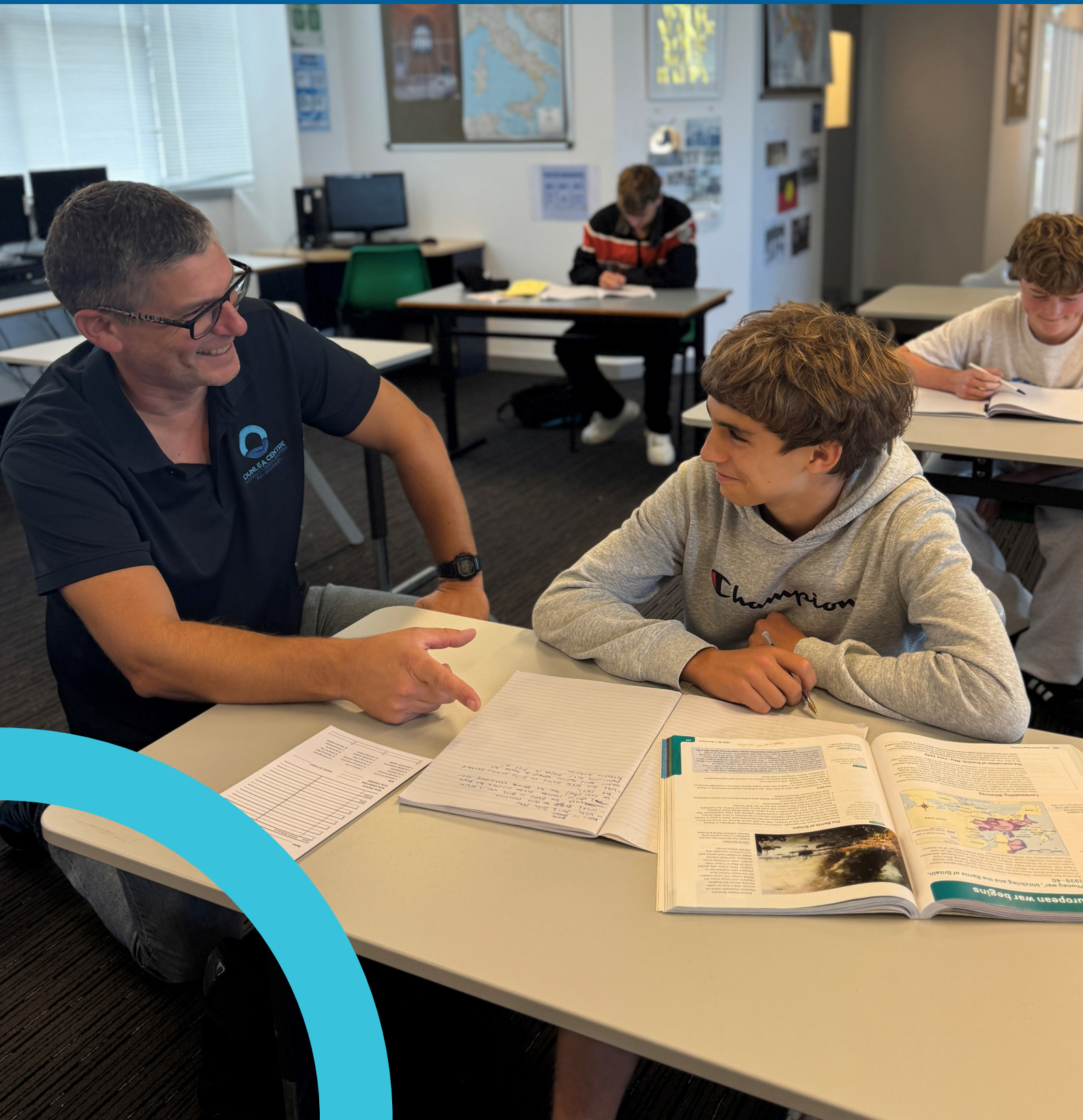


2024 ANNUAL REPORT



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

"A Place for Change" has never been more fitting as we reflect on the impactful year that unfolded for the Agency in 2024. After six rewarding years on the Board, I was privileged to assume the Chair's role, building upon Gerry Gray's steady and insightful leadership. Gerry's tenure as Chair was characterised by her expertise and a compassionate understanding of the critical and demanding work undertaken by our talented staff.

The year began with our long serving Executive Director, Paul Mastronardi, stepping down. The subsequent search for and appointment of a new Executive Director became a significant opportunity for growth and renewal. While the process took time, the incredible high standard and efficiency that define Dunlea were seamlessly maintained, thanks to the dedication of all staff. I would like to thank Samantha Dennis and Joel Hamill, who shared the Executive Director role, and Craig Bratton, who administratively ensured Dunlea did not miss a beat.

The good news is that after an extensive Executive search and interview process, thanks to Gerry Gray and Fr Frank for their critical involvement in the latter, we welcome David Johns as our new Executive Director in 2025. David was a standout candidate with a comprehensive and eclectic professional background, coupled with impressive academic qualifications. Dunlea is a unique organisation requiring a unique perspective, which David demonstrated admirably. Honouring our Salesian origins is pivotal to the ethos of Dunlea, and David has already demonstrated his commitment in this regard. We look forward to David writing his chapter to the rich tapestry that is Dunlea Centre, Australia's original Boys' Town.

Against this backdrop of evolution, supporting families and changing the lives of young people continued at an unwavering pace. A particularly exciting development was the successful introduction of our non-residential Primary Program, achieving accreditation for Years 3-6 and launching with Years 5-6 in Term 2. The positive outcomes observed have already exceeded our expectations, paving the way for increased enrolments in the coming school year. This initiative illustrates our commitment to proactively enhancing our offerings to best serve the evolving needs of our entire community. While continuous improvement is essential, our core mission and values remain our constant inspiration.

