



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

Annual Report 2018

"If you want to do a good thing - teach the young."
Don Bosco

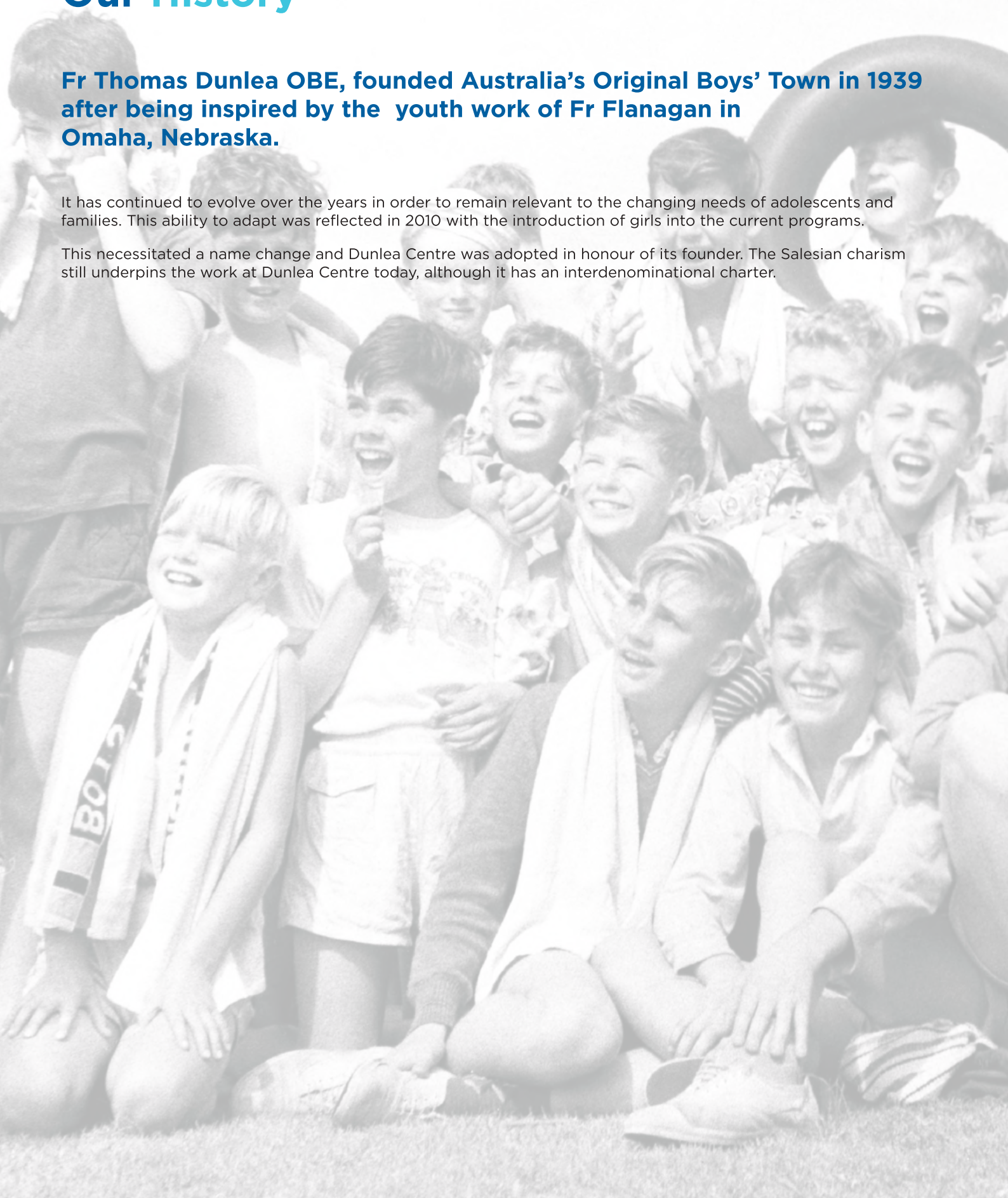


Our History

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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Chair's Report

Congratulations to Geraldine Gray who was recently appointed Chair of Dunlea Centre Board. Gerry succeeds Peter Carroll, who retired as Chair after 8 years of outstanding service. Gerry's connections to Dunlea Centre, Australia's Original Boys' Town are strong and she is looking forward to leading Dunlea Centre into the future.

In April 2017 Pope Francis delivered the first Papal TED talk (translated by TED into English)

In his talk he said:

"To Christians, the future does have a name, and its name is Hope. Feeling hopeful does not mean to be optimistically naive and ignore the tragedy humanity is facing. Hope is the virtue of a heart that doesn't lock itself into darkness, that doesn't dwell on the past, does not simply get by in the present, but is able to see a tomorrow. And it can do so much, because a tiny flicker of light that feeds on hope is enough to shatter the shield of darkness."

I have seen this flicker of light grow many times since joining the Board at Dunlea Centre.

When he approached me, Father Peter Carroll did not tell me that my first duty as Chair of the Board would be to write the Chair's Report for 2018. Apparently, no one told him that this would be the case when he became Chair in 2010, so he has now passed on this requirement to me, as I commence in this position for 2019.

Therefore I would like to use this opportunity to thank Father Peter for his dedication and personal warmth towards me and even more for his ongoing support in his time at Dunlea. He brought with him a renewed spiritual support to the Board, the Leadership Team and the Dunlea community. I wish him well in his new ventures in Melbourne.

I will start the 2019 New Year as Chair of the Board and welcome new directors with outstanding backgrounds, namely Ian Baker, Andrew McCallum and Kane Hansen.... who have joined us, bringing great expertise and experience. Ian has had an outstanding career in education and policy, Andrew comes to us from the role of Chair of ACWA and Kane has a successful local business. I would also like to welcome Father Peter Hoang who joins our community, as our new rector.

I attended the Salesian Immersion, early in the year and was privileged to get to know a number of staff from Dunlea as well as many wonderful Salesians from across Australia.

The Board has watched carefully as a new Leadership Team was formed in Term 4 with a number of new roles and new team members, following the agreement to implement the recommendations of the 2017 Centre Review.

The Board is very pleased that the department of Family and Community Services has extended its funding of existing and new programs following their inspection in August and subsequent visit in November.

In early November, I had the great pleasure of meeting Lori Scharff from Boys Town Omaha and am looking forward to hearing the staff reports following the training of all agency personnel in February 2019.

Finally, congratulations to Paul Mastronardi on his successful appraisal and contract renewal. I look forward to walking with him as he develops his staff to continually improve in their efforts to ensure young people have a better future.

I leave you with the words of Don Bosco..."Be quick to forgive and never rake up the past. Kindness in speaking, in working, in giving advice will win over everyone"... in continuing to promote an atmosphere of kindness, tolerance, acceptance and forgiveness as we approach a new year full of exciting opportunities.



Geraldine Gray



Executive Director's Report

Like most vibrant and responsive organisations that provide services for our youth, Dunlea Centre is constantly striving to improve its outcomes. One of the most effective ways to achieve this is through the collection and evaluation of data.

Late in 2017, the strategic planning subcommittee of the Dunlea Board appointed an external review team with the major task of examining and evaluating agency operations. More than 60 different groups and individuals were interviewed over several weeks and information was gradually collected and analysed in relation to program activities, characteristics and outcomes.

This review team completed the interviews just prior to the Christmas festivities and then collated the information over the New Year period. Early this year and with much anticipation, the findings were presented to the Dunlea Board and then later summarised and presented to the staff.

