

Annual Report 2019



www.dunleacentre.org.au

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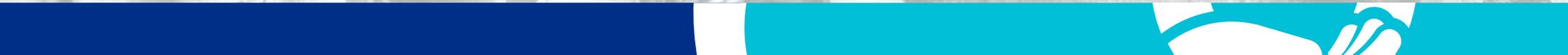


Our History

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.





Page Contents

4	Chair's Report	22	The Dunlea Difference
5	Executive Director's Report	23	Job Ready Program
6	Summary Of Our Program	24	Staff Professional Learning And Development
7	A Place For Change	25	Dunlea Centre Program Evaluation Report
8	Compliance Manager	27	Quotes From Dunlea Centre Parents
9	Toyota And Schools Plus Support	28	Quotes From Dunlea Centre Students
10	Chapel Museum Housing 80 Years of History	29	Our Current Board Of Directors & Dunlea Centre Mission
12	Hamilton Summary	30	The Circle Of Courage
13	Savio Summary	31	Financials
14	Bosco Summary	32	Where Dunlea Centre Attendees Came From in 2019
15	Ciantar Summary	33	Thank You
17	Maria Summary		
19	Power Summary		
21	Key Achievements in 2019		





Chair's Report

In 1939, Australia was about to be plunged into a war on the other side of the globe, supporting Britain and France in their battle against Adolf Hitler and the Germans.

In Australia itself the country was still recovering from the Great Depression and the social havoc caused by the loss of so many young people in World War 1. It was against this background that Father Thomas Dunlea decided to establish our Boys' Town.

So in 2019, we celebrated the 80th anniversary of our special place. For many of us it was a time for reflection and a time for planning our future. During the year I often wondered what Father Thomas would think of the Centre as it is today. For a start I think he would be a little embarrassed, and hopefully a little bit proud, that brought on by the recent enrolment of girls, we changed the name of the Centre to Dunlea, in his honour.

I am sure Father Thomas would be particularly proud of the ongoing development of Dunlea as a lifesaver for many young men and women. Last year we delightfully celebrated the growth in maturity of the service, and with it, the growth in personal responsibility of our young people.

Dunlea Centre continues to develop as a comprehensive service for adolescent children and their families who are at risk, but who want to restore their relationships with their families in order to secure a sound and strong future.

The year has also seen a comprehensive extension of the partnership between Dunlea Centre and Boys Town Omaha. Key elements of the partnership have included intensive training of Dunlea staff by trainers from Omaha. The US Boys Town has a long and well researched program in positive behaviour support for their children which enables them to grow into community minded, productive citizens.

During the year I was lucky enough to spend some time in Omaha, meeting leaders of the community, which includes a hospital, schools, research centres and group residential homes, run by dedicated men and women. From this experience I believe I have a far better understanding of the wealth of knowledge and experience that this partnership brings to our small community in Sydney.

The local highlight of the year was the opening of our beautiful Museum, an idea that came from an earlier trip to Omaha. This exciting space will allow us to celebrate our history and record our continual growth.

Dunlea is extremely lucky to have the continued support of the Salesian fathers and local community members, including representatives of government, many of whom have been able to visit us this year in order to meet our dedicated staff, students and parents. We thank all of those people who have taken the time to have a first hand look at the Centre. I know they all walk away extremely impressed.

Our Board Members have worked diligently throughout the year to assist the Leadership Team in improving its governance. I thank them all for their support. I would like to particularly acknowledge Jim Doyle who this year stepped down from the Board. Jim Doyle has been a wonderful servant of the Centre as both a Board Member, and prior to that, as our Executive Director. The lives of so many young men and women are better because Jim Doyle chose to get involved.

Our professional and support personnel, so wonderfully led and guided by our Executive Director, Paul Mastronardi, have once again done an excellent job. Thank you.

We are also deeply thankful for the support of the government, our sponsors, benefactors and volunteers. Without your support our students would not be getting the opportunities they need. You are making the lives of so many disadvantaged children better through your contributions.

Please continue to support us in our mission.

Geraldine Gray

Chair



Geraldine Gray





Executive Director's Report

“Charity towards young people is the best way of helping them” - Don Bosco

Dear Friends,

What a year transpired in 2019 with many significant changes and events having occurred. It is time for reflection. 2019 was a Jubilee year for the organisation. For 80 years Dunlea Centre, Australia's Original Boys' Town has been able to work collaboratively with volunteers, donors, community leaders, local and state government departments, businesses and many others to facilitate positive social change for young people and their families. For the first 10 years this was instigated by the De La Salle brothers and then later, from 1952, the Salesians of Don Bosco. For the past 20 years predominately lay staff embracing the charisma of Don Bosco, have continued the benevolent work of those who went before and we stand on their shoulders in carrying on this prodigious enterprise.

This year was also the first full year of integrating the Boys Town Omaha Model of Care into daily operations. Under the attentive guidance of Omaha's experienced practitioner, Lori Scharff and expert trainer, Mike Meeks, Dunlea Centre commenced the implementation seamlessly. Our young people were able to grasp the changes quickly and have shown tremendous social skills improvement and development throughout the year. The Agency is grateful for the ongoing support that Boys Town Omaha provides. At the end of the day, our young people and their families are the beneficiaries of this dynamic relationship.

In 2019 Dunlea Centre assisted and supported over 60 families. 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 work. Feedback from parents and families is very solid; both positive and reaffirming in relation to our work.

We continue to be reliant on the generosity of benefactors and the good will of governments. Thank you to our supporters and friends who continue to believe the work we do at Dunlea Centre makes a significant difference in the lives of young people. Don Bosco's insightful words say it lucidly, “Charity towards young people is the best way of helping them”. Sempre Avanti!

Best wishes,

Paul Mastronardi



Paul Mastronardi





Summary Of Our Program

In today's society increasing pressures are placed on families socially, financially and emotionally.

Add the pressures and temptations that young people are exposed to in society and the media and it makes for a dangerous mix. It can be difficult for parents to know where to seek assistance when their child is in trouble. Problems such as truanting, fighting, conflict with peers, constant arguments, anger and violence can have compounding effects on already strained family dynamics. The ever changing and developing social media 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 behaviours are not addressed in a supportive and appropriate manner, they 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.

Dunlea Centre's program addresses these issues in a positive and proactive manner. We unite in a partnership with families. Our program enables young people to re-engage with learning, whilst simultaneously building their self-esteem and in turn, instilling hope for a brighter future. This is underpinned by the provision of therapeutic, educational and independent living skills and the teaching of social skills. The ultimate objective is to reduce disruption in the home and school setting, leading to improvement in family engagement.

Dunlea Centre has 3 residential houses for boys (Bosco, Ciantar and Power) and 1 residential house for girls (Maria). Each house has a maximum capacity of 8. Young people remain in the program for an approximate period of 12-18 months, although at times some may stay longer. On completion of the program young people may transition to alternative educational settings or into the workforce. There is also an option of transferring into one of our two day programs, Savio or Hamilton.

From Enquiry to Admission

Dunlea Centre is a voluntary program that centres on behavioural change and educational gain. 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 and application packs are given to young people who wish to join the program.

Once the enrolment forms are completed and returned, a Family Assessment process begins. Interviews are held to determine suitability and establish goals the young person and their parents or carers wish to target while in the program.

A Personalised Learning Plan (PLP) is then developed for each young person who enrolls. This PLP is informed by the initial goals, which are adapted and extended over time in order to assist the

young person and their family to achieve all stated goals while in the program.

This family preservation focus allows 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 the Out-of-Home-Care or Youth Justice system. The hope is that Dunlea Centre's program will have the potential to be an intervention for these young people.

Enrolment Policies

A link to a summary of the enrolment process is available on Dunlea Centre's website:

www.dunleacentre.org.au/eligibility-and-enrolment

A link to our enrolment policy and procedure in full, which is titled Initial Access, Assessment, Placement and Referral, can also be found on our website at:

www.dunleacentre.org.au/wp-content/uploads/2019/10/Initial-Access-Assessment-Placement-Referral-3a.pdf

and is available in hard copy from the Administration Area.

Policy Development

Dunlea Centre has developed a policy framework consistent with the standards of the NSW Office of the Children's Guardian

www.kidsguardian.nsw.gov.au

Dunlea Centre abides by its policies and procedures in all aspects of its operations. Changes and updates are made to policies and procedures regularly in order to keep pace with current events and requirements. In 2019 such changes were made to the following policies and procedures: Behaviour Management, Child Protection, Student Wellbeing, Grievance Resolution and Complaints.

A number of policies, including those relating to student welfare, anti-bullying, discipline and complaints are publicly available on Dunlea Centre's website:

www.dunleacentre.org.au/policies-and-procedures

Hard copies are displayed and available in the Administration Area and on request.