As 2024 drew to a close, we mourned the passing of our dear colleague and friend Dr Frank Ainsworth (Senior Principal Research Fellow (Adjunct) James Cook University). Frank's contributions have left an indelible mark and a profound legacy on Dunlea Centre.

We also acknowledged the stepping down of Fr Frank Bertagnolli as our dedicated local Salesian representative on the Board. Fr Frank's long and distinguished association with Dunlea has been a privilege to witness, and we are grateful for his commitment.

To my fellow Board Members, thank you for your governance oversight. I look forward to what the coming 12 months hold.

We are nothing without our families, who entrust their children and young people to us and, in turn, look to Dunlea as a "A Place for Change", an expectation that frames our endeavours daily. Last but by no means least, I am grateful to the staff for going beyond with their commitment to the highest professional standards delivered with inclusiveness, empathy, and compassion.

We work within a sector saturated with challenges. We must, however, continue to strive to overcome these challenges in the interest of laying a strong foundation for change.

Finally, to our valued donors, benefactors, volunteers, and funders, we greatly appreciate the integral role your partnership plays in allowing us to continue our important work.



Andrew McCallum
Chair

JOINT ACTING EXECUTIVE DIRECTOR'S REPORT

For our Agency, 2024 proved to be a meaningful chapter. Joel Hamill and I had the privilege of co-leading as Acting Executive Directors – a unique experience that allowed us to draw on our individual strengths in service of the young people, families, and staff we are honoured to walk alongside. This shared leadership deepened our practice and reaffirmed the value of collaboration, reflection, and staying grounded in our shared values.

We were incredibly grateful for the opportunity to support and lead during a year marked by connection, innovation, and resilience. Together with our team, we celebrated major milestones – most notably, the launch of our Primary Program, developed in direct response to community needs. Our residential services evolved through youth-led initiatives and strengthened self-governance, while education and learning remained central. We invested deeply in staff development, prioritising both professional growth and well-being. A culture of reflective practice became even more embedded, helping us remain responsive and aligned with our purpose. Our commitment to evaluation also grew. We listened, adapted, and celebrated progress with intention and pride.

Our families continued to be generous partners in this work. Their trust, openness, and deep commitment to their children have been central to our shared success. Working alongside families reminded us that real change is only possible when relationships are strong and respectful and when families are seen and supported as experts in their own lives.

To our extraordinary staff, thank you. Your care, courage, and belief in every young person's potential are the heartbeat of this work. You lead with integrity and heart every single day.

As we reflect on all that has been achieved, we hold deep gratitude for the chance to do this work, the people who make it meaningful, and the opportunity to lead together in a way that reflects the values we strive to model. It has been a privilege to serve this community, and we look to the future with hope, purpose, and continued commitment.

Joel Hamill & Samantha Dennis
Joint Acting Executive Directors



SUMMARY OF OUR PROGRAM

In today's society, increasing pressures are placed on families socially, financially and emotionally. When you add in the pressures and temptations that young people are exposed to in society and the media, it can make 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 or school refusal, fighting, conflicting with peers, constant arguing, anger and violence can have detrimental effects on already strained family dynamics. The consistent presence and demands of social media platforms are also putting immense pressure on young people too.

A young person's behaviour spiralling out of control can have a negative impact on their entire family dynamic. If the behaviours are not addressed in a supportive and appropriate manner, they can lead to family distress and 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. Too frequently, our young people have diagnosed mental health issues in addition to poor social skills.

Dunlea Centre's program aims to address these issues in a positive and proactive manner by uniting in a partnership with families. Our program enables young people to re-engage with learning and simultaneously helps to build their self-esteem. This is underpinned by the provision of therapeutic, educational, independent living and the teaching of social skills. The ultimate objective is to reduce disruption in home and school settings, leading to the improvement in parent/child relationships.

Some young people are at risk of entering the Out-of-Home-Care or Youth Justice system. It is one of Dunlea Centre's primary aims that their programs will provide the necessary interventions to prevent these outcomes.

Dunlea Centre has three residential houses for boys and one residential house for girls. Each house has a maximum capacity of eight. Young people generally remain in the program for 12-18 months. On completion of the program, young people may transition to alternative educational settings or into the workforce.

From Enquiry to Admission

Dunlea Centre is a voluntary program that focuses 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 process.

Once the enrolment forms are completed and returned, a Family Assessment process begins. Interviews are held to determine the suitability of the young person to the program and to establish goals that they and their parents/carers wish to achieve at Dunlea Centre. An Individualised Program Plan (IPP) is developed for the young person enrolled. This IPP is formulated with their initial goals in mind. It is re-evaluated and adjusted over time to help the young person and their family to achieve all their objectives.

This family preservation focus allows young people and their families to target a range of issues including truancy or school refusal, conflict anger, risk taking behaviours, general welfare and safety.

Enrolment Process

A link to a summary of the enrolment process is available on Dunlea Centre's website: dunleacentre.org.au/enrolment/enrolment-process

Policy Development

Dunlea Centre has developed a policy framework consistent with the standards of the NSW Office of the Children's Guardian www.ocg.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 on a regular basis to keep pace with changes to legislation.

A number of policies, including those relating to student welfare, anti-bullying, discipline and complaints are publicly available on Dunlea Centre's website: dunleacentre.org.au/policies-procedures. Hard copies are displayed and available in the Administration Area by 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 home for weekends and school holiday periods.