The overall summations were predominantly positive and the review team were able to assemble a list of short, mid and long term recommendations for the agency to implement over the next few years. This has essentially provided a blueprint for program modifications and realignment that can be seamlessly implemented into the agency's strategic design.

Dunlea Centre is particularly grateful for the skills and generosity of the review team, namely; Cate Sydes, CEO Loreto Ministries, Sarah Humphreys, Special Education Consultant and Robert Urquhart, Head of Knowledge, Outcomes & Research, Barnados. Their cross-sectoral expertise and knowledge were vital in garnishing a deeper understanding of the unique hybrid model of Dunlea.

The review team were able to insightfully consider the contemporaneous stresses and challenges the agency faces as it goes about implementing these adjustments and modifications. Several of the recommendations have already been implemented into operations. The strengthening and expansion of the Leadership Team is one prime example.

Excitingly, during November, Dunlea Centre welcomed Lori Scharff, Senior Family Home Consultant from Boys Town, Omaha. Lori spent a week immersing herself into the operations and learning the specifics about the Dunlea program. The week-long visit culminated with Lori providing an extraordinary and entertaining presentation based upon her experiences working with adolescents who display challenging behaviours.

We will welcome Lori back to the agency in late January 2019, along with a highly skilled colleague and motivating trainer, Mr Mike Meekes. Together they will run a six day training program for the entire Dunlea staff. The agency is grateful to Boys Town, Omaha for their interest in

developing this partnership with Dunlea, ultimately with the aim of improving outcomes for our consumers, namely our young people and their families.

In 2018 Dunlea Centre assisted and supported over 76 families. Many of our young people were able to return to mainstream settings or other special educational programs. Several of our young people transitioned to pre-employment programs or work. Feedback from parents and families is increasingly positive and reaffirming in relation to our work.

I thank our supporters and friends once again, 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. Dunlea Centre has been in operation for 79 years and on Thursday 1st August, 2019, the remodelled and refurbished Chapel will be officially reopened as the Dunlea Museum. It will be a fitting way for the agency to celebrate turning 80.

Dunlea Centre's mantra is "A place for change" so put this date into your diary and come along for this momentous celebration and see how the agency has changed over time.



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 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 Savio or Hamilton Day Programs.

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 process begins. Interviews are held to determine suitability and 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 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 Engagement 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 Youth Workers engage our young people in a range of recreational activities which focus on health, exercise and team building. Some activities in 2018 have included photography, art and music workshops, various sporting activities such as surfing, stand up paddle boarding, trampolining, fishing, 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 12 months, a transition plan is developed to either return the young person to their former school, or to a more suitable alternative educational setting, or to 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 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 Strengths and Difficulties Questionnaire Self-Report Inventory 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 behaviorally and emotionally. The Beck Youth Inventory, DASS21 and JUTZ Climate Scale are other instruments that are utilised.





Family Engagement Manager

Katherine McEvoy returns to Dunlea Centre in the newly appointed role of Family Engagement Manager. Katherine is a Registered Psychologist and an AHPRA Board-Approved Supervisor, providing clinical supervision to staff, overseeing the therapeutic component of the Dunlea Centre program and facilitating the assessment/intake process.

Katherine attended school locally and previously worked at Dunlea Centre as both a Youth Worker and a Family Engagement Worker, before accepting a position at Liverpool Hospital, Child and Adolescent Mental Health Service. Here, Katherine supported families and young people experiencing moderate to complex mental health presentations. In this role Katherine provided a range of psychological and therapeutic interventions for children from the age of 2 through to 18 years old.

Katherine is excited to return to Dunlea Centre in what will be a challenging, yet extremely rewarding position. Katherine looks forward to supporting families in strengthening their relationships and helping families and young people to recognise their inherent strengths.

It is through this work with families enrolled in Dunlea Centre's program, that Katherine hopes to play a part in improving the social, emotional and education outcomes for many young people.

Q. What is your favourite book?

The Catcher in the Rye – a wonderful coming-of-age story, exploring important themes of identity, belonging and connection.

Q. What is the best holiday you have been on?

A couple of years ago, I travelled solo to South Africa, Zimbabwe and Botswana. Being on safari was a magical experience.

Q. How do you enjoy spending your spare time?

I love just spending time with my friends and family, especially my nieces and nephews. Kids have a way of making everything delightful.

Q. If you had a motto for life, what would it be?

“No significant learning occurs without a significant relationship”
– Dr James P. Comer





Toyota and Schools Plus Support

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

This financial assistance underpins the existence of our Hamilton and Savio Day Programs. These classes allow young people from various backgrounds and educational abilities to attend Dunlea Centre as day students. With the help of Schools Plus and Toyota we are able to assist these young people, many who had previously disengaged from education, to re-integrate into the school system.

This support helps to improve educational outcomes for young people who have previously had poorer results than their peers and makes a significant difference in raising their self-esteem. Young people are given the opportunity to improve communication and social skills, establish goals for their future and make new friends.

This ongoing financial support from Schools Plus and Toyota will allow many other young people who face disadvantage to access programs that can change lives and restore relationships.



Rosemary Conn, CEO, Schools Plus Australia with Matthew Callachor, President and CEO of Toyota Australia presenting Scholarship Awards to Joshua, Sam & Tuhiata.



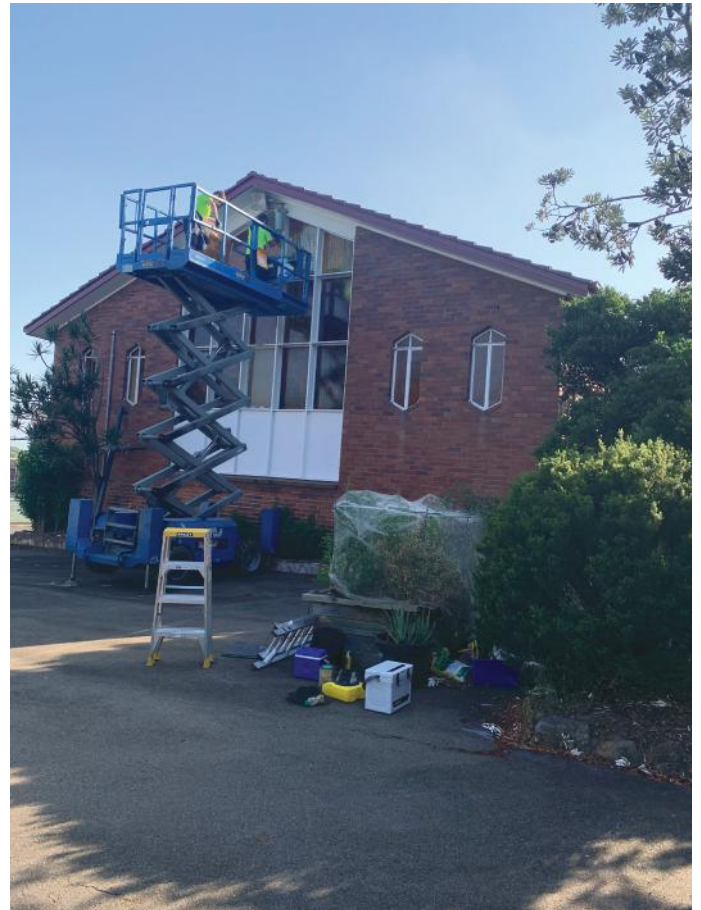
Chapel Conversion Housing 80 Years Of History

The conversion of the old Chapel situated inside Dunlea Centre grounds, into a modern living Museum is proceeding well and will be officially opened on the 80th birthday celebrations, 1st August, 2019.