A Place For Change

Dunlea Centre's residential program for young people operates from 9am Monday morning until 12pm Friday each week of the school term. Young people return to their family home for weekends and school holiday periods.

Throughout the week young people attend classes and focus on developing academic, social and life skills whilst at school. All staff are trained in a model of care that has an emphasis on teaching social skills and our qualified teachers have embedded this into their daily teaching practice. Youth Workers support the young people in the classroom, playground and during afternoon activities. All staff look for opportunities to praise and reinforce positive and prosocial behaviours, with replacement behaviours being taught when the need for correction is observed.

Dunlea Centre's Residential Youth Workers focus upon developing each young person's social skills through a variety of real life learning experiences in order to prepare them for positive re-engagement in their home environment. Some of these involve completing household chores such as kitchen tasks, laundry duties, grocery shopping and interactions during recreational activities. These are just a few examples of the numerous opportunities that arise in a 24-hour period and enable the teaching of prosocial behaviours in our program.

Each day Adolescent and Family Clinicians engage as required with young people and their families. This includes providing services such as individual counselling, case planning, family therapy and parenting classes. In addition the clinical team reinforces the teaching of social skills that occurs at all levels of our program and also instructs parents and carers in this.

This inclusive approach ensures that the method of teaching social skills throughout the agency maintains a consistently strong emphasis on praise and correction across all environments.

Transition and Program Completion

A transition plan is steadily developed for each young person as their program approaches completion, which is generally after 12-18 months. The aim is to either return the young person to their former school or a more suitable educational setting, or possibly commence employment. The clinicians have a strong focus on after-care during this phase of transition, enabling the changeover to progress smoothly.

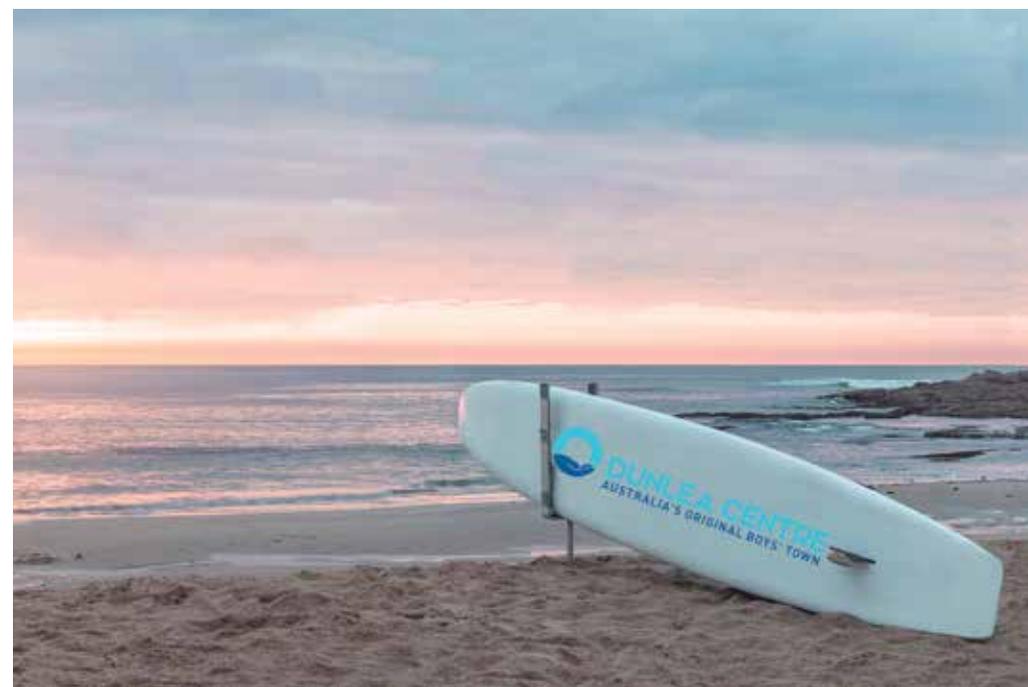
A step-by-step process is developed to make the transition as seamless as possible. A concerted effort goes into consolidating the work with families during this phase to enable the successful re-integration of each young person into their family household on a permanent basis.

Likewise, significant importance is placed upon ensuring the smooth transition to a new educational environment or work setting. This is supported by the development of appropriate structures to increase the opportunities for a successful outcome in this setting as well.

Tools to Assist Young People Academically and Emotionally

The academic tools used to assist a young person during their placement at Dunlea Centre include NAPLAN (Years 7 and 9), VALID (Years 8 and 10), ACER's Progressive Achievement Tests (PAT) in Reading Comprehension, Mathematics, and Spelling; MultiLit Programs and other literacy and numeracy diagnostic tools.

The Strengths and Difficulties Questionnaire Self-Report Inventory (SDQ) and Resiliency Scales for Children and Adolescents are instruments that assist staff in capturing the perspective of young people, their parents or carers and teachers over time. Measures cover emotional symptoms, conduct problems, hyperactivity-inattention, peer problems and pro social behaviour. The Beck Youth Inventory, DASS21 and JUTZ Climate Scale are other instruments that are also utilised in the agency's work.





Compliance Manager

“Compliance” and “Risk” – not the words that come to mind if you are asked to think of something exciting. But, in a world that is rapidly becoming more focused on mitigating risk, prioritising safety and ensuring accountability, the importance of these two words is increasingly significant in all sectors.

The position of Compliance Manager at Dunlea is new in 2020. It is a senior role that primarily targets the safety and wellbeing of our young people, families, staff, volunteers and others connected with Dunlea Centre. To say it is a big job is an understatement! However, it is critical to ensuring we not only meet best practice guidelines but we are striving to exceed them.

My name is Kate McLaren and I have the privilege to be taking on the role of Compliance Manager at Dunlea. I grew up in a city called Chester in North-West England and first started working with youth at risk whilst at University. I have always been drawn to working with vulnerable young people and when I moved to Australia in 2001, there was an advert in the paper for a youth work role at Boys’ Town Engadine.

I began at Boys’ Town in 2002 as a Youth Worker and immediately felt a connection to the agency. Whilst working in that role I completed a Graduate Diploma in Teaching and moved into the position of Generalist Teacher, where I was able to focus on the education of the young people. Following a couple of stints of maternity leave I was offered a role in the Leadership Team, supporting staff and young people in the daily running of the program. That role evolved over time as the Leadership Team expanded and the position of Compliance Manager was established.

The safety and wellbeing of children and young people is the number one priority and we must protect them. We have all seen the impact when this has not taken precedence in history. Mistakes must be acknowledged across the country and lessons must be learnt. Don Bosco once said “Do not try to excuse your faults; try to correct them”. His wise words could not be more relevant.

So, what does a Compliance Manager do? With over 25 major pieces of legislation to adhere to, as well as several peak body standards, regularly reviewing, updating and implementing policies to meet them is key. This includes:

- Training and upskilling staff regularly so we are fully informed to provide best practice.
- Reporting and being accountable to the Board of Directors so they are cognisant to front line processes.
- Improving processes and procedures across the agency so Dunlea Centre can provide the most effective, efficient and successful service possible.

This is to name but a few of the responsibilities!

The importance of Compliance and Risk cannot be underestimated. Young people and families who attend Dunlea have experienced many difficulties and challenges in their lives and relationships. They seek out assistance from our service to help repair and strengthen; learn and grow; master skills and flourish. Ensuring that we are providing a safe and nurturing environment at Dunlea Centre, for our young people and their families to flourish and grow is at the forefront of every decision and action we take.

I truly believe in the mission and work at Dunlea Centre, Australia’s Original Boys’ Town. The commitment of the staff to assist young people and their families rewrite their futures for the better is outstanding. Dunlea Centre truly is a place for change. So, perhaps Compliance and Risk can be exciting after all.



Kate McLaren





Toyota And Schools Plus Support

Across the last three years Dunlea Centre has gratefully received much needed financial support from Schools Plus and Toyota.

Both Hamilton and Savio Day Programs are made possible by financial assistance from Schools Plus and Toyota.

The Day Programs at Dunlea Centre have provided students with an opportunity to attend classes of a smaller size with an emphasis on innovative hands-on learning. The results have shown improvements in educational outcomes for these young people as well as improved social skills.

The funding and student scholarships provided by Schools Plus and Toyota have enabled young people from various backgrounds and educational abilities to attend Dunlea Centre as day students. Many of them had previously disengaged from school and have now successfully re-integrated into the school system.

Before attending the Hamilton and Savio programs, most of these young people had not achieved academically to the best of their ability. This was often due to low self-esteem as a result of feeling inferior to their peers when it came to educational measures.