Throughout the week, young people attend classes and focus on developing academic, social and life skills. 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. Behavioural Interventionists 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 on 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. Adolescent and Family Clinicians engage as required with young people and their families. This includes providing services such as individual counselling, case planning, parenting support, family therapy and parenting group classes. In addition, the clinical team reinforces the teaching of social skills that occur at all levels of our program and also instructs parents and carers in this aspect.

This inclusive approach ensures that the method of teaching social skills throughout the Agency is consistently maintained, with a 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. The aim is to either return the young person to their former school, a more suitable educational setting or the commencement of employment. Our clinicians have a strong focus on 'The Way Forward' after-care during this phase of transition, enabling the changeover to progress smoothly. 'The Way Forward' is a 12-month structured after-care program facilitated by our clinicians. It is an intensive outreach support program ensuring the maintenance of progress made within the program.

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), 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/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.

EDUCATIONAL REPORT

Remarkable growth occurred within the Education space in 2024, with many young people in the program making significant strides in their academic and personal development. As always, the staff were highly impressed with the hard work demonstrated by the young people in the program, who rose to the high expectations consistently set.

New Class:

The young people and staff in the Secondary Program were thrilled to welcome our awesome Primary Class! Our school day timetable was updated to include the following classes:

- Primary (Years 4-6).
- Stage 4 (Years 7-8).
- Stage 5 Rua & Migone classes (Years 9-10).
- Seniors ATAR & Non-ATAR pathways (Years 11-12).

Academic Data:

The Education Team prides itself on ensuring that data is utilised and drives academic success. In 2024, we witnessed young people in the Secondary and Primary Program complete Progressive Achievement Testing every six months in Spelling, Reading & Comprehension, and Mathematics. See below the percentage of young people who gained improvements in each of the respective key learning areas:

- 88% of young people improved in Mathematics.
- 94% of young people improved in Spelling.
- 71% of young people improved in Reading and Comprehension.

These amazing improvements are a credit to the young people and staff who work tirelessly to achieve these awesome results.

Excursions:

Another highlight of the 2024 school year were the opportunities created for young people to learn through exploration and hands-on activities. Across the year, young people were afforded the opportunity to participate in various off-site excursions. Our Primary group participated in fishing, attended Symbio, and also worked hard and earned themselves a trip to the movies after demonstrating positive classroom behaviour.

Our Stage 4 group visited the Australian Museum to learn more about Ancient Egypt. A trip to visit a Banksy art exhibition was a great way to learn about street art for our Stage 5 art class, and weekly visits to the Golf Driving Range was a great way to develop skills in golf for our PASS class. We were also very fortunate to have the opportunity to visit the Canterbury Bulldogs’ NRL facility and learn about what it takes to be a professional footballer.

A real highlight for the Seniors group was the Seniors Camp to The Tops Conference Centre. This adventure saw the group come together as a new Seniors cohort and engage in structured activities across three days. The young people were taken out of their comfort zones with some adrenaline-filled activities, whilst also developing teamwork and leadership skills through other challenges.

A sincere thank you to the entire Dunlea Centre community for their unwavering dedication and support. The achievements of this year would not have been possible without the collective effort of students, educators, staff, and families who continue to make a meaningful impact in the lives of young people. As we look ahead, we remain dedicated to empowering young people and are looking forward to what can be achieved in 2025.



TEACHER SPOTLIGHT

Born and raised in a small village near Oxford, UK, I developed a deep appreciation for the countryside, spending my childhood riding horses, cycling, climbing trees, and exploring fields with my dogs. This connection to nature has remained a constant throughout my life. At 23, I embarked on a year-long travel adventure, intending to return home to pursue a teaching degree. However, 26 years later, I am still in Australia, where I gained citizenship and completed my teaching qualification.

My desire for teaching grew from observation of a few expert teachers and plenty who needed a refresher, so while working in Australian primary schools, I discovered my passion for supporting students who face academic and emotional challenges. Recognising the limitations of large classroom settings in meeting the needs of these students, I sought a more impactful way to make a difference. This led me to a residential care role, working with young people under state guardianship. This position, though highly challenging, was equally rewarding, as it allowed me to develop expertise in therapeutic care and effectively address complex behavioural needs.

Three years later, I merged my teaching expertise with my therapeutic care experience and joined Dunlea Centre, where I have continued to grow and develop as an educator. To further enhance my skills, I completed a Master’s in Inclusive and Special Education and undertook a course in MultiLit. I also gained valuable practical experience by tutoring at the MultiLit Centre on Saturdays, enabling me to successfully implement the MacqLit Program at Dunlea. Committed to lifelong learning, I regularly enrol in short courses to expand my knowledge across key learning areas. Recently, I completed training in visual arts, including wood burning and wood carving, to introduce new creative topics to our students.

Outside of my professional life, I am a wife and mother to three young adults. I feel incredibly fortunate to have my parents and sister also living in Australia, which has enriched my life and provided a strong support network.

Dunlea Centre is a truly unique and rewarding place to work. The staff are exceptional, and I have never felt a stronger sense of belonging than I do here. Supporting students not only academically but also emotionally – helping them build confidence, feel valued, and develop resilience – is deeply fulfilling. For now, there is no other place I would rather teach, as the opportunity to make a meaningful difference in the lives of these young people is both a privilege and a joy.



Nadene Johnston
Teacher



LAUNCH OF OUR PRIMARY PROGRAM

In 2024, Dunlea Centre proudly introduced a new Primary Program. Aimed at early intervention through social skill development, underpinned by the evidence-based Teaching-Family Model of care, this program offers a supportive and nurturing environment where students receive quality education and individualised support to address their specific needs. Designed for students in Years 4 to 6, this program provides a supportive and nurturing environment where young learners receive quality education alongside individualised support to address their unique needs.