It will capture the story of Boys' Town Engadine from its inception in 1939 through the De La Salle years of the 1940's, the arrival of the Salesians in the 1950's and through the more recent times including corporatisation and rebranding.

Modification plans also include the creation of a reflection space within the new facility as well as an area where people can be accommodated for talks and presentations.







Hamilton Summary

In 2018 the Hamilton House was able to consolidate on the advances made during the previous year to establish this Day Program as a place for young people to achieve educational outcomes and attain some necessary life skills.

Each day would typically begin with our young people gathering on the lounges in the reading area of the classroom before lessons started. Whilst our day would continue with studies of English, Mathematics, Science, History, Geography, Food Technology, Creative Arts, PDHPE, Technology Mandatory and Language, it was often in this first part of the day that some of our most significant decisions as a group were made.

We would chat about our weekends, what we did the night before and what we were doing that evening. We critiqued movies, jobs we wanted, holidays we would like to go on, favourite foods, favourite sports etc. You name it, we talked about it.

One particular morning, we got on the topic of the snow. It was mentioned by a few students that they had never seen snow and would love an opportunity to. One student stated 'A snow trip is on my bucket list'. We had four students leaving at the end of the year, two of whom had been with us since Year 7. This got us thinking about how we could make this happen.

We discussed and workshopped ideas with the young people of how much money we would need and when we could make this happen. Fundraising was seen as the way to finance the adventure. Crowd-funding, busking and dressing up in koala-suits were all seen as legitimate ways to raise the necessary funds, but strangely, these options were discarded! Alternative thoughts turned to more practical ways to make money.

The young people in Hamilton House have always been enthusiastic during Food Technology classes and successful in making many fabulously diverse dishes. We decided that utilising interests and strengths in this area would be a great way to raise some money for the snow trip. As such, a high tea and a three-course meal were agreed upon as two separate fundraisers and Hamilton House set to work.

We spoke with our communications guru, Ronda for ideas about who we could invite to the high tea. The Pope, Taylor Swift and Malcolm Turnbull were all busy, so Ronda suggested that we invite the residents from John Paul Village, our local Catholic Retirement Village.

The young people designed a menu and invitations, which they delivered by hand.

The high-tea was a great success with 47 guests being treated to sandwiches, scones and mini-cakes. Our 'chefs' worked tirelessly, baking cakes, cutting scones and making the sandwiches. Additionally, tea was served from one large teapot and the full cups were delivered to the table by our 'wait staff', who also greeted the guests, served and chatted and fulfilled our guests' needs. Each and every one of them stepped out of their comfort zone throughout the high-tea. For some, this would have been a difficult task, but one of which they were extremely proud.

"I was nervous about waiting on a group of people, but once I started, I began to relax and enjoyed chatting to many of the guests. It was impressive that we had three, one-hundred year old people attend" Kyle, Year 8 student.

Another student commented on the high-tea being a good experience, "I loved the preparation and making the cakes, but was nervous and shy when serving the guests" Kyra, Year 8 student.

The high-tea was exhausting for all the students but a great success. We had raised the first of the funds to go towards our snow trip.

Next we had to organise the dinner. The young people worked collaboratively to come up with ideas for starters, mains and desserts. We spent each Food Tech lesson practising our cooking skills so everyone knew what to do on the night.

Turning to Ronda we asked for guests such as President Trump, Kim Kardashian and Kanye, however, she suggested that she could invite a number of people from the local PROBUS group, as well as parents and families.



We ended up with 50 guests who were treated to an alternate menu of ravioli or soup, chicken or salmon and sticky-date pudding or cake and ice-cream.

The day of the dinner was a long day as it involved preparations such as the room set-up of tables and chairs, washing and counting the cutlery and placement of the napkins, plates and bowls. During the evening the young people of Hamilton House demonstrated an ability to work collaboratively and under huge amounts of stress to ensure all the food was served whilst warm. They worked in front of a crowd of people and still managed to keep a smile on their faces all the time.

At the end of the night, the students were clearly proud and pleasantly surprised at how much money they had raised. "I can't believe we raised that much money" Ben, Year 9 student.

"I enjoyed showing my parents what I could do and loved serving them" Kyle, Year 8 student.

We had made enough money to fund our camp to the snow, including ski hire, accommodation and food. The snow trip assisted the young people in developing many new skills including independence, confidence, friendships, determination and perseverance. They supported and encouraged each other throughout the trip. They developed a love of the snow and learnt a new sport.

The young people had done it! They had a goal, they reached for it and achieved it. Great work Hamilton House!





Savio Summary

The Savio program launched into action in Term 2, 2018 as a result of the growing need to support local students, with a space to learn social skills and improve educational needs. Starting with four students in the first week - we reached capacity by the start of Term 3 - highlighting the call for a program of this type within the Sutherland Shire.

Our local Member of Parliament, Lee Evans, officially opened the class at the beginning of Term 3, giving a great speech which provided inspiration to our young people. Lee acknowledged their commitment to making improvements and highlighted the importance of setting themselves up well now, to help find success in the future. We are very grateful for the support Lee has given not only the Savio class but to Dunlea Centre as a whole.

Term 3 also had some great educational excursions. On a weekly basis we visited a local gym for our Physical Activity and Sports Studies class, which was highly engaging and beneficial to our young people. They were able to gain skills and an insight into understanding the benefits of lifelong physical activity.





We also had a number of excursions for our Geography classes, examining the relationships between the biosphere, lithosphere, hydrosphere and atmosphere. Our students were quick to appreciate the importance of managing all aspects of our environment to help make a positive impact on the Earth and improve the outlook for both current and future generations.

We finished the year well with dynamic programs across all Key Learning Areas. No doubt the Surf Awareness Program at our local Cronulla Beach was a highlight for the students. It was great to see everyone gather a better awareness of the ocean and when it came to riding waves, all of our young people were quick to acquire this skill.

The other subject to make note of (and this one was enjoyed by all family members of the young people) was Food Technology. Our young people developed their culinary skills in making 'Foods for Occasions', which saw them develop and cook menus for celebrations and events such as birthdays, weddings and dinner parties. There was the odd cake that went home and the family feedback was sensational!

In all, Savio House has proven to be a great addition to Dunlea Centre in 2018, strengthening our ability to support local students' individual needs.





Ciantar Summary

One of the highlights in last year's educational calendar was the introduction of a STEM unit of work. This project saw the young people of Dunlea Centre become highly engaged, motivated and competitive in designing, making and racing model cars.

STEM is an approach to learning and development that integrates the areas of Science, Technology, Engineering and Mathematics. In a world where technology is advancing and new jobs are emerging, we as educators need to adapt our ways of teaching to the new ways in which students learn, connect and interact every day. STEM units of work provide our young people with the foundation to succeed at school and beyond in their future careers.

What better way to introduce this new style of teaching and learning than with an engaging STEM Racer Challenge? Students from all classes were set the task to design and build a model race car that they would enter into the Dunlea Drag Race; a race of speed. Not only were the cars to be judged on their velocity but also on their durability and aesthetic features.

It didn't take long for the centre to be buzzing with excitement! Before students had even read through the requirements of the task, they were asking questions about the designs and ready to turn their ideas into models to test and improve. Educational discussions were being held in classrooms as well as on the playground between the young people. A healthy level of competition was present between the houses, not only between the students but also between the teachers.

The students from Ciantar House took on this challenge with an impressive level of commitment and dedication. Every morning they persistently asked, "When can we work on our cars?" Thinking themselves car enthusiasts, these young people were excited to use their extensive knowledge of cars to build model racers that would dominate the race and win them victory. The challenge had been set and the competition was on.