The young people in our day programs are now making goals for themselves and able to look forward to a brighter future. This ongoing financial support from Schools Plus and Toyota will also allow many other young people and their families who face disadvantage, to access programs that can change lives and restore relationships.

We are thankful to Schools Plus and Toyota, who in collaboration with our hard working educators, youth workers and clinicians have made these achievements possible.



Rosemary Conn, CEO, Schools Plus Australia with Matthew Callachor, President and CEO of Toyota Australia presenting Scholarship Award to Bianca with her father Bryson.





Chapel Museum Housing 80 Years Of History

For much of 2019, Dunlea Centre’s Chapel Museum was under renovation. Both the facade and the internal chapel were refurbished. The Renovation Committee worked carefully to maintain the heritage of the structure and to preserve one of Dunlea Centre’s most historic buildings for future generations. The project to preserve the rich history of Australia’s Original Boys’ Town was greatly assisted thanks to a NSW Government Infrastructure Grant contribution of \$120,000.

Our groundsmen stripped the old gravesite and re-greened it, creating the new Dunlea Centre Memorial Gardens. Bushes, trees, flowers and a park bench have repurposed Father Dunlea’s final resting place into a relaxing space for quiet contemplation. To further the memorialisation of the gardens, friends of Dunlea Centre continue to have the opportunity to purchase donor plaques to place on the park bench.

While the Chapel Museum is now an Ecumenical Centre, the Renovation Committee felt that its original purpose should be maintained. In order to be a working chapel, it needed three particulars: a tabernacle, an ambo and an altar. The original tabernacle was re-keyed and cleaned and an ambo from the staff lounge was repurposed to the chapel. An altar made out of recycled local camphor, similar to the one in the Bosco College chapel, was commissioned by the same artist. It became one of his final works.

In the lead up to the 80th Anniversary, students organised a week of festivities that included learning about Dunlea Centre’s history and their part in it. Dunlea Centre’s famous chocolate wheel was rolled out and used to distribute lollies for students with privileges. Students and teachers took part in a historical ‘Who Am I?’, using famous past residents as the who. One student took the lead, not just organising the week but also coordinating all the houses to participate in and bury a time capsule in the Memorial Gardens (to be opened in 2039).

Dana Scully was hired in February to curate an exhibition for the 80th celebrations. This retrospective exhibition illustrated eight decades of Boys’ Town history. Current students helped the day run smoothly, volunteering as docents, security guards, photographers and communications specialists.

After the celebrations, the real museum work began. A designated museum archive was set up, now housing 80% of Dunlea Centre’s artefacts. (The remaining 20% are on exhibition or stored elsewhere.) The development of the Museum Policy and Procedures Manual was begun and a Fire Policy was implemented.

Plans to redevelop the internal museum are underway. Funding is the most vital aspect yet to be determined. In order to secure grants to help with funding, the archives will need to be thoroughly catalogued and a significance statement obtained.

A calendar of events for 2020 was set at the end of 2019. This calendar will aid in the implementation of the Dunlea Centre Strategic Plan, helping to build community both within Dunlea Centre and in the wider community.



Mr Lee Evans MP officially opens Chapel Museum.



[See more images on the next page!](#)

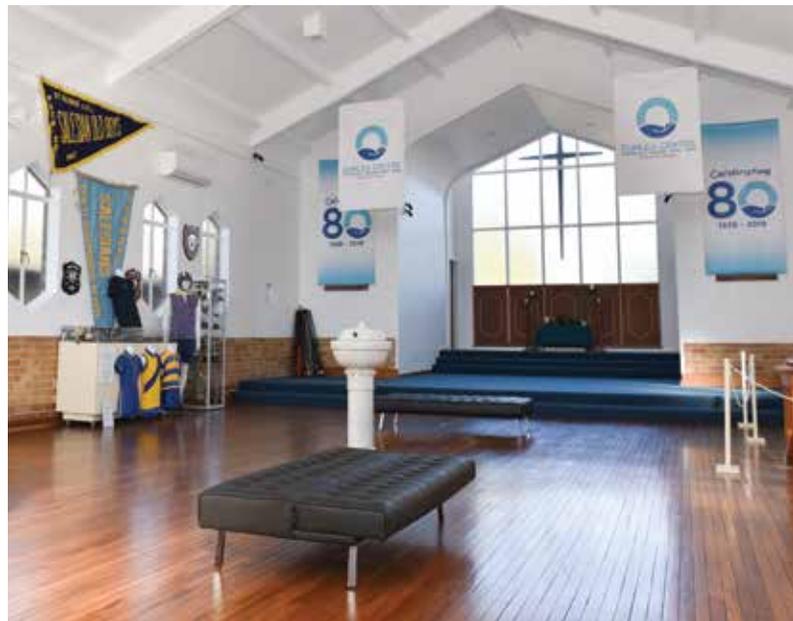




Chapel Museum Housing 80 Years Of History



Paul Mastronardi, Executive Director & Dana Scully, Curator.





Hamilton Summary

2019 was another big year in the Hamilton House with the implementation of a new teaching model and some impressive changes were made.

The young people initially took a little while to accept the need for these new changes which had a focus on learning social skills; however with support and encouragement from the Hamilton team they took on the challenge and smashed it.

As each term went by the young people learnt new social skills, which were practised and used in school, at home and in the community.

We soon heard about an amazing effort made by two of our students to use the social skill of 'Helping Others'. The students were really proud to tell us how they had stopped to help a gentleman in the street and carried his bags to his car. The new model had assisted them to have the confidence to use their newly learnt social skills in an environment outside the safety of Dunlea Centre.

Within the classroom the young people also applied themselves with focus and attention throughout their lessons. They demonstrated positive peer relations, followed directions, persevered through difficulties and completed set tasks. The results showed in their academic achievements as well as their friendships.

During Term Three they were lucky enough to further develop these skills out in the community when we took a trip to the snow as part of our studies for PDHPE.

Snowboarding lessons immediately provided a social environment in which specific skills could be taught and practised. We were able to observe how the young people concentrated during lessons and responded to instructions and guidance given by other adults. The results of the snow trip were outstanding with some very positive behaviours demonstrated and friendships further

developed. We used a large range of skills at the same time as having a bucket load of fun and becoming awesome snowboarders!

Two of our students who completed the program at the end of the year achieved so much in their time at Dunlea. One commenced in Year 7 and finished with the completion of his Year 10 studies. Initially this student didn't like to read or write, refused to complete tasks and would become very upset when encouraged to complete anything he found too hard. By the end of his program he was reading out loud during class and writing responses to questions with much more confidence. On leaving Dunlea Centre this young man embarked on his new career, immediately commencing a plumbing apprenticeship.

Another of our students completed his program after attending Dunlea Centre for 18 months. During this time he developed from being a young person who was unable to complete a task without becoming distracted; to a young man who consistently completed all set tasks and more. He has been a positive role model to all our students and assisted those around him in any way he could. He has returned to mainstream school to complete Years 10, 11 and 12. This young man aspires to be a mechanical engineer and the Hamilton team has no doubt that he can achieve this goal.

It has been an amazing year in the Hamilton House. As teachers we are so proud of how the young people took on change and applied it to their own lives, which as we all know, can be difficult for any of us.

Well done Hamilton House!





Savio Summary

Savio House has had an outstanding year! Here are some of the highlights and achievements...

As Term One commenced, so too did our new Teaching Family Model, which was implemented after some intensive staff training provided by Boys Town, Omaha.

Along with changes to the program, Savio House commenced with new staff recruits Danni and Maddi who took on the roles of Youth Worker and Family Engagement Worker, respectively. Sam had also moved across from the Maria House to become the Teacher of Savio. This made the first term of 2019 very fresh and exciting for all involved.

While the new model, based around a system of encouraging positive behaviours and correcting problem behaviours was embraced by staff, many of the Savio class had continued on from 2018 and were quite surprised with the changes. For many of the young people, praise for positives was met positively, while the discouragement of negatives was a little more interesting. However it soon became a part of life as our young people began to flourish with many positive interactions occurring inside the classroom.

There were also many achievements that occurred outside the Savio classroom as part of the tailored learning environment, which involved excursions, educational outings and other activities.

This included surf safety in Cronulla, rope courses at Stanwell Tops, problem solving at the Escape Room in Newtown, trampolining at Flip Out, cooking lessons at Barilla Pasta and more. All were certainly areas where the young people did extremely well in 2019, providing exciting and challenging situations for them and staff alike.

One area where Savio excelled in 2019 was Food Technology. Being in the kitchen and studying this subject was something that the young people in Savio enjoyed and did very well. The 'Master Chefs' did everything from poaching an egg, to making a traditional Club Sandwich, studying food trends around the world and even cooking with five ingredients or less.