Key Highlights of the Program:

- **Academic Excellence through Data-Driven Teaching:** Our teaching practices are informed by student data and evidence-based strategies, ensuring that learning is targeted and effective. By closely monitoring progress through Progressive-Achievement Testing, educators can tailor instruction to meet each student's learning needs, fostering academic success.
- **Small Class Sizes for Individualised Support:** With reduced class sizes, our educators have the capacity to provide personalised learning plans that cater to the strengths and challenges of each student. This ensures a more focused and supportive educational experience.
- **Prioritising Emotional Well-being:** Emotional well-being is at the core of our approach. Through the Teaching-Family Model, students engage in structured social skills training, conflict resolution strategies, and emotional regulation techniques that empower them to navigate their relationships and emotions effectively.
- **Parental Involvement in the Change Process:** We firmly believe that parents and caregivers play a vital role in their child's development. Our program actively involves families in the learning journey through workshops, regular communication, and collaborative goal-setting to reinforce positive change at home and school.

The success of our inaugural year has been reflected in the positive growth of our students, both academically and socially. We look forward to continuing to enhance and expand the program in the coming years, ensuring that our students receive the best possible foundation for lifelong success.

TEACHER SPOTLIGHT

I have been a Primary teacher for 25 years. I have taught in Avalon, Hornsby, Hurstville, Oyster Bay and Sutherland. I have taught all primary grades from Kindergarten to Year 6 and have been involved in helping to lead various school communities in the areas of English, Mathematics, Science and Technology, ICT and Sport. I completed a Bachelor of Education at the Australian Catholic University in 1998 and have since completed studies in the fields of Gifted Education, Diverse Learning, Mathematics and ICT.

I joined the Dunlea community in April 2022 and have taught grades from Year 7 to Year 12 in English, Mathematics, Music, Health and Food Technology.

I consider it a real privilege to have joined the Dunlea community. Every day, I have had the opportunity to learn new things and meet new people. In my daily practice, I try to follow Don Bosco's words: *"Without confidence and love, there can be no true education."*

Now, I am involved in the newly established Primary Program, and it is a pleasure working with Laura Bretherton, Primary Behavioural Interventionist (BI), and the young people.



John Roche
Teacher



SENIOR SCHOOLING AT DUNLEA CENTRE

The Senior Schooling Program at Dunlea Centre provides young people with a safe, welcoming, and supportive environment where all students can thrive as they navigate the challenging world of Senior education. Staff are dedicated to fostering academic growth and offering essential social and emotional support throughout the journey.

Pathways:

Young people within the program have the opportunity to follow both ATAR and non-ATAR pathways. What does this mean? Young people take control of their learning journeys and make informed subject selection choices based on their goals. For any young people considering University as a potential pathway, subjects that create the opportunity for this are selected. For those young people who are interested in going straight into TAFE or employment, alternate subjects are selected. This ensures that the education they receive is aligned with their future aspirations.

Success:

Across 2024, we farewelled six Year 12 graduates – Angelo, Alex, Charlotte, Dallas, Jaedyn and Lola. All of these young people had been with us for a number of years and will be missed. They have all left an impact on Dunlea Centre and should be proud of everything that they have achieved during their time. Whilst it is sad to say goodbye, we trust they will utilise the skills they have learnt and be successful in their future endeavours.

We are incredibly proud of each graduate and their achievements. We also extend our best wishes to the students remaining for Year 12 in 2025: Joredyn, Dakota, Gemma and Lillian. We look forward to supporting them as they continue their educational journey and are sure that they will make themselves and their families proud. Additionally, we are thrilled to be joined by our new cohort of Year 11's. We are confident that they, too, will have an amazing opportunity for academic success within the Seniors program.

Staff:

At the conclusion of 2024, we bid farewell to John Ryan, one of our amazing Senior teachers. John has been with us since the launch of the Seniors program and has played an instrumental role in making the Seniors program what it is. We wish John all the best as he winds down from full-time work and look forward to his continued casual presence at Dunlea Centre. We are delighted to welcome Natalie Ryan to the Seniors Teaching Team. Natalie brings a wealth of experience, particularly in the field of English, and we are enthusiastic about 2025 and having Natalie on board the team.

As we close the chapter on 2024, we reflect on the incredible resilience, determination, and growth demonstrated by our senior students. Dunlea Centre remains committed to providing a nurturing and enriching environment where students can achieve their goals and prepare for a successful future. We eagerly anticipate another fantastic year ahead in 2025. Onwards and upwards!



RESIDENTIAL WELLNESS PROGRAM

Dunlea Centre’s Residential Wellness Program focuses on empowering young individuals by fostering positive mindsets and supporting their engagement in a range of activities. From Monday to Thursday, students can choose from a diverse selection of sports, games, and hands-on experiences, allowing them to explore new skills and interests.

Throughout the week, students transition from their classes to their chosen activities, ranging from basketball on the courts to Creative Art workshops in classrooms. The program strongly emphasises physical activity to encourage healthy habits and positive attitudes. Popular sports such as Soccer, Cricket, Basketball, and Oz Tag are regularly available, alongside alternative activities like Diamond Sports and Capture the Flag. This variety enhances skill development and increases the likelihood of students maintaining active lifestyles after school.

Beyond sports, the Residential Wellness Program offers a range of indoor activities designed to promote creativity and have fun in a relaxed setting. Art projects, quiz games, and mindfulness exercises provide engaging alternatives that support students’ well-being.

A key change in 2024, continuing into 2025, has been shifting the Residential Wellness Program from Monday afternoons to Monday mornings. This adjustment has been highly successful, allowing students to engage in physical activity as soon as they arrive at school. This shift also allows our day students to have the opportunity to engage in the Residential Wellness Program. The early start has proven beneficial in boosting energy levels and contributes positively to academic performance and attentiveness throughout the day.