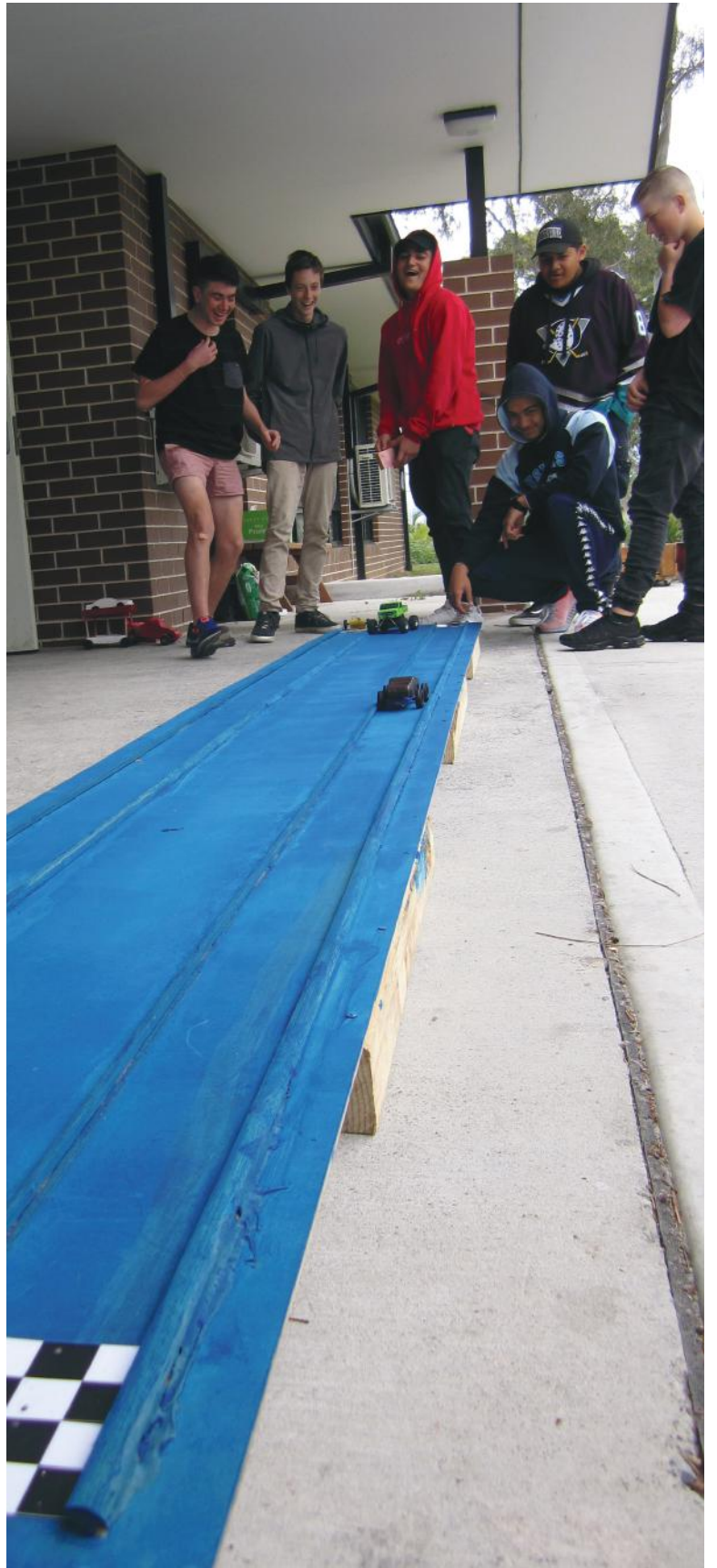
During theory lessons, students explored the inquiry questions: What factors affect speed in a vehicle? What happens when objects interact? How do Mathematics and Science concepts assist in design solutions? They applied this learnt content knowledge to complement the hands-on practical component of the unit. In the testing phase, students then utilised their understanding of Mathematics and Science to assess their design successes and failures, making evidence-based adjustments as they went.

While observing and listening to the interactions taking place during these lessons, it became apparent that this STEM approach to learning provided the students with the opportunity to develop and practise more skills than just creativity. Students had to use critical analysis in the testing phase of their designs and problem solve the adjustments needed to improve their car's performance. Even though it was an independent activity where a high level of initiative was required, our young people often brainstormed ideas with their peers and assisted one another using appropriate communication and team-work skills.

When race day arrived, excitement levels were high across the centre. All the model racers were completed and the young people were ready to see who would be champion of the Dunlea Drag Race. Everyone made their way to the Ciantar day space where the race was to be held. The track had been made and set up by the students of Fleming House. Two by two, students lined their cars up on the track and raced them to the finish line. Energy levels were high as the cars sped down the raceway with each young person keen to see how their car would go against one of their peer's cars.

The thrill of the race was felt by all in the Ciantar House and the students had high expectations for their cars. They knew they had tested them multiple times on the track and made the right adjustments to increase acceleration rates and overall velocity. It was this level of commitment and dedication to the task that saw Sebastian win the race for Ciantar House!

This was an individual victory, however the boys of Ciantar House celebrated together as a group, taking pride in knowing their teamwork and assistance to develop the winning design, had also permanently won them a spot in the Dunlea Drag Race Hall of Fame. Ciantar House 2018 – all winners!





Fleming Summary

The Fleming House had a very busy and productive year in 2018. While there were some challenges, the work to overcome them frequently resulted in big successes. We had four successful graduates of our program, two of whom completed their Year 10 studies. All have now moved onto bigger and better things in furthering their education with the support of their families.

Undoubtedly one of the biggest strengths of the Fleming House last year was the Work Experience Program led by our Youth Worker. This involved setting up a network of contacts from a variety of local businesses and asking if they would be willing to take on the responsibility of engaging one young person in work experience for a set period of time. We received a great response and had students complete work experience at Bunnings Kirrawee, Taren Point Animal Shelter, GK's Café Engadine and the Big Red Café Engadine, to name a few.

This proved to be an incredibly valuable experience for the young people who completed the Work Experience Program. It gave them an opportunity to master the skills needed to manage responsibilities of work, working without direct supervision and receiving feedback, both positive and negative. An additional benefit of this has been that two of our students completed resumes, practiced interview skills and gained part-time work.

One of our student's favourite events which occurred each term in 2018, was going on camp. Last year we visited a variety of locations and had a range of experiences, all of which served to challenge the young people to overcome adversity, to succeed and have a lot of fun along the way.

We enjoyed a week camping at Coledale Beach, where the students went surfing and bodyboarding; a week in the Royal National Park honing our bushcraft skills; a few days in the Blue Mountains and a week in Cudmirrah on the South Coast, participating in as many water sports as we possibly could.





The purpose of our camps was to provide our young people with much more than just a holiday. The activities were designed to take the young people out of their comfort zones, so that when they found something difficult to achieve, they could learn from it and try again to succeed. This was all done with the staff accompanying them every step of the way, providing a mentoring presence.

The residential aspect of the Fleming House program provided an environment for the young people to work on goals and skills that step outside the boundaries of schooling and make lifelong learning possible.

The young people were kept physically active with regular yoga sessions, Jujitsu classes, trips to Skyzone, playing team sports with other houses and regular card game tournaments. Basketball has become so popular that we have invested in our own basketball ring which has been installed outside our residential building.