While there may have been more ups and downs than an elevator does in a day, 2019 was a very successful year in Savio House. One where the young people have learnt lessons that will last a lifetime and where, no matter what the challenge was, it was very often met with a smile.

We wish farewell to the young people who moved on at the end of 2019 and all the best in their future endeavors and trust that those who return in 2020 have enjoyed some very happy holidays.





Bosco Summary

Dunlea Centre is a place for change and undoubtedly the greatest change for our young people and staff in 2019 was the transition to the Teaching Family Model (TFM).

Social skill instruction and achieving individual goals are so important to the success of our young people that they have become an integral part of every program and activity we do at Dunlea Centre. The TFM helps with learning living skills and positive interpersonal interaction skills.

With the exception of our most recent student, all young people in Bosco House graduated from the 'daily' system to the 'progress' system during the year. This means they achieved some of their initial behavioural and educational goals and were able to review what challenged them and set new targets.

The young people in Bosco House made significant academic progress, which can be attributed to their interminable focus and work in our fundamentals classes. The boys poured through novels during our Myon reading program every morning, some even developing a horrible case of selective hearing when it came time to move on. They revised essential mathematic skills and worked on their spelling all year and as a result have all made significant improvements in their progressive achievement tests. All of the boys in Bosco House are to be commended for their hard work and determination to make academic progress during the year.

One of the most rewarding experiences for our young people and staff was the annual school camp. The purpose of camp was to provide our young people with much more than a week away from school. Its focus was a strength-based adventure full of group activities designed to provide powerful experiences of learning and change in both educational and therapeutic contexts.

We started our journey on a seven kilometre bush trail that led us along the cliffs and winding river in Galston Gorge encountering tumultuous weather conditions leaving the boys drenched from head to toe. They persevered to our base camp where they spent the next two days challenging themselves in activities such as abseiling, high ropes courses, canoeing and cooking under the stars. The boys confronted their fears and overcame obstacles all under the mentoring presence

of the Bosco House residential and day staff which revealed personality traits and strengths we hadn't seen in our regular routine.

The school curriculum offered our young people many unique practical learning experiences such as studying and cooking meals inspired by cultures around the world; designing and building toys and furniture; carving impressive abstract sculptures and building model bridges inspired by their research into forces. All students embraced music lessons. They particularly enjoyed expressing themselves with both drums and electric guitars.

Our Year 9 and 10 students made remarkable additions to our campus gardens with their intriguing and striking Hebel block sculptures with a special mention to Harrison for employing some tricky techniques to make it appear that his balancing cubes were able to defy gravity. The Year 7 and 8 students worked on a number of design projects as a part of Technology Mandatory with Jayden constructing a fully functioning push kart and Jack building a storage unit made from recycled pallets.

The young people were kept extremely active all year participating in countless games of basketball, NFL and cricket during recess and lunch as well as developing their skills in surf survival, trampolining, surfing, body-boarding and cricket in the schools PDHPE programs. Drewe deserves a special mention for his ability to not only master all of the sports we encountered, but to also coach other students in basketball with such ease during PASS.

2019 was an incredibly successful year for all the young people with many of Bosco's young men moving on to new adventures in 2020. We wish them well and hope they enjoy their Christmas break. We also look forward to seeing even further progress with the returning students next year.





Ciantar Summary

“A PLACE FOR CHANGE” The Students’ Perspective

Ciantar House students travel from all over Sydney and the Illawarra to attend Dunlea Centre. Despite being from different backgrounds and experiences, all share a common goal to make positive changes in their lives. They have been learning new skills and strategies to improve communication and how to better respond to challenging situations in their lives. Many had great achievements in 2019 and want to share with you the ways in which the new Teaching Family Model has impacted their lives and encouraged positive change.

Following are some testimonies from the boys in Ciantar House:

“ Life at my old school was not enjoyable. I was bullied every day and at one point, I was having anxiety attacks every morning. I didn’t want to go to school and I spent a lot of time at home missing out on school.

I wanted to come to Dunlea and learn new skills that would help me manage my anxiety and bullying issues. When I started attending Dunlea Centre, I found it daunting being so far away from home without my family. The staff were helpful and taught me new skills. I started attending school every day and became more confident interacting with the other students here. When I had issues with others, I started to practise the skill of **responding to teasing**. I used **relaxation strategies** to remain calm. I became more **assertive** in asking the person to stop doing what they were doing and if the behaviour didn’t stop, I was more confident in telling staff and asking how to best manage the situation.

Now I am at the end of my program and transitioning back to home and my old school. Learning these new skills has made me feel more confident that I will be able to deal with any bullying issues that may arise and manage any anxiety that sneaks up on me.

“ Before coming to Dunlea Centre I was missing a lot of school because I wanted to avoid getting into trouble. I was always getting into arguments and my relationship with Mum was getting really stressful and it was upsetting for my little brother.

When I came to Dunlea I liked it straight away. It gave me a fresh start and a break from life at home. I’m friends with all the guys in Ciantar so it’s great to be around people I like all day, every day. I really enjoy the amount of sport and games we play because it helps me relax and think clearly. All the staff are really helpful and supportive – just like right now writing this report I’m getting help – back at my old school I would have written three sentences and then given up.

I think one of the really useful skills I’ve learnt so far is **Reading Social Cues**. I used to know when Mum was frustrated or angry but I never used to take much notice of anyone else. I am a lot better at really **looking closely at people’s faces and body language and figuring out how they’re feeling. Now if I think I can help I will ask if they’re ok.**

I am definitely looking forward to next year at Dunlea. I want to start working on weekends and in the school holidays. I like the idea of working on building sites and places like that. I want to be a strong role model for new guys coming into the program. I already know how everything works and what the expectations are and I think I could give them good advice.

“ Before Dunlea, I was getting in trouble in school and outside of school.

The first big skill I learnt in my first few days at Dunlea was **accepting “No” for answer**. Whenever I used to hear “No” I would struggle to control my anger because I felt like people were trying to control me and not let me make my own choices. I slowly learnt to make better **eye contact, actually listen to the reason why and show that I understood by saying “Okay”**.

I now understand that being told “No” is a big part of growing up, finishing school and getting a job. This has helped me in a lot of situations already, and I can see it will help me as I continue to grow up.

Since I’ve been here I have learnt a lot about anger management skills and identifying my emotions. I recognise I’m still learning and there is a lot of work ahead, but helping to learn what emotion I am actually feeling has helped me manage situations. Where previously I would have typically identified a feeling of anger, I now know I could have been worried or nervous.

I have felt a sense of belonging at Dunlea Centre which has helped me make an effort to change. I now feel comfortable and think I have a real future here next year and beyond.

See more on the next page!



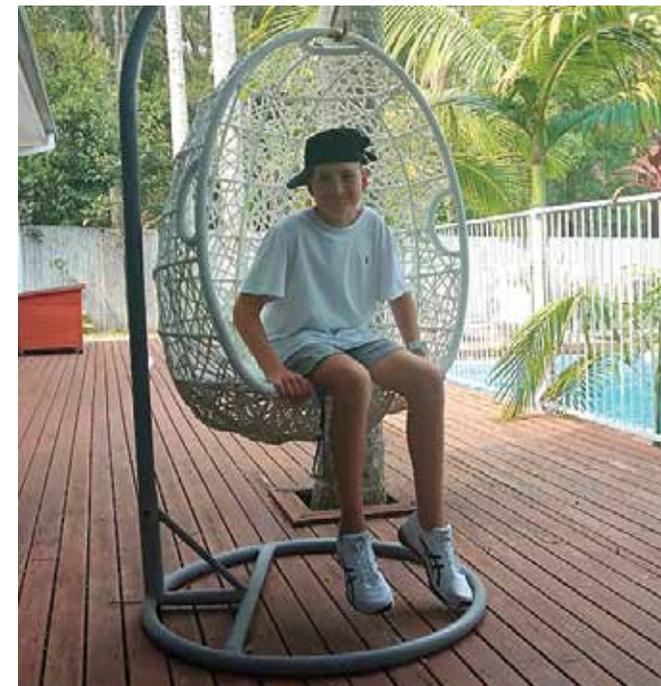


Ciantar Summary Continued...

“ My life before Dunlea meant not going to school very much and getting into trouble outside of school.

I started at Dunlea before we changed over to the Boys Town social skills model so I have seen lots of things change. I felt like everything got turned upside down and it made me consider my perspective on being here. Slowly I got used to things by learning the skill of **Coping with Change** and then I also started to notice the other really positive skills I was learning. Dunlea allowed me to take the steps of **staying calm and feel supported**. Now I try really hard to talk about how I'm feeling and not fall back into becoming too angry or overwhelmed.