Regardless of the activity, the Residential Wellness Program is crucial in teaching and reinforcing essential social skills outside the classroom. By providing continuous learning opportunities in a dynamic and supportive environment, the Residential Wellness Program promotes holistic development, benefiting both physical and mental well-being.



RESIDENTIAL REPORT: CELEBRATING GROWTH, CONNECTION & ACHIEVEMENTS

We are delighted to reflect on the continued achievements of the young people in Dunlea Centre’s Residential Program throughout 2024. It was another year of growth, resilience, and empowerment for the youth we work with. We saw positive development through a variety of activities and opportunities, with our focus always being to create a safe and supportive environment where all young people can thrive.

Monday and Wednesday outings continued to be a favourite part of the residential routine in 2024. These outings gave the young people the chance to explore and engage with the community in meaningful ways. Whether it was a trip to a local park, a visit to the beach, or simply enjoying a quiet afternoon at a cafe, these outings allowed the youth to build social skills and form positive connections in a relaxed, enjoyable setting. The outings were an opportunity for the young people to make choices and take responsibility, all while having fun.

Family and friends were invited into the residential houses on two occasions in 2024 for the Easter-themed family dinner and the movie-themed family dinner. The Easter dinner was a wonderful time for families to come together and share a festive meal, while the movie-themed dinner, with its dress-up theme, allowed the youth and staff to enjoy pizza while participating in movie-themed trivia and games. It was a fun and engaging way to unwind, spark friendly competition, and foster connections in a light-hearted setting.

In July, we embraced the spirit of mid-year with our Christmas in July celebration. It was a magical evening filled with festive decorations, delicious food, and games. Halloween was another occasion where creativity and fun took centre stage. The youth embraced dressing up in imaginative costumes and participating in themed activities. Whether they were enjoying the annual Halloween on-site ‘trick or treating’ or participating in spooky games, it was an event that brought the youth together, encouraging self-expression and community spirit.

As the year drew to a close, we reflected on how far the young people had come in their journey of personal growth. They had shown incredible resilience, taken on leadership roles, and built lasting relationships with their peers and staff. 2024 has been a year of significant achievements, filled with moments of joy, learning, and connection that have helped to shape the young people in our care.

We are proud of the progress each young person has made and are excited to continue our work in providing them with the support, guidance, and opportunities to flourish in the year ahead.

Eliza Colby and Matthew Rootes
Residential Consultants



TEACHING-FAMILY ASSOCIATION® (TFA) - FOUNDATIONAL TO DUNLEA CENTRE'S MODEL OF CARE

Developed in the 1960s, the Teaching-Family Model is an evidence-based approach to care that focuses on creating positive and structured environments for children and youth in residential settings. The model prioritises skill development and behavioural change through a nurturing atmosphere and the teaching of pro-social behaviours and life skills. Trained staff consistently use rewards and consequences to encourage positive behaviour, aiming to build a supportive community that fosters personal growth and successful reintegration into families and communities.



The Teaching-Family Association® (TFA) actively promotes and supports the implementation of this model. As a professional network, the TFA provides resources, training, and a collaborative platform for individuals and organisations involved in the Teaching-Family Model. Its efforts include disseminating research, organising conferences, and offering program accreditation to maintain quality standards, foster best practices, and contribute to the ongoing development of the model.

In 2023, Dunlea Centre achieved full accreditation with the TFA, signifying its commitment to high standards of care, professionalism, and ethical conduct. This recognition assures stakeholders of Dunlea Centre's dedication to providing quality services and advancing best practices in the field. Accreditation offers Dunlea Centre quality assurance, professional recognition, access to valuable resources, and enhanced credibility, fostering collaboration and continuous improvement while bolstering public trust. To maintain this status, Dunlea Centre will undergo tri-annual onsite reviews and submit annual reports.

Dunlea Centre's commitment to quality extends to ongoing evaluation measures for both its program and staff. Staff undergo annual evaluations based on feedback from various sources, focusing on communication, effectiveness, and support. Qualified assessors conduct face-to-face observations to ensure fidelity to the model, evaluating key program areas such as individualised progress, teaching skills, self-determination, motivation systems, and relationships. Certification requires staff to demonstrate proficiency across all assessed domains, ensuring consistently high-quality service delivery.

Dunlea Centre is very proud to be one of only two TFA Accredited agencies operating in Australia and part of a total of 36 TFA Accredited agencies across the globe.

Qualified TFA Evaluators:

- Samantha Dennis
- Bianca Field
- Curtis Leman
- Kellee Purcell
- Mackenzy O'Connor

List of Certified Staff:

- Bradley McRae
- Nadene Johnston
- Renee Elasi
- Emily Smith
- Ben Fletcher
- Calum Pirie
- Elleyse Morrish
- Emma Jones
- Rachel Challand
- Sabrina Karzon - **twice certified**
- Shawni Hamilton - **twice certified**
- Duncan Gardner - **twice certified**
- Julian Ettia - **twice certified**