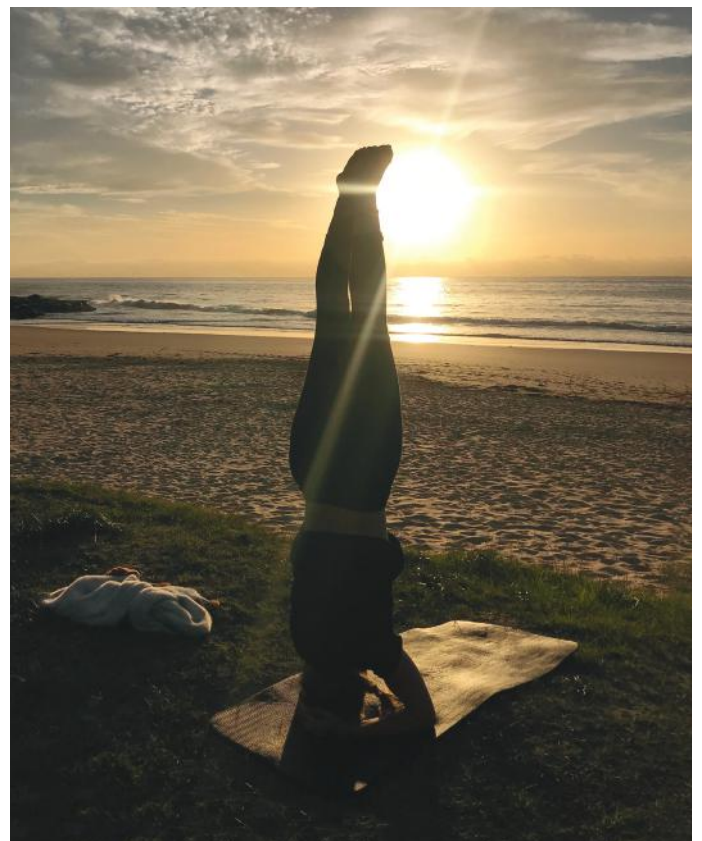
The following Quotes from Students best describes their thoughts on the impact of the Fleming House program in 2018:

“I like coming here because it gets me away from technology all the time”

“I’m learning good life skills in resi like how to wash my clothes, how to cook and cleaning up after myself”

“I like getting the extra help with my schoolwork as I didn’t really go to school before”

“ I get along better with my Mum now. ”





Maria Summary

A place for change, becomes a place of change... Throughout 2018 there have been many changes and challenges in the Maria House, however the spirit and resilience of all involved has made it arguably one of the best years yet.

After seven successful years with Duncan as the teacher and self-proclaimed Fearless Leader, it was time for a bit of a change. Duncan was honoured for his time and Samuel was welcomed as he took on this new challenge. There were also changes in the residential aspect of the Maria House. Megan moved across from Fleming and was joined by star recruit Bianca. The two instantly became a winning team. Steph and Kellee were very excited for the changes, while they also ensured that some of the crucial elements of previous success in the Maria House continued.

Throughout 2018 there were many learning opportunities in and outside the classroom. The most notable experience was our Yarrabin camp. Yarrabin Ranch is located in the beautiful O'Connell Valley near Bathurst. It was here that we would focus on developing our team-building skills and learn the art of communicating, just not in the conventional way.

The challenge was to learn verbal and non-verbal communication skills from and with the horses. Unfortunately, Mr Ed was not at Yarrabin, so this was no easy feat. Annie was our host for the week and this was definitely not her first 'rodeo'! She taught us not only how to ride our horses, but also how to understand and care for them.

On the first day we learnt how to approach a horse and start to read their body language. We fed our horses daily and no supprises, this strengthened our relationship. We had an 'easy' ride around the stables to get used to them.

On the second day we headed out on the trails and gleaned an insight into our horses personalities. Each one of us was able to identify what we had learnt from our horse and we started to label those personalities - which horse had the 'lazy' personality, which one was 'boisterous' and which horse seemed 'shy'. It was very interesting observing the differences in the horses' behaviour. At times we weren't sure who was leading who.





This was an amazing experience for both staff and students and one which all are sure to cherish. As a team we certainly grew. There is no doubt that we did learn to understand the complexities involved in communicating clearly. We now appreciate it takes time to understand others and that this is often a key to positive communication. (In the case of our horses, carrots also played a role in strengthening relationships!)

All in all, it has been a very successful 2018 for the Maria House, with many of the young ladies moving on to new adventures in 2019. We wish them well and hope they will often recall one of the favourite quotes in the Maria House...

“ Don’t cry because it’s over,
smile because it happened. ”
- Dr Seuss





Power Summary

A New Energy! 2018 was a year of positive change and growth for both staff and students of the Power Team!

During the year we saw the arrival of many new faces, who brought with them a refreshing energy and an eagerness to become involved in all aspects of the program. This enthusiasm both impressed and excited the staff on the Power Team, who were involved in the experience of working with these young people.

Whilst the new-found energy from these boys was great to see, we also observed some of our more familiar faces strive with determination towards their upcoming completion of programs and pending transitions into other settings. The maturity shown by the boys in looking forward to what would be next in their lives was very pleasing to see.

“Crocodiles, Waterfalls, Rainforests, Culture and Beaches Here we Come!”

A major highlight of the year was the much anticipated camp, which took the team on an interstate adventure to tropical Cairns – a well-earned reward for commitment shown to the program by so many young people.

How did we find the money to get to Cairns? Hard work and commitment is the answer! At the beginning of the final term of the year, the boys were set the challenge to raise money with all proceeds directed towards the end of year camp. Challenge accepted!

The boys decided that a fundraising drive was necessary and therefore launched the ‘Power-Up’ breakfast. This saw the boys create a logo, design advertising posters, build a menu and finally produce and deliver quality food. Orders were made by staff from around the agency and Bosco College and the boys proudly delivered the freshly made breakfast to them on Friday mornings.





The final product was very impressive and ensured staff who placed orders from across the agency and Bosco College, were left feeling highly satisfied with their Friday 'Power-Up' brekkie.

This process was a great learning experience for these young people who were able to gain some insight into what it is like to run a business. They also developed many different skills (both practical and social) along the way.

In addition to learning new skills and having an enjoyable time while doing it, the boys were successful in raising the money needed for their upcoming camp. Seeing the boys pitch in and work together as a team towards a common goal was great.

Congratulations to all the boys on both their individual and group achievements throughout the year. To those who have moved on, we wish you well in your future endeavours and we are keen to hear about your future successes. To those who have returned in the New Year, we hope you enjoyed the break and we look forward to continuing the journey with you this year.





Key Achievements In 2018

- Review Team recommendations presented to Dunlea Centre Subcommittee
- ACRC Conference Boston - Executive Director in attendance
- Father Briffa SDB OAM 90th Birthday! February 6th
- Boys Town Omaha, USA visit - Residential Manager & Executive Director in attendance
- Commencement of historic Chapel refurbishment & remedification process
- Combined Heathcote Probus Tour May 23rd
- John Paul Village Tour May 25th
- Directors' Day held at Dunlea Centre June 16th
- APSPA Thailand Schools Tour - Executive Director in attendance July 6th - 12th
- CaSPA Conference Cairns - Joel Hamill in attendance
- FACS State Office leaders site visit August 23rd
- Savio Day Program official opening by Lee Evans MP Heathcote August 28th
- Governance Training, Sydney Catholic Schools - Executive Director in attendance
- Lars Harrysson PhD, Professor Lund University visit
- Engadine Central Probus Tour September 7th
- EUSARF Conference Portugal - Residential Manager in attendance
- Commencement of new organisational team/structure Term 4
- Establishment of the Family Engagement Manager position - Katherine McEvoy
- Cronulla South Probus Tour October 18th
- Deputy Ombudsman, Steve Kinmond visit October 24th
- Historical Dunlea Centre calendar released
- APSPA Engadine visit and AGM November 1st & 2nd
- Appointment of new Dunlea Centre Chair, Geraldine Gray
- Lori Scharff, Senior Family Home Consultant Boys Town Omaha visit to Dunlea Centre







Staff Professional Learning & Development

A range of qualified staff are employed at Dunlea Centre across a variety of positions brought together into a multidisciplinary framework. These qualifications incorporate the areas of teaching, psychology, counselling, social work, conflict resolution, sport and recreation, business administration, financial management, ministry and residential care. The average attendance rate for staff in 2018 was above 95%.