When I stop and think about all the changes that have happened to me in 2019, I feel proud of myself. I now have a part time job and I have made some really good friends. I am really loving music and learning guitar and I am looking forward to finishing Year 10 next year. ”



“ I wasn't doing very well before starting at Dunlea.

I have been at Dunlea for 6 months and it has definitely changed the way I behave. A big part of my change has been about learning to **choose better friends**. When I make friends now **I really look at how they act, what values they have and I think about the consequences of having them in my life**.

I love Dunlea Centre. I have heaps of friends. I get to choose what we have for dinner at House meetings. I like classes because of the small groups and the attention teachers can give me if I need extra help. I really enjoy being around all the staff because they're happy, understanding and get what I'm going through. Dunlea is very structured which is different for me as I never used to live by a schedule. I really like knowing what is happening and what I'm doing next. It makes life so much easier.

This is not easy for me to say but without Dunlea I would not have had much of a future. I am so grateful for how my life has changed. Now I can really see why the motto of the Program is **“A Place for Change”**. ”





Maria Summary

The students in Maria House had a challenging yet productive year with the introduction and implementation of the Teaching Family Model. The students also went on school camp to Gerringong, where they participated in a variety of challenging and fun activities.

Implementing the Model

The biggest shift not only for Dunlea Centre but also the Maria House in 2019, was the introduction and implementation of the Teaching Family Model. This has been introduced to enable students to focus on developing social skills in line with their academic achievements. It has been a steep learning curve for all of us, however the positive results are self-evident.

During the school day the girls embraced working on core social skills that are beneficial in the classroom. They progressed in leaps and bounds and moved on from quite basic skills to being able to focus on individualised and more complex skill development. This has created a much more inclusive and productive learning environment. During the year when we received guest speakers or visitors, the girls were able to demonstrate how far they had come with their social skills and consistently received positive feedback from the people they met.

The residential portion of the Maria House had a similar change and learning process. The girls became used to an environment where they were constantly using and developing social skills with their peers and the people around them. The staff were able to give the girls immediate feedback in response to the social skills that they were displaying, which meant that the girls improved dramatically in the frequency and quality of the interactions they had. This has made for a more harmonious and fun environment where the girls have been doing some of the most valuable learning in the entire program.

Camp

Maria House spent four days camping in Gerringong on their school camp. One of the most challenging aspects was initially setting up tents during cyclonic weather. The girls demonstrated teamwork and perseverance skills to get all the tents up in time and make sure that everything stayed dry. They adjusted to their new surroundings really well and showed appreciation for the little creature comforts that they had despite the hardship of sleeping in a tent.

The girls participated in a variety of activities. Horse riding required the girls to follow safety rules, listen to those speaking and show sensitivity to others who were nervous to do the activity. It was a beautiful trail ride which was thoroughly enjoyed by all. Some of the more confident riders were able to live out their Melbourne Cup fantasies by trotting along some of the trail.

Treetops Adventure Park in Nowra provided us with yet more opportunities to demonstrate a range of skills such as **Showing Sensitivity to Others, Following Safety Rules, Accepting Decisions of Authority, Taking Risks Appropriately, Showing Respect, Setting Goals and Positive Statements about Self and Others**. Whilst some students were comfortable charging through the death defying course at breakneck speed, others took a more leisurely approach which provided a good challenge for everybody.

Granties Maze was a fun adventure for all. The girls were required to navigate a large maze while gathering clues to answer questions. This was a hot and challenging activity, but the girls rose to the occasion magnificently. They felt that the challenge was definitely worthwhile once they received their ice cream as their reward! The skill of **Showing Appreciation** was very quick to appear unbidden.

Highlights

The Maria House had two successful graduates in 2019. Both of them completed the program successfully after extended stays. They were both able to reach the Progress Level of achievement for students in the Teaching Family Model, which is testament to their level of engagement and perseverance in taking on and working with the new system and feedback from the staff around them. One of the students has moved on to complete her Year 10 ROSA in another school whilst the other student successfully completed her Year 10 ROSA at Dunlea Centre and has moved on to further education opportunities.

The staff and young people enjoyed a fantastic festive feast towards the end of Term 4, which was a massive hit and enjoyed by all. Together we cooked up a traditional Christmas feast with a selection of meats and veggies and some of the best gravy that ever did exist. There was also meringue and chocolate crackles for dessert. The girls were able to exchange gifts which gave an opportunity for everybody to demonstrate their skill of **Showing Appreciation**, which they were able to do without prompting.

It is on occasions like this that the benefit of the Teaching Family Model is evident for all to see.

See images on the next page!





Maria Summary Images



Thank you for the beautiful blanket Judy.





Power Summary

“Your life does not get better by chance, it gets better by change” - Jim Rohn

2019 was an enormous year for Dunlea Centre and also for Power House! The year began with the implementation of a new model of teaching social skills, which was a huge and challenging learning experience for both staff and students. It marked the beginning of a new era with a new vision for life-long behavioural change for the young people in our program. In a short space of time we saw great development in improved social skills displayed by them.

As well as these new changes, the Power team also experienced changes among staff and students. We began the year welcoming Kellee to the team who brought with her an array of amazing qualities, including passion, professionalism and positivity. Kellee's impact on the young people and support for behavioural change has been huge and we are so thankful to continue to have her on the Power Team!

First Impressions

Throughout the year we have also been grateful to welcome new young people into the Power Team. When we asked some of these boys to reflect on their initial thoughts of their new experiences, they agreed that they were immediately welcomed into the program, had quickly made new friends and felt a sense of belonging.

The boys enjoyed a range of activities every day during recess and lunch breaks, such as basketball, soccer, NFL, cricket and tennis. These young people also commented on how much they have benefited from learning skills in personal hygiene and other everyday living skills including making and eating great food! In the classroom, the boys have appreciated a workspace that has encouraged them to be engaged and very focused in their learning. They gained confidence and showed consistent improvement all the time.

As well as welcoming new boys into the program this year, some boys continued on from the previous year. These boys continued to enjoy the activities and learning and took on the new model with much enthusiasm, which saw great benefits.

Highlights

We asked some of the other new boys about the biggest highlights for them in 2019.

Brendon said, “I really liked how we got to have a professional cricket player come to school and teach us how to play cricket properly and to learn how to play with all the rules. I really liked how we got to play the Oz Tag tournament and spend the day playing sport, the thing I love the most. I also really liked how we got to go on excursions to the Barilla Pasta place and got to cook proper Italian pasta with an Italian pasta chef.”

Cooper said, “Power in 2019 was epic! The whole program was a success for me in 2019. I lost weight, learnt some new skills and overall had great fun. Camp was at Seven Mile Beach. We enjoyed the Trees Adventure and loved building sand castles. We also went to North Nowra for pizza and pasta. Loved camp with the crew and look forward to a successful 2020.”

Work Experience

Part of our program in 2019 included some of the young people attending work experience. Alessandro spoke about this, saying, “This year I did work experience. I chose to do mechanic work because most of my family members are mechanics and I actually wanted to try being a mechanic. It was very hard work and was a great experience”.

Program Reflection

Adem, one of our veteran boys reflected on his program experience in 2019 as a whole, saying, “Dunlea Centre is different to other schools because here we have smaller classes and more help and assistance from the teachers and staff. They have helped me concentrate more in class and get the grades I am capable of achieving. My biggest challenge when coming to Dunlea was leaving all my friends and family to commit here 5 days a week but once I started I realised that everyone will treat you like family”.

Overall, 2019 was a greatly successful year for Power House. We congratulate all the boys on their achievements, trust that everyone had safe and happy holidays and look forward to another big year next year.