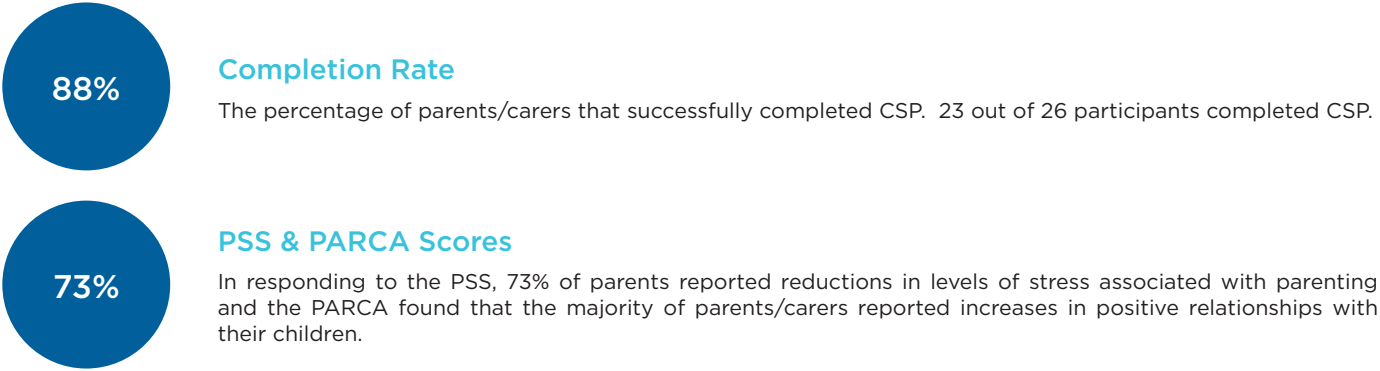


COMMON SENSE PARENTING®

Common Sense Parenting® (CSP) provides parents and carers with a structured group program designed to strengthen family relationships, enhance communication, and promote a positive approach to parenting. Delivered over six weekly, two-hour sessions by trainers accredited in the Teaching-Family Model, this evidence-based program equips caregivers with practical strategies to encourage positive behaviours, manage challenges effectively, and model constructive alternatives.

In 2024, for the first time, parents and carers from the Primary Program participated in CSP sessions. This expansion was a significant step toward ensuring consistency between home and school, allowing families to reinforce the same strategies their children learn in the classroom. A total of 26 parents and carers successfully completed the course, demonstrating their dedication to supporting their child and fostering strong family connections.

The program's group-based format provides a supportive space for parents and carers to connect with others facing similar experiences. Through open discussions, participants share challenges, celebrate successes, and exchange valuable insights. The final session is a particularly special moment, as young people join to present their parent or caregiver with a certificate, recognising their collective achievements and reinforcing the importance of their shared journey.



When asked what they enjoyed most about the course, parents and carers stated:

- *"It was broken down into easy to understand steps, and was good to hear other people's ideas."*
- *"New ways to try and improve my relationship with my child."*
- *"Connecting with other parents going through the same struggles."*
- *"The interactions and ability to share ideas, and being given the opportunity to practice content."*
- *"It was welcoming as we are all sometimes very scared to tell others... it was nice to know I'm not the only one."*
- *"The real life examples, video material, role-plays, and book and study materials."*
- *"Feeling heard and not judged."*
- *"I felt comfortable. All in the same boat, light at the end of the tunnel."*



DUNLEA PROGRAM EVALUATION REPORT

Dunlea Centre is committed to data-driven program development. As data is collected, it is shared with stakeholders to determine effectiveness in improving student and parent/carer outcomes and guide necessary changes. This would not be possible without the continued support of Research Scientist, Dr Jonathan Huefner from Boys Town, Omaha. Jon's expertise and continued generosity of time, allows for further rigor around data analysis informing aspects of strategic direction at Dunlea.

Dunlea Centre continues to implement the Teacher-Family Model of Care (TFM) that was originally contextualised within Boys town, Omaha and adopted at Dunlea Centre. Now in its fifth year, it continues to provide a trauma-informed, family focused approach to residential and academic care for vulnerable young people and their families.

Dunlea Centre is an accredited agency with the Teaching-Family Association® (TFA). The TFA is an international network of providers committed to best practices for persons and families served in a variety of settings, including schools and residential facilities. Membership with the TFA ensures that Dunlea Centre maintains program fidelity and conformity through the established accreditation and certification standards it sets. Our triennial review will be due in 2026.

Highlights at the conclusion of 2024 include:

Primary Students:

Nine students (seven male and two female) engaged in the program across 2024.

Day School (Secondary)

22 students enrolled into Dunlea Centre, with 20 students successfully completing the whole academic year (90%).

Residential

25 young people engaged with the program, with 16 successfully completing transition requirements.

Demographics:

In 2024, the enrolment distribution by gender showed that 71.7% were males, and 28.3% were female.

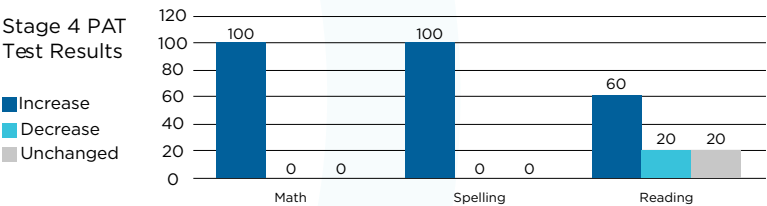
The program's highest male participants were in the 16 year old age category, while the peak number of female participants were both 15 and 16 year olds. This pattern aligns with the figures from the previous year, where the dominant age groups were 14-15 years old.

- In 2024, 69.5% of young people presented with a mental health diagnosis, representing a decline from 76% in 2022 and 70.4% in 2023. ADHD is the most prevalent mental health diagnosis within this population, affecting 70% of enrolled residential students. Additionally, ASD and ODD had a combined prevalence of 30% in 2024.
- 74% of young people in the Residential Program reported no involvement with drugs or alcohol prior to entering Dunlea Centre's program. The remaining 17% had a history of drug usage only, whereas 8.5% had involvement with both drugs and alcohol.
- 39% of families engaged in the Residential Program at Dunlea Centre had prior or current involvement with the Department of Communities and Justice (DCJ).
- The majority of young people referred to Dunlea Centre was through their school network Counsellors and School HUB services.