Currently, there are 10 qualified teachers, 6 Family Engagement Workers, 6 Youth Workers and 8 Residential Youth Workers. Of these, 15 staff members hold post-graduate qualifications, 9 are graduates, with 14 holding TAFE or equivalent qualifications related to their positions. There are 14 staff members working towards higher qualifications in teaching, counselling, social work, administration and finance as well as psychology.

Recently, one executive staff member completed a Leadership and Management Course through Wesley Vocational Institute and two other staff members completed their provisional registration internships. Additionally, the Executive Director and the Chair will both attend a week-long Company Directors Course with the Australian Institute of Company Directors (AICD) in January next year.

Dunlea Centre values the development of professional networks that contribute to the improvement and enhancement of staff skills. In 2018 this occurred in the areas of Child Protection Investigation, Risk Management, Disability Standards in Education, Change Management, Domestic Violence, Managing Suicides & Attempts, Therapeutic Crisis Intervention (TCI), Acceptance & Commitment Therapy (ACT), Governance, Fire Safety, First Aid and Employee Inductions.

Professional exchanges and experiences have continued in 2018 as well as visits to other Non-Government Organisations (NGOs) and associated agencies. These have included such organisations as the Association of Independent Schools (AIS), the Association of Children's Welfare Agencies (ACWA), Catholic Social Services (CSS), Marist Youth Care, Redbank House, John Berne School Lewisham and various flexible learning centres.

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, Australian Catholic University, University of Western Sydney and University of NSW.

Additionally, Boys Town Omaha, Nebraska, USA continues to provide generous support and professional dialogue with Dunlea Centre. In 2016 the Executive Director visited Omaha to experience a week of professional immersion into their programs.

In 2018 the Residential Manager and the Executive Director attended an additional week of professional development in Omaha, with a particular focus on residential programs and this agency's forthcoming implementation of the Teaching Family Model (TFM) of care. In November 2018 Lori Scharff, the Senior Family Home Consultant in Omaha visited Engadine for a week-long immersion into Dunlea Centre's program.



Lori Scharff, Senior Family Home Consultant, Boys Town Omaha & Samantha Dennis, Residential Manager, Dunlea Centre



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.

Abi & Terri Mackay





Program Evaluation

Since 2015, Dr Frank Ainsworth, Senior Principal Research Fellow (Adjunct), James Cook University and international expert in residential care, has been collecting and gathering information about young people who attend Dunlea Centre. It has been a vigorous research and evaluation project that he embarked upon.

This initiative 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 2018, demographic data for 4 years had been collated and some initial findings are emerging.

Of particular interest, 6 - 12 months has been historically cited as the average length of time of a successful stay at Dunlea Centre. However, one finding from the data is that students who successfully graduate from the Dunlea program, spend an average of 348 days, or about one year. For students who have not successfully graduated from the program, the average stay is 95 days, or a little over 3 months. It is clear going forward, that the agency will now be recommending to prospective clients that the stay will be around 12 months in duration rather than a 6 -12 month period.

The other important finding is the high percentage in 2018, some 50% of the Dunlea parents; who are known to the NSW Department of Family and Community Services presumably because of child protection concerns. This confirms the Department's recent classification of the Dunlea program as a 'preventative service' and not as Out-Of-Home Care (OOHC) despite the 5 day/4 night residential component of the program.

The program is preventative in that some of the Dunlea students are on 'the edge of care'; or on the 'edge of being evicted' from the family home and made homeless. Parental fatigue and frustration with their child; son or daughter, are often the result of the young person's educational failure and behavioural issues.

The follow-up study of young people has continued following exits from the program. The survey is conducted after 6 months, 12 months, 18 months and 24 months from the date of the young person's departure. Importantly, it is



Lori Scharff, Paul Mastronardi & Dr Frank Ainsworth.



anticipated this information will provide data about the sustainability of the change a young person achieves at Dunlea Centre, following their return to the wider community. The most recent findings (2018) indicate that after 6 months approximately 70% of young people who graduated are still attending school and 80% are still living at home with their parents. Updated findings will be completed sometime in the first semester of 2019.

Importantly, upon exit, surveys remain positive. In 2018 the positive relationship with staff (8/10) 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 (7/10). Transition Plans improved significantly from the previous year now reaching an average score of (8/10), which was a result of the agency focusing upon improving this aspect of service delivery.

Early in 2018 Dunlea Centre appointed Jonathan Huefner, Research Scientist, at Boys Town in Omaha, as the Consultant Statistician. Jonathan will bring his considerable skills as a statistician to the process of analysing the data that has been collected over the last 4 years; a process that is continuing. The data being utilised is the SDQ, Resiliency Scales, PAT, Juzt and follow-up materials collected using a range of psychometric instruments.

These instruments are designed to allow Dunlea Centre to measure educational gains and behaviour change as achieved by each student during their stay at Dunlea. This process is dependent on the accurate and timely collection of data. While this process can be demanding on staff, it is an essential requirement if Dunlea Centre is to show that the program is effective and subsequently value for money.

To this end in 2019, the program at Dunlea Centre will be reshaped, to replicate in a slightly modified form, the TFM (Teaching Family Model), with high level technical assistance from Boys Town, Omaha. This reshaping is designed to ensure that more students graduate from the program and that on follow-up, the educational gains and behaviour changes that were made have not been lost in the transfer back to the wider community.

Dunlea Centre is hopeful that this will prove correct and therefore lead the way as an exemplary program that achieves positive change for the complex population of young people that it is designed to serve.



Jonathan Huefner, Research Scientist,
Boys Town Omaha.





Quotes From Dunlea Centre Parents

“ Dunlea has changed our lives. Without Dunlea, I don't know where my family would be today. Dunlea saved my life. ”



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

“ I cannot begin to tell you how grateful I am for this service. Dunlea was my last port of call, if this didn't help my son, I was out of options. My son is now a different person and I will never be able to repay Dunlea for what they have done. This program and the staff are beyond exceptional. ”



Quotes From Dunlea Centre Students

“ Before coming to the program, I hadn’t been to school in over a year. This program is much less stressful than a mainstream school. ”

“ The program is designed to help young people go out into the work force and grow into adulthood. ”



“ During my stay at Dunlea Centre I was in Ciantar House with an amazing group of kids and teachers. Zoe (Teacher), Calum (Youth Worker) and Kasha (Family Engagement Worker) were great. They helped me and my family so much! If young teens are having trouble in the streets or at home and want to try and fix things, I really recommend it. Dunlea helped me with getting a full time job. My family and I are a rock now. Just give it a go. ”





Our Current Board Of Directors

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

Ms Geraldine Gray (The Chair)

Mr Peter McGuinn (Deputy Chair)

Mr Ian Baker

Fr Peter Carroll SDB

Mr Anthony Cleary (Retired)

