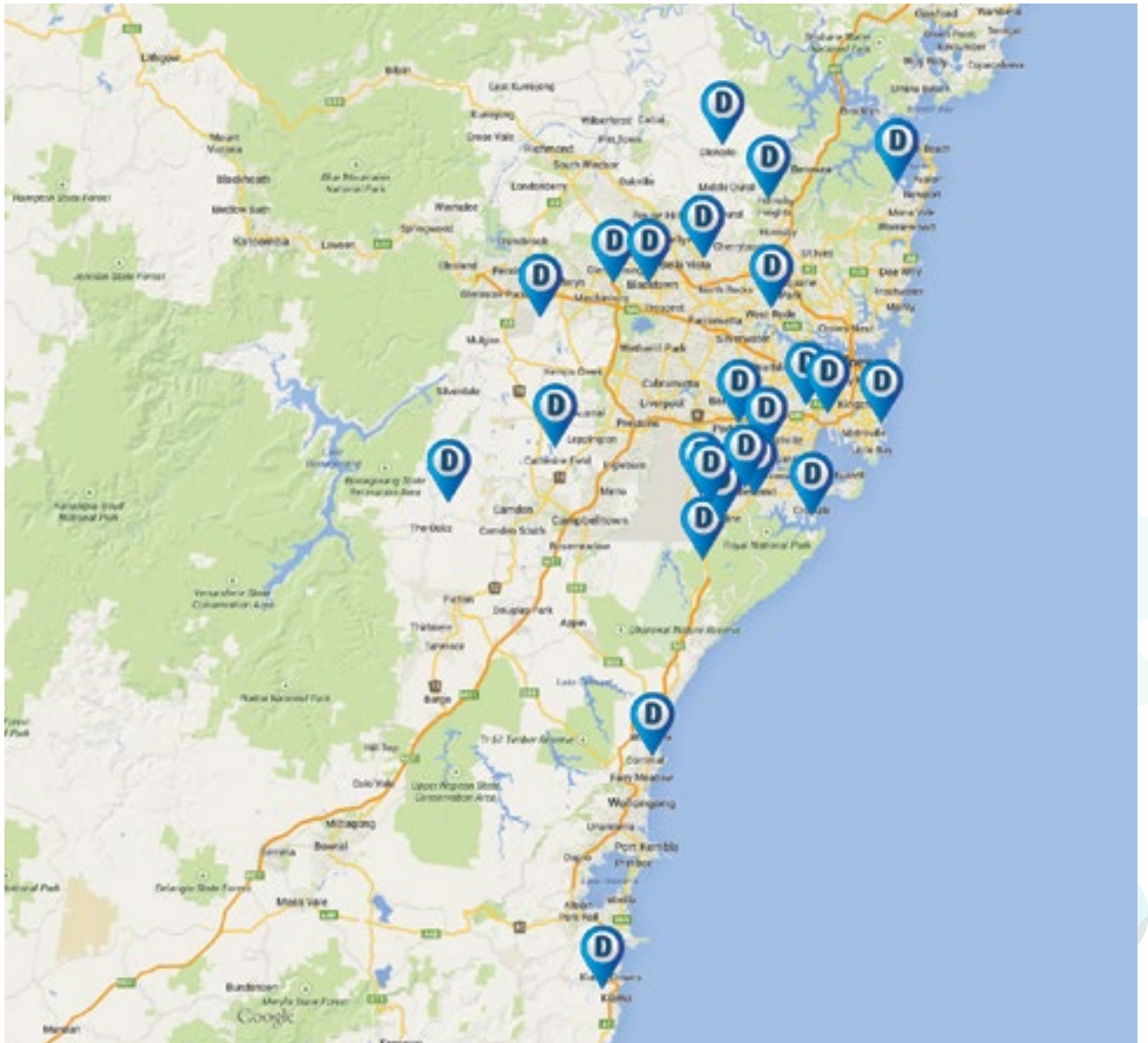
Dunlea Centre has gratefully received much needed financial support from Schools Plus & Toyota.



The young women at Dunlea Centre created beautiful pieces of art for the Montessori Academy in Engadine. Our young women were ecstatic to be paid for their art. This money will go toward the end of year camp for our young women. Michaela Rath-May, Communications Manager, Montessori Academy is pictured presenting a cheque to some of our budding artists.



Where Dunlea Centre Attendees Came From In 2017.





DUNLEA CENTRE

AUSTRALIA'S ORIGINAL BOYS' TOWN

A place for change...

www.dunleacentre.org.au

Phone: 02 8508 3900

Corner of Waratah Rd & Woronora Rd
Engadine NSW 2233