[See images on the next page!](#)





Power Summary Images



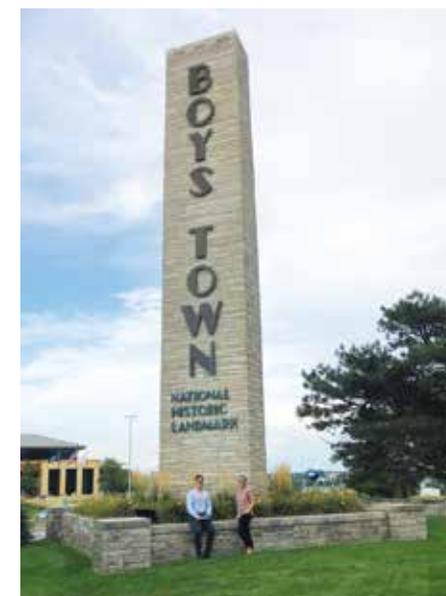


Key Achievements in 2019

- Dunlea Chair and Executive Director attend Company Directors AICD training, Polding Centre - January 21st to 25th
- The Honourable Gladys Berejiklian, Premier of NSW and Mr Lee Evans MP visit - January 29th
- Dunlea staff commence training in the Boys Town Omaha model of care; Lori Scharff and Mike Meeks, trainers - January 29th
- Father Briffa SDB OAM oldest living Boys' Town Teacher, 91st birthday celebration - February 6th
- Dr Frank Ainsworth Consolidated Data and Research presentation - February 13th
- Heathcote View Club Tour - February 21st
- Annual Salesian Immersion, Melbourne - March 7th to 8th
- Mike Meeks, Boys Town Omaha extended training on site - May 19th to 31st
- Salesian Provincial Chapter, Melbourne - May 22nd to 24th
- Bishop Tony Randazzo visit, Archbishops Charter presented - May 30th
- Lioness Club Sutherland Shire presentation - July 22nd
- The Honourable Gareth Ward, Minister for Families, Communities and Disability Services and Mr Lee Evans MP visit - July 29th
- Dunlea Centre celebrates 80 years assisting young people, over 400 people attend - August 1st
- APSPA Leadership Conference - August 8th to 10th
- Dunlea Chapel Museum official opening by Mr Lee Evans MP - August 28th
- Family Engagement Manager and Lead Teacher visit Boys Town Omaha - September 9th to 16th
- Bishop Richard Umbers visit - September 12th
- Salesian Provincial Council visit - October 29th
- APSPA meeting, Port Pirie - November 1st
- Oyster Bay and Como Probus presentation - November 1st
- St Vincent's Care Services (John Paul Village) tour - November 4th
- Dunlea Chair and Compliance Manager visit Boys Town Omaha - November 13th to 20th



Paul Mastronardi, Premier Gladys Berejiklian, Geraldine Gray and Lee Evans MP



Boys Town Omaha





The Dunlea Difference

After the recent devastating fires Dunlea Centre continues to be very thankful for all Volunteer Fire Fighters and particularly want to say a big thank you to staff member Duncan and student Brendon.

Brendon, a student at Dunlea Centre, has inspired so many with his courage and determination to assist his community through the bushfire crisis. He displayed enormous commitment and maturity within his team, especially when fighting active fires.

Duncan is a gifted educator at Dunlea Centre, Australia's Original Boys' Town. In addition to his incredible 12 years of service at Dunlea Centre, Duncan is a Volunteer Fire Fighter.

Duncan said: "As a student at Dunlea Centre, Brendon has been learning the value of prosocial skills within the Teaching Family Model. Brendon has successfully generalised those skills in his work as a volunteer firefighter with his local brigade, particularly during the recent school holidays where Brendon gave up his own time to fight fires during an unprecedented fire season."





Job Ready Program

Each year Dunlea Centre assists young people with job readiness through education in resume writing, job specific research tasks, work experience and job interview skills.

Year 9 and 10 students participate in work experience placements enabling them to have authentic experiences in the work place. This work experience is often the first contact our students have with the world of work.

In September 2019 as part of Dunlea Centre's Job Ready Program, a Mock Interview Day was held. This Interview Day afforded our young people an opportunity to prepare for job interviews and practise the skills required to achieve a successful outcome from an interview. The aim of the day was to help relieve some of the stress our young people experience when attending job interviews and therefore gain some confidence when applying for jobs. The concept was based around each young person being interviewed for their dream job. All Dunlea students participated in the Job Ready Program.

The interview panel consisted of our Executive Director, Paul Mastronardi; Lead Teacher, Joel Hamill and various other staff members. The young people prepared for the day by researching their dream job. They then each wrote a resume and cover letter for their specific job, which they presented to the panel at the interview.

On the day, the young people dressed neatly for their interview, spoke clearly and appropriately and made good use of this opportunity to be interviewed in a familiar environment. The interviewers asked various questions and assessed each individual using criteria that would be typical in a real interview situation. This included appearance, greeting skills, body language, the quality of responses to questions and communication in general.

Overall the young people took on the character of the job they were 'applying for' with much enthusiasm and strived to be successful in their interviews. The panel were able to give positive suggestions and encouragement to each young person, who received the feedback in a sensible and mature manner.

The staff were pleased to be able to give these young people the opportunity to practise their interview skills and answer relevant questions utilising both existing and new found knowledge of their dream jobs. The day was deemed a great success and plans are underway to conduct Mock Interview Day again next year.



Paul Mastronardi, Executive Director, Harry Fairhall, Educator, Joel Hamill, Lead Teacher and Drewe





Staff Professional Learning And 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, social work, counselling, business administration, financial management, governance, youth work, ministry and residential care.

Currently, there are 9 qualified teachers, 4 clinical and after care workers (Psychologists & Social Workers), 5 Youth Workers (day) and 8 Residential Youth Workers. 17 staff members hold post-graduate qualifications, 10 are graduates with a further 15 holding TAFE or equivalent qualifications related to their position. 14 staff members are working towards higher qualifications in teaching, counselling, social work, administration & finance as well as psychology. One member of the Leadership Team is completing an MBA. Another is preparing a PhD proposal in the psychological domain. 2 others are pursuing further management and leadership studies. The Executive Director and the Dunlea Chair both attended a week-long Company Directors Course with the Australian Institute of Company Directors (AICD) in late January.

The average attendance rate of staff in 2019 was above 94%.

Dunlea Centre values the development of professional networks that contribute to improvement and the development of staff skills. In 2019 these included:

Boys Town Omaha Intervention and Assessment Workshop, Obligations in Identifying and Responding to Children and Young People at Risk, Harassment and Bullying Compliance, NSW Reportable Conduct and Allegations against Employees, Child Protection Investigation, Risk Management, Disability Standards in Education, Change Management, Domestic Violence, Managing Suicides & Attempts, Therapeutic Crisis Intervention, Acceptance & Commitment Therapy (ACT), Governance, Fire Safety, First Aid, as well as employee inductions.

Professional exchanges and experiences as well as visits to other NGO's and associated agencies such as the Association of Independent Schools (AIS), Association of Children's Welfare Agencies (ACWA), Catholic Social Services (CSS), Marist Youth, Redbank House, The John Berne School Lewisham and Flexible Learning Centres. The leadership 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 the University of NSW.

Boys Town Omaha, Nebraska, USA continues to provide generous support and professional dialogue with Dunlea Centre. In 2019, three members of the Leadership Team and the Board Chair attended Boys Town Omaha for a week-long immersion into their operations. Next year, two Board Directors will also attend along with Dunlea Researcher, Dr Frank Ainsworth. Both trainer, Mike Meeks and practitioner, Lori Scharff, continue to support Dunlea Centre with onsite visits and webinars as well as hosting the visits to Nebraska.



Top left image: Geraldine Gray, Lori Scharff & Scott Hartman
Bottom Left Image: Geraldine Gray, Jonathan Huefner, Patrick Tyler & Kate McLaren





Dunlea Centre Program Evaluation Report

Dunlea Centre's Researcher Dr Frank Ainsworth, (Senior Principal Research Fellow (Adjunct) James Cook University), has continued to gather data to assist the agency with strategic planning to drive change. Dr Jonathan Huefner, Research Scientist, Boys Town Omaha has assisted Frank in these analyses.

In 2019 Dunlea Centre commenced the implementation of the Boys Town Model of Care imported from Omaha, USA. The BTO model is 50 years in the making (Fixsen and Blase, 2018) and is well cited in the CEBC, as supported by empirical evidence and well rated as systems relevant. In fact, it is the most researched program anywhere in the world. This model is heavily focused on the development of positive social skills.

At the conclusion of 2019 several interesting facts emerged in the following areas:

Graduates

Graduates of the program on average spent 13 months in the program, while the average for non-graduates was only 4 months. A graduate is considered to be a young person who completes their program usually within a 12 to 18 month timeframe. The average length of stay overall for a young person was 8.5 months.

In 2019, 69.4% of young people graduated from the program, which indicates a continuing trend of gradual improvement from the preceding years. The goal for the agency is to achieve a minimum benchmark of 75%. The introduction of the well-researched BTO Model has set the agency well on the path to achieving this outcome.

Demographics

In 2019 the ratio of enrolments by gender was 78% males to 22% females. The 14-15 years' age bracket was the dominant age where 25% were 15-year-old males and 22% were 14-year-old males.

The data also revealed:

- 55% of young people who enrolled in 2019 had a mental health diagnosis, most commonly Anxiety/Depression at 22% and a combination of ODD/ADHD/Depression at 11%.
- 22% of males and 11% of females had prior involvement with drugs and alcohol.
- 70% of families were known to NSW Child Protection Services.
- The largest source of referrals came from schools at 33%, Psychologists at 14.8% and GPs at 14.8%.
- On average, the number of schools previously attended by 64% of current Dunlea participants was 3 or more.