Mr James Doyle

Mr Kane Hansen

Fr Peter Hoang SDB

Mr Christopher Lonergan

Mr Andrew McCallum

Ms Cynthia McCammon

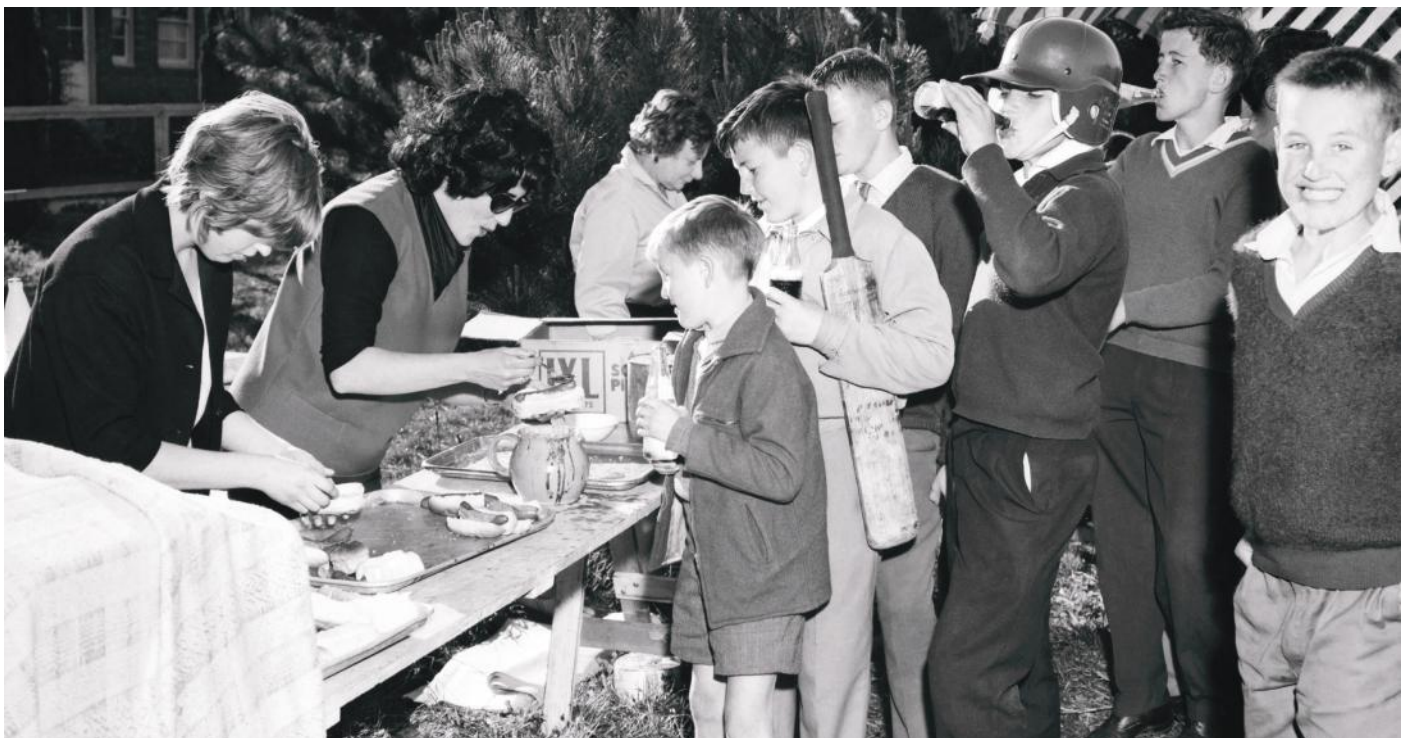
Mr Gregory McKay

Mr Mark Raue

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.





The Circle Of Courage

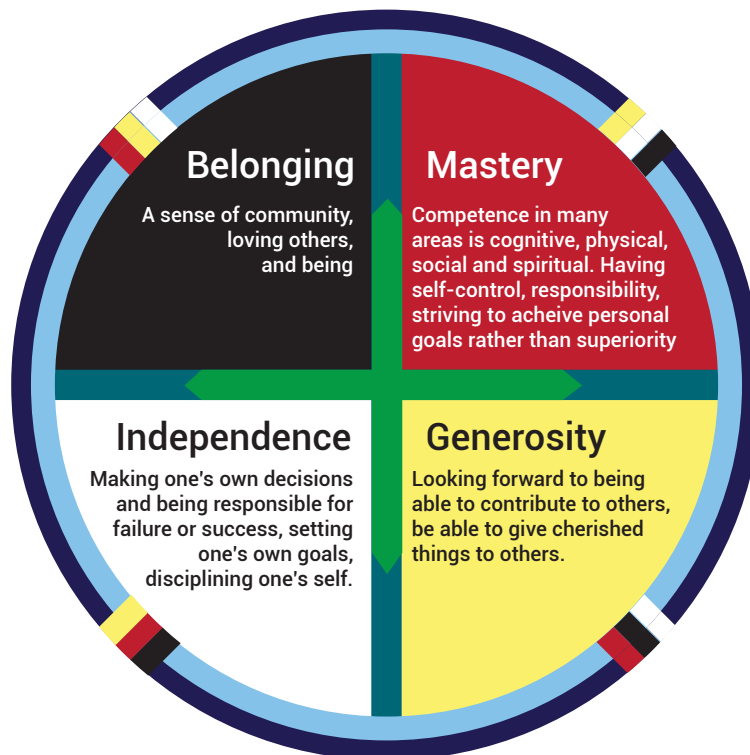
Critical to the model is to operate in the ecological environment of the young person: his or her home, school environments, peers and community.

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 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.





Financials

Income Statement For The Year Ended 31 Decemeber 2018

REVENUE	2018	2017
State Government Grants	\$1,705,119	\$1,698,034
Commonwealth Government Grants	\$1,759,182	\$1,491,893
Commonwealth Capital Grants	\$-	\$487,059
Catholic Church Grants	\$140,000	\$140,000
Donations and Bequests	\$287,862	\$295,011
Investment and Property Revenue	\$762,954	\$593,376
Unrealised Investment Gains	\$-	\$56,111
Fees & Other	\$119,360	\$111,180
	\$4,774,477	\$4,872,664
EXPENDITURE		
Program Expenses	\$2,293,725	\$2,000,067
Administration Expenses	\$71,219	\$53,170
Building & Maintenance	\$445,338	\$429,400
Development & Fundraising	\$43,761	\$52,235
Financial Expenses	\$200,159	\$221,534
IT & Communications	\$77,657	\$97,530
Motor Vehicles	\$9,919	\$9,755
Property Expenses	\$144,043	\$142,064
Shared Resources	\$1,143	\$1,970
Wages & Salaries	\$1,289,087	\$1,119,436
Wage Employment Costs	\$290,672	\$285,175
Unrealised Investment Losses	\$166,492	\$-
	\$5,033,215	\$4,412,336
NET SURPLUS	-\$258,738	\$460,328

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.