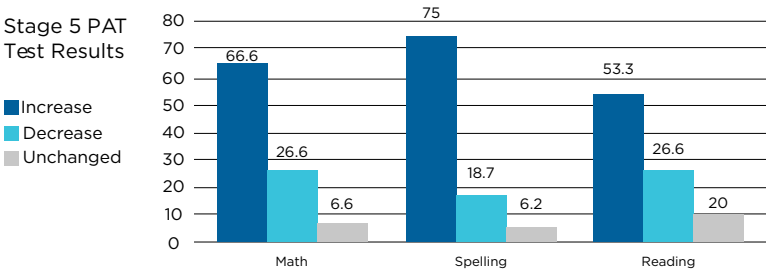
Outcomes:

Education: Progressive Achievement Tests (PAT) is an evidence-based assessment designed to determine initial learning stages, guide instructional focus, and track educational progress. Upon entering Dunlea Centre's program, students undergo the testing, with subsequent re-testing occurring every six months.

In 2024, Stage 4 students demonstrated improvement in Mathematics, Spelling & Reading. Results are presented as the percentage of students demonstrating score improvement from initial to most recent assessments.



In 2024, Stage 5 students demonstrated improvement in Mathematics, Spelling & Reading. Results are presented as the percentage of students demonstrating score improvement from initial to most recent assessments.



Behaviour:

Residential young people - In 2024, 68% of parents/carers of residential young people observed improvements in mental health, as indicated by the Strengths & Difficulties Questionnaire (SDQ). Simultaneously, the young people themselves reported a 75% improvement in their mental well-being. Dunlea Centre teachers noted 52% of students displayed an improvement in mental health.

School Day Students - In 2024, the Strengths & Difficulties Questionnaire (SDQ) indicated that 79% of parents/carers observed improvements in their young people's mental health, while 78% of the young people reported enhanced well-being. Dunlea Centre teachers noted 68.5% of students displayed an improvement in mental health.

School Attendance:

The percentages below indicate the amount of time young people attended Dunlea Centre across the 2024 Academic year. This is averaged across all student attendance within their year groups.

Primary	Year 7	Year 8	Year 9	Year 10
78%	76%	75%	64%	68%

Non-Attendance:

Regular student attendance at Dunlea Centre is critical in the achievement of strong learning outcomes. Processes are in place to follow up regular absences that limit learning outcomes. These may take the form of telephone calls and home visits, along with the involvement of Government regulatory and support services.

Follow Ups - Upon completing of the Residential program:

12 young people that left Dunlea Centre in 2022 were called for 24 month follow ups:

- 11 were contactable, one was not.
- Eight (73%) still live with their parents. Of this, six (75%) are still engaged in some type of education, three (37.5%) have part-time work, one (12.5%) has casual work and one (12.5%) is in fulltime employment.

Three of the 11 young people that live out of home, either live with friends or in independent living:

- The two of the three that live out of home report still having a positive relationship with their parent/carer.
- None are engaged in any education, two have casual work and one is unemployed and receives government support.

21 young people that left Dunlea in 2023 were called for 12 month follow ups:

- 19 were contactable, two were not.
- 16 (84.2%) still live with their parents. Of this, 11 (69%) are still engaged in some type of education, three (19%) have part-time work, five (31%) have casual work and one (6%) works full-time.

The three that live out of home, either live with friends or in a refuge:

- Two of three reported still having a positive relationship with their parent/carer.
- One of three are in education, one has part-time work, two are not working and get government support.



STAFF PROFESSIONAL LEARNING AND DEVELOPMENT

Dunlea Centre brings together a diverse and highly skilled team of professionals dedicated to providing comprehensive support to young people and their families. The team includes experts in Teaching, Special Education, Psychology, Counselling, Social Work, Youth Work, Business and Finance, Governance, Risk and Compliance, Community Services, Trades, Ministry, and Residential Care.

In 2024, the staff team included nine qualified and registered teachers specialising in a range of curriculum areas. They were supported by six Behavioural Interventionists who provided evidence-based interventions and nine Residential Youth Workers who offered direct care and support. A Clinical Support Team, consisting of four Psychologists, one Clinical Social Worker and one studying Counselling and Psychotherapy, worked alongside the multidisciplinary Leadership Team, Administration personnel, and Facilities department, ensuring the smooth operation of the Centre's services.

Dunlea Centre fosters a culture of continuous learning and professional development, ensuring staff remain highly skilled and up to date with best practices. Staff hold a range of postgraduate, graduate, and vocational qualifications, with many actively pursuing further studies in Special Education, Behaviour Analysis, Mental Health, Psychological Science and Statistics.

Maintaining an impressive staff attendance rate of over 95% in 2024, the team demonstrated strong engagement and commitment. Throughout the year, staff participated in a variety of professional development and training courses, including Teaching-Family Model Pre-Service & In-Service, CPR, First Aid, Child Safeguarding, Respect @ Work, Workplace Health and Safety, Clinical Supervision, Acceptance and Commitment Therapy, Vicarious Trauma, Risk Management, Statistical Analysis, and Emergency Response. These training opportunities reinforced Dunlea Centre's commitment to equipping staff with the necessary skills to effectively support young people and their families.



Dunlea Centre continues to strengthen its professional relationships both locally and internationally, enhancing its service capabilities through key partnerships. The Centre collaborates with leading organisations such as the Association of Independent Schools NSW (AISNSW), Catholic Schools NSW (CSNSW), Catholic Social Services (CSS), the Association of Children's Welfare Agencies (ACWA), and Berry Street. These partnerships enable the Centre to access additional resources, training, and expertise, ensuring the highest quality support for the young people and families it serves.