Post-Evaluation Surveys

The post-evaluative survey results are very pleasing. The scores were high for **Positive Relationship with Staff** - 9/10; **Keeping Parents/Carers Updated on Child Progress** - 9/10; **Meaningful Counselling Sessions** - 9/10; **Flexibility of the Program** - 8/10; and **Small Group Sizes** surprisingly scoring only 7/10, which in itself is still a good overall rating.

Residential Care scored 10/10, which is most satisfying for the agency as it has focused on improving the quality and service within the residential arena over the past 3 years.

Transition Planning rated - 8/10 and the agency is currently focused upon improving this area of its operations through aftercare.

Outcomes

Education: These statistics demonstrate the overall educational gains throughout the 2019 academic year in Mathematics, Spelling and Reading. The **Progressive Assessment Test (PAT)** was utilised and **all residential houses showed improvements** in excess of 23% overall.

Behaviour: These statistics demonstrate overall mental health improvements in 2019 through the **Strengths and Difficulties Questionnaire (SDQ)**. The scores showed **improvements in all residential houses** in excess of 15% overall.

Of particular note, 100% of all young people enrolled in the Dunlea Centre program in 2019 who completed at least two PAT tests and two Strengths and Difficulties Questionnaires made an improvement.

Follow-up surveys have continued to gain an insight into the sustainability of change for young people after they exit from the program. The results from follow-up surveys at 12 months post-discharge for students who exited in 2018 showed that 73% were still living at home, 42% were still at school and 31% were working.

This report continues on the next page!





Dunlea Centre Program Evaluation Report Continued...

Other Summaries

The following summaries contain information that is important to the agency and various stakeholders to ensure ongoing success for young people and the continuation of the program as a registered and accredited Non-Government School with the NSW Education Standards Authority (NESA):

The **Record of School Achievement (ROSA)** was granted to 12 students in the 2019 school year.

The overall **attendance rates** across the agency for 2019 were 90%. The breakdown was:

Year 7- 95%

Year 8- 88%

Year 9- 92%

Year 10- 84%

Non-Attendance: If a student is absent from school without a legitimate reason, a staff member will make contact with the parent/carer on the day of the absence. The teacher completes this task in the first instance by phone. A return message indicating the reason for absence is necessary as a legal record explaining the absence. This is noted in the case notes of the student as well as marked in the Attendance Register. A parent can also explain an absence through an email, phone call or a written note on return of absence.

If a student continues to be absent for a period of time without a satisfactory explanation, an attendance meeting is organised with the student and carer/parent. If there is still no improvement and the student/young person continues to have unexplained absences a meeting with an AIS representative will be organised to support the process. From time to time the HSLO can also be utilised for advice.



Dunlea Centre Leadership Team.



Lori Scharff, Paul Mastronardi & Dr Frank Ainsworth.



Jonathan Huefner, Research Scientist, Boys Town Omaha.





Quotes From Dunlea Centre Parents

“ After three weeks in the program my son is a different person. Each weekend we see huge improvement in his behaviour. His siblings particularly have noticed big changes and they now communicate with each other. This program is exceptional. ”



“ Thank you for looking after my grandson. I was out of ideas and don't know where both of us would be without Dunlea. The staff are incredibly supportive and have given him the courage to try and to believe in himself. ”





Quotes From Dunlea Centre Students

“ This program has made me want to focus on my education and further my studies. ”

“ Before coming to this program I avoided reading and writing. I couldn't read bus or train timetables. Now I am able to read and write well and my school work keeps getting better. ”

“ This program is good and it works for people who want to help themselves. ”



“ This program has improved my social skills and made my family relationships better. ”

“ Before I came to Dunlea I hated maths and I never did any tests. In my most recent maths test I got 77%. ”

“ I used to avoid large social situations. I still find them hard to be in, but I have learned to face fears and it gets easier. ”





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 James Doyle **(Retired)**
Mr Kane Hansen

Fr Peter Hoang SDB
Mr Christopher Lonergan
Mr Andrew McCallum AM
Ms Cynthia McCammon
Mr Gregory McKay
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

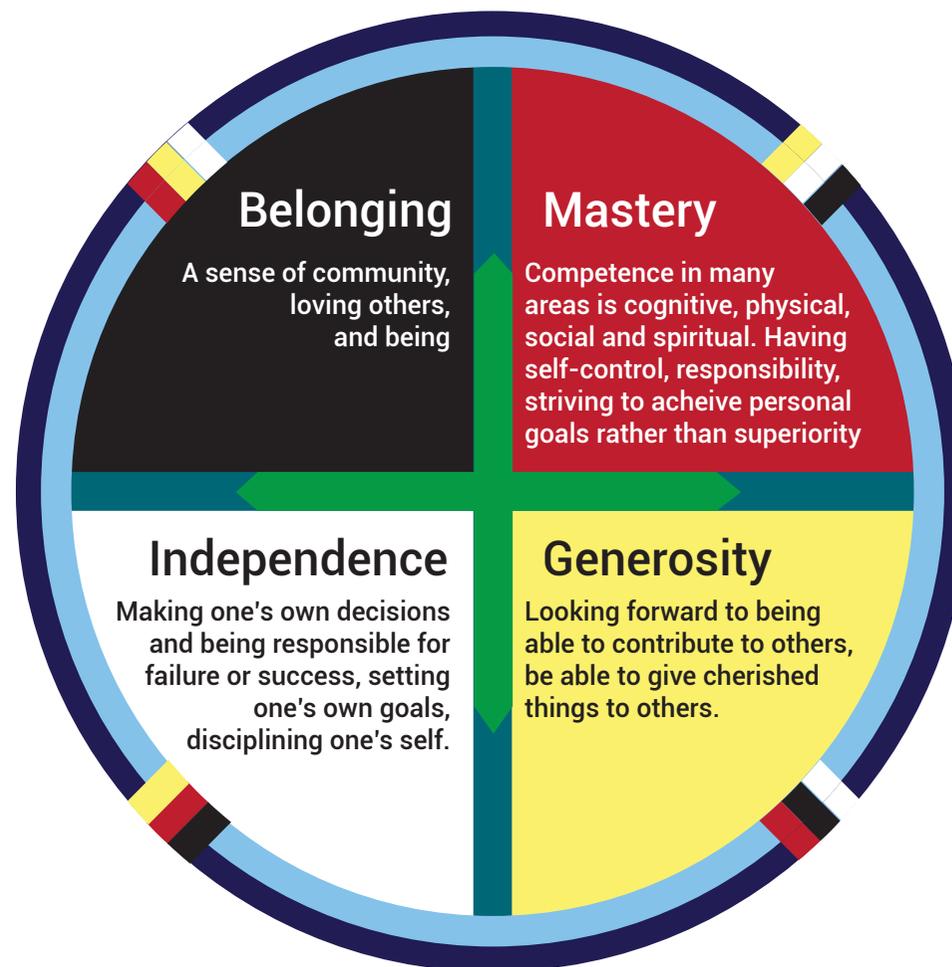
Critical to the model is to operate in the ecological environment of the young person: his or her home, school environments, peers and community.

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 wrap around 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' focused 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



Statement Of Profit Or Loss And Other Comprehensive Income For The Year Ended 31 December 2019

REVENUE	2019	2018
State Government Grants	\$1,990,326	\$1,705,119
Commonwealth Government Grants	\$1,937,138	\$1,759,182
Catholic Church Contributions & Fees	\$140,000	\$140,000
Donations and Bequests	\$294,380	\$287,862
Investment and Property Revenue	\$768,598	\$762,954
Unrealised Investment Gains	\$154,760	\$ -
Fees & Other	\$113,309	\$119,360
	\$5,398,511	\$4,774,477
EXPENDITURE		
Program Expenses (including direct care wage costs)	\$2,640,494	\$2,293,725
Administration Expenses	\$67,963	\$71,219
Building & Maintenance	\$402,232	\$445,338
Development & Fundraising	\$69,064	\$43,761
Financial Expenses	\$203,792	\$200,159
IT & Communications	\$65,609	\$77,657
Motor Vehicles	\$12,854	\$9,919
Property Expenses	\$112,935	\$144,043
Shared Resources	\$8,994	\$1,143
Wages & Salaries	\$1,431,928	\$1,289,087
Wage Employment Costs	\$335,878	\$290,672
Unrealised Investment Losses	\$ -	\$166,492
	\$5,351,743	\$5,033,215
NET SURPLUS / (DEFICIT)	\$46,768	(\$258,738)

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 JDunlea Centre (the trading name of Boys' Town Engadine) and of the special assistance 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 are in accordance with the Australian Charities and Not-for-profits Commission Act 2012, and

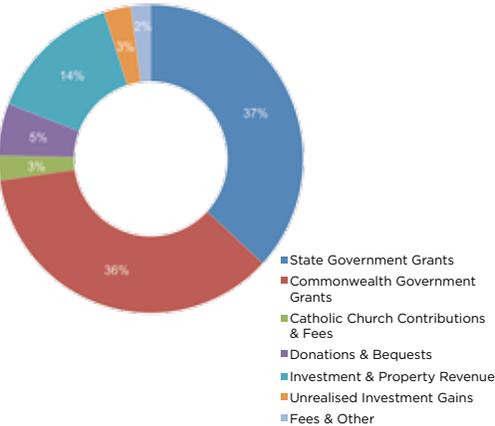
(a) give a true and fair view of the financial position of the entity as at 31 December 2019 and of its performance for the financial year ended on that date; and

(b) comply with Australian Accounting Standards - Reduced Disclosure Requirements and the Australian Charities and Not-for-profits Commission Regulation 2013; 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 Board Of Directors by Ms. Geradine Gray on 25th of March, 2020.