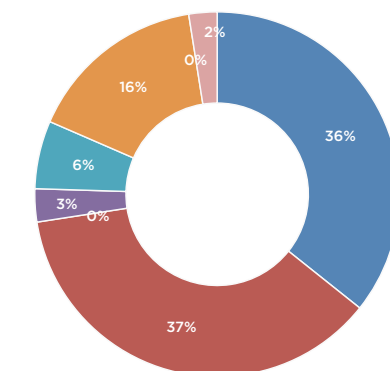
In the opinion of the Directors of Boys' Town Engadine:

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 2018 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 Ms Geraldine Gray on 27th March, 2019

Revenue %



- State Government Grants
- Commonwealth Government Grants
- Commonwealth Capital Grants
- Catholic Church Grants
- Donations and Bequests
- Investment & Property Revenue
- Unrealised Investment Gains
- Fees & Other



Financials

Statement Of Financial Position As At 31 December 2018

	2018	2017
ASSETS		
<i>Current Assets</i>		
Cash and Cash Equivalents	\$3,963,886	\$3,917,092
Receivables	\$139,095	\$98,595
Available for Sale Financial Investments	\$1,530,052	\$1,632,223
Total Current Assets	\$5,633,033	\$5,647,910
<i>Non-Current Assets</i>		
Property Plant and Equipment	\$9,062,737	\$9,559,095
Total Non-Current Assets	\$9,062,737	\$9,559,095
TOTAL ASSETS	\$14,695,770	\$15,207,005
LIABILITIES		
<i>Current Liabilities</i>		
Creditors and Borrowings	\$849,985	\$1,105,467.6
Provisions	\$391,527	\$395,049
Total Current Liabilities	\$1,241,512	\$1,500,516.6
<i>Non-Current Liabilities</i>		
Creditors and Borrowings	\$-	\$-
Provisions	\$371,890	\$365,382.6
Total Non-Current Liabilities	\$371,890	\$365,382.6
TOTAL LIABILITIES	\$1,613,402	\$1,865,899.2
NET ASSETS	\$13,082,368	\$13,341,105.8
EQUITY		
Gift and Disposition of Assets	\$2,654,368	\$2,654,368
Retained Earnings	\$10,428,000	\$10,686,738
TOTAL EQUITY	\$13,082,368	\$13,341,106

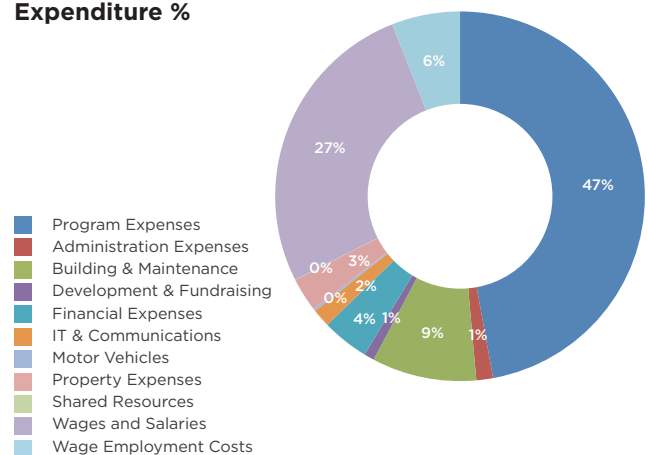
Auditor's Opinion

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 2018 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 14th March, 2019 by Kevin F Jones, FCA

Expenditure %





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, C. Downey, V. Feeney, C. Hellouli, P. King, G. Nilon, B. O'Brien, R. Pidgeon, T. Rice, K. Tangney and D. Young.

Beswick Family Fund, H. & M. Dixon Foundation, Imelda Mary Rundell Estate, Edmund Resch Estate and Milford Stahl Estate.

Bosco Menshed, Catholic Asian Students Society, Catholic Church Insurance, COG Design, Engadine Combined Probus Club, Harold Mitchell Foundation, HP Kids Fund, Miranda Musical Society, Rotary Club of Engadine, 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.

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



Dunlea Centre's successful Community Building Partnership Grant facilitated the purchase of a Toyota Hilux Utility Vehicle. This vehicle will enable us to offer various camping and sporting activities for our students for many years to come!

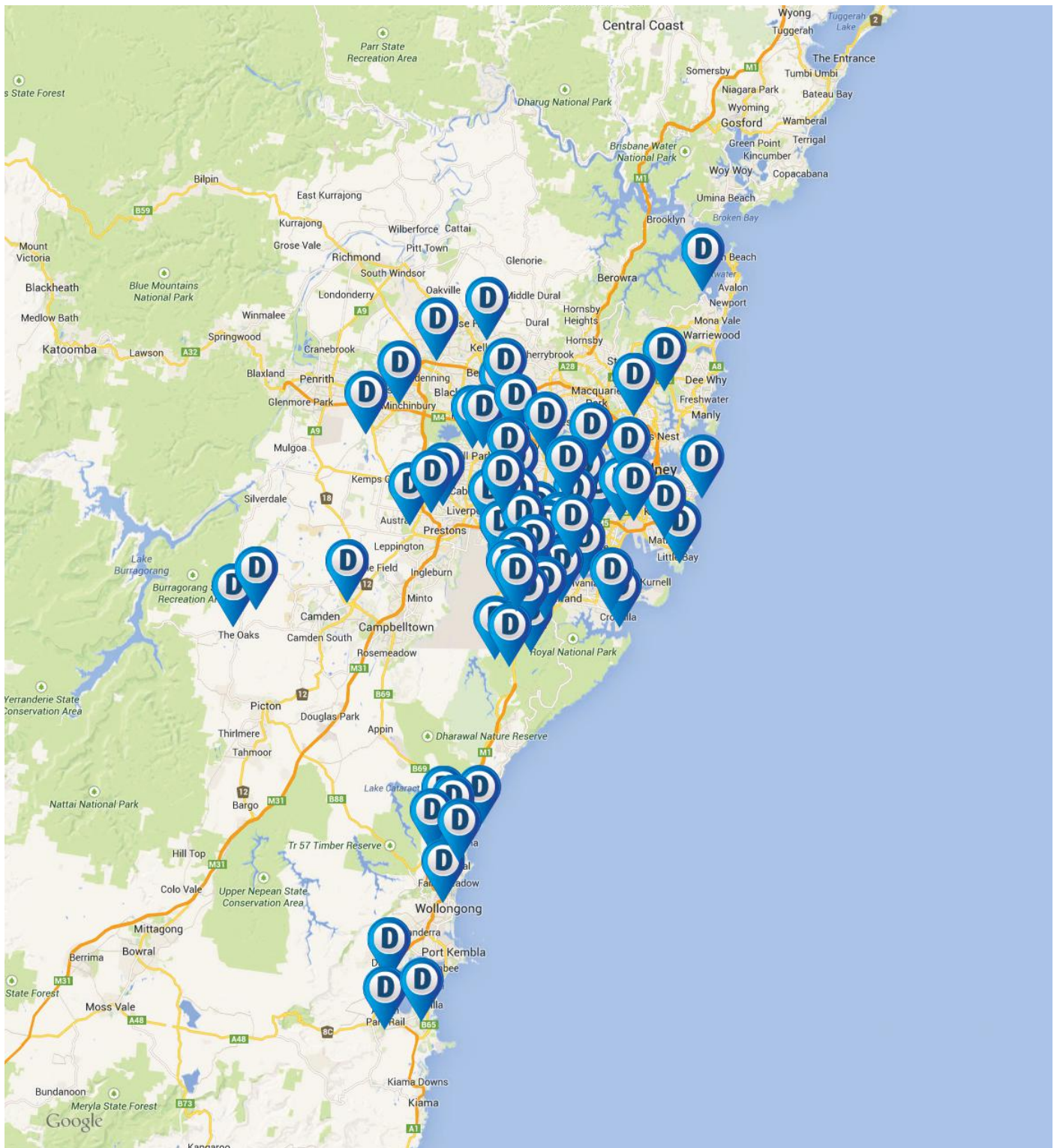


Lee Evans MP presenting the Toyota vehicle keys to Dunlea Centre Managers.





Where Dunlea Centre Attendees Came From in 2018





Our Vision

Dunlea Centre aspires to be a welcoming community where lives are changed and right relationships are restored.





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