Dunlea Centre continues to strengthen its partnership with the Teaching-Family Association® (TFA), which oversees the quality implementation of the Teaching-Family Model. Achieving TFA accreditation in 2023 has expanded the Centre's access to global resources and training opportunities, further enhancing service delivery.

Additionally, Dunlea Centre benefits from the expertise of Lori Scharff from Boys' Town Omaha, who provides consultation on direct care and leadership, and Dr Jonathan Huefner, a Research Scientist from Boys Town Omaha, who supports data collection and analysis efforts.

Through ongoing collaboration, staff development, and strong partnerships - including engagement with international experts - Dunlea Centre remains committed to continuous improvement, ensuring high-quality support and better outcomes for the young people and families it serves.

2024 KEY ACHIEVEMENTS

- Samantha Dennis and Joel Hamill appointed joint Acting Executive Directors for 2024
- Salesian Mass and gathering to commence the school year - Dunlea Centre, St John Bosco College and Primary
- Annual Salesian Immersion to Sunbury and Brunswick, Victoria
- After many months of hard work and dedication, Dunlea's new website is launched
- Educational Services Manager attends APSPA Conference in Samoa
- Dunlea Centre partners with The Salvation Army and attends their Red Sheild Appeal breakfast
- Dunlea's Primary Program is launched - May 2024
- Bosco Friendship Group attends Dunlea for a Meet & Greet Luncheon - May 2024
- Young people of Dunlea volunteer and participate in our first Red Shield Appeal
- Dunlea welcomes a team of local school counsellors to share our programs and explore collaborative efforts to support student well-being
- Continuation of the engagement and membership with the Teaching-Family Association (TFA)
- DCJ Out of Home Care contract renewed for a further 12 months
- Continuation of the support and guidance of Berry Street through Dunlea Centre's accreditation process
- Data Analyst attends the Association for Behaviour Analysis Australia Conference in Melbourne
- Father Dunlea's 85th Birthday - 1 August 2024
- NESA inspection for Primary Program - August 2024
- Salesian Staff Development Day - August 2024
- Training & Development team introduced, offering in-house Teaching-Family Model training, external behaviour management courses, and school consulting services
- R U OK? Day celebrations, including members of our Salesian community
- Youth & Family Program Manager and Residential Consultant attend TFA Annual Conference, Little Rock, USA - October 2024
- Mental Health Awareness Month is celebrated throughout October, including a visit from Paralympian, Sarah Walsh
- 2025 APSPA Strenna Conference - 31 October to 1 November 2024
- End of Year ceremony to mark the third seniors to graduate with the HSC
- Joel Hamill, Co-Educational Services/Co-Business Manager, resigns after an incredible career spanning over 10 years
- Farewell Father Frank as Rector and Chaplain
- Father Will Matthews appointed the Rector and Chaplain, to commence in 2025



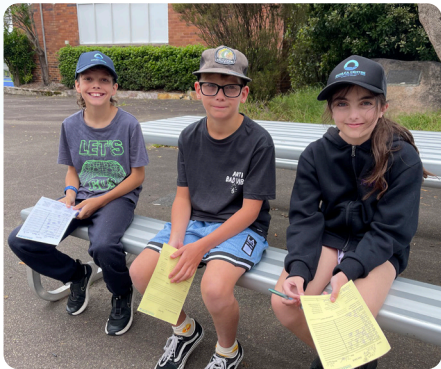
QUOTES FROM DUNLEA PARENTS

“Amazing, I can’t believe we made it, and we would not have made it without the support of everyone involved at Dunlea. I can’t thank you all enough for the support. We will be forever grateful to you all.” - Sharon

“I cannot express my thanks and gratitude that I have for the Dunlea Team that has saved my family from complete destruction. My daughter was in a deep depression and was uncontrollable in every aspect of her life. Dunlea brought my daughter back to her old self, she learnt to respect herself and us as her parents. The parent workshop was a fantastic experience, too, as parents we knew we were not alone in this time. She has exceeded all expectations with the help of the Dunlea Team, and our family is full of love, caring and happiness. I will be forever grateful.” - Maree

“Thank you so much for having my son on the fabulous school holiday activities ... and everything else you’ve done to support my daughter and I. I don’t know where we’d be without you!” - Aimee

“The decision to move my son into this program has been very positive. He has commented a few times now about how supported he feels in the classroom and how welcomed he is. The staff have supported my journey with lots of information and passion. The best decision we have made for our son’s education. Thank you.” - Tegan



QUOTES FROM DUNLEA STUDENTS

“Since starting Dunlea, my overall grades and school attendance have gone up within my two and a half years of being here, and I have also become a more respectful and supportive individual. The staff at Dunlea have been able to help me achieve this and changed my view from my first day to showing that Dunlea definitely is a place for change if you take the opportunity.” - Lillian

“I started my program at Dunlea Centre at the end of 2023 and am in my second year. At first, I didn’t want to continue schooling and was thinking of dropping out into a TAFE course and now I am achieving my ATAR in the Stage 6 program and currently about to sit my prelim exams.” - Riley

“Before coming to Dunlea, I was unsure of trying school again as I had past experiences that weren’t the best and my feelings around school work were a struggle for me. After attending Dunlea for a year now I can proudly say that my feelings around coming to school, assessments and the social side of school have significantly improved, and with that school improvement, my home life also improved astonishingly.” - Aleigha

“During my time at Dunlea my relationship with my family has grown significantly by using what I have learned at this place for change. This place of change lives up to its’ name. I hope Dunlea Centre helps other young people just like it helped me and my family to better understand each other.” - Evan



THE WAY FORWARD® - DUNLEA CENTRE AFTER-CARE PROGRAM