Revenue %



Statement Of Financial Position As At 31 December 2019

ASSETS	2019	2018
CURRENT ASSETS		
Cash and Cash Equivalents	\$3,417,137	\$3,963,886
Receivables	\$154,531	\$139,095
Financial Assets at Fair Value	\$1,818,175	\$1,530,052
Total Current Assets	\$5,389,843	\$5,633,033
NON CURRENT ASSETS		
Property Plant and Equipment	\$9,315,718	\$9,062,737
Total Non-Current Assets	\$9,315,718	\$9,062,737
TOTAL ASSETS	\$14,705,561	\$14,695,770
LIABILITIES		
CURRENT LIABILITIES		
Creditors and Borrowings	\$859,741	\$849,985
Provisions	\$302,529	\$391,527
Total Current Liabilities	\$1,162,270	\$1,241,512
NON CURRENT LIABILITIES		
Creditors and Borrowings	\$ -	\$ -
Provisions	\$414,155	\$371,890
Total Non-Current Liabilities	\$414,155	\$371,890
TOTAL LIABILITIES	\$1,576,425	\$1,613,402
NET ASSETS	\$13,129,136	\$13,082,368
EQUITY		
Gift and Disposition of Assets	\$2,654,368	\$2,654,368
Retained Earnings	\$10,474,768	\$10,428,000
TOTAL EQUITY	\$13,129,136	\$13,082,368

Auditor's Opinion

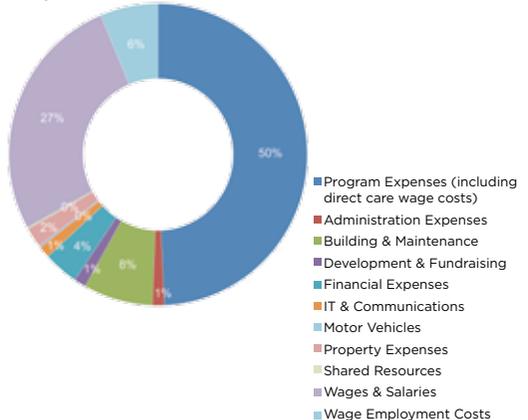
In my opinion the financial report of Boys' Town Engadine, trading as Dunlea Centre has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012 including;

(a) giving a true and fair view of the registered entity's financial position as at 31 December 2019 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.

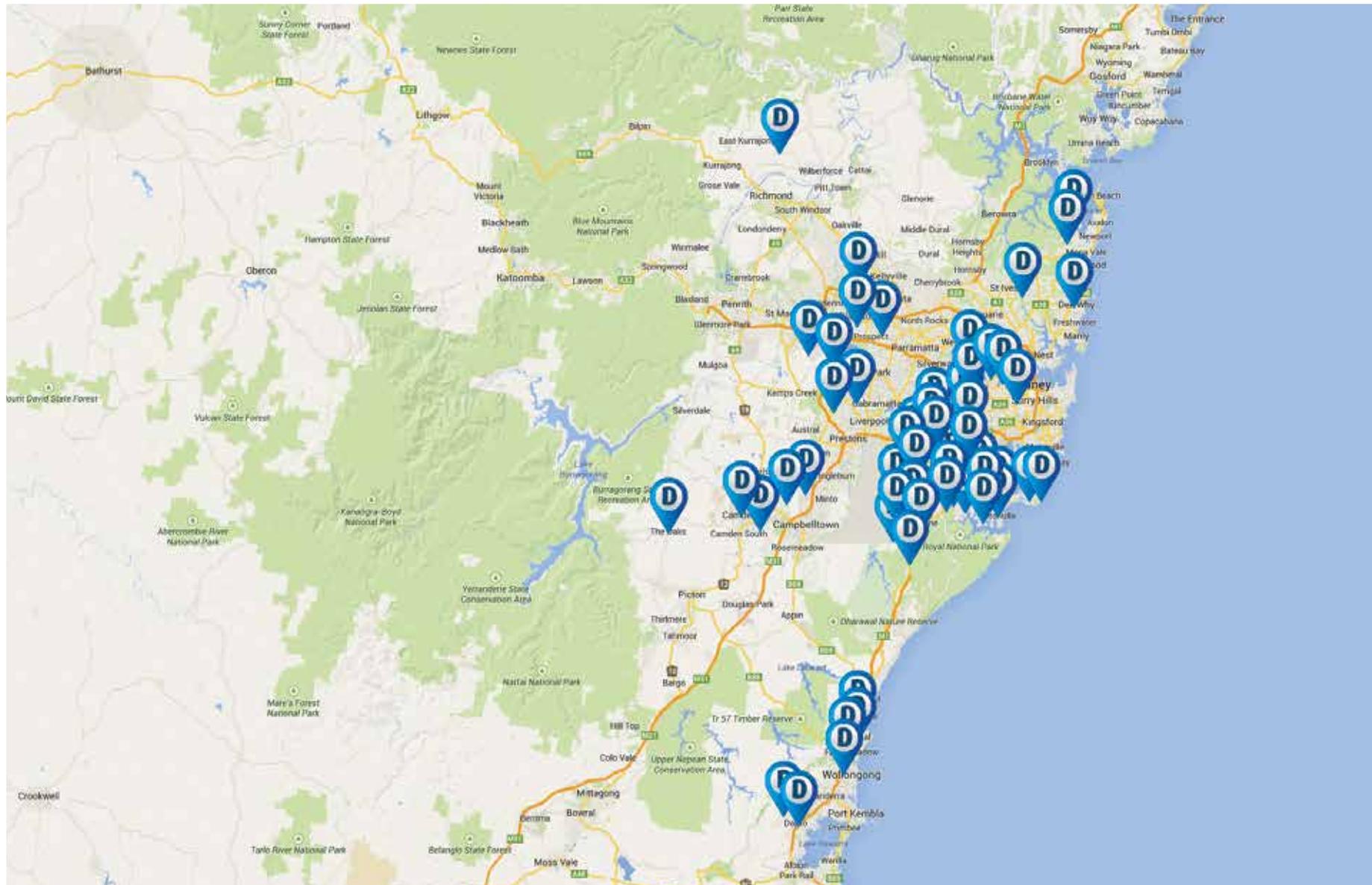
Signed on 16th March, 2020 by Kevin F Jones, FCA

Expenditure %





Where Dunlea Centre Attendees Came From in 2019





Thank You

Dunlea Centre would like to express immense thanks for the ongoing support it receives from the community. Only with your continued support can our work continue.

Also many thanks to:

Montessori Academy, NSW Infrastructure Grants, Schools Plus, Toyota Australia & Sutherland Shire Council Community Grants.

S. Angelides, D. Carson, F. & V. Chicco, A. Clifford, C. Downy, B. Favalaro, V. Feeney, J. Fitzpatrick, G. LaMela, G. Nilon, R. Pidgeon, G. Rowley, S. Ungrangsee & T. Wright.

Beswick Family Fund, Kevin Thomas O'Connor Estate & Edmund Resch Estate.

Bosco Menshed, Catholic Asian Students Society, Catholic Church Insurance, Civic Disability Services, COG Digital, Harold Mitchell Foundation, Lioness Club of Sutherland Shire, Miranda Musical Society, R G Photography, Rotary Club of Engadine, Salesian Sisters, Terri Mackay Realty & Wrap With Love.

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.



Mayor Pesce presenting students with SSC Community Grant funded mountain bikes.



Mr Lee Evans MP officially opens Chapel Museum.



Lioness Club Sutherland Shire.



Thank You



Our Vision

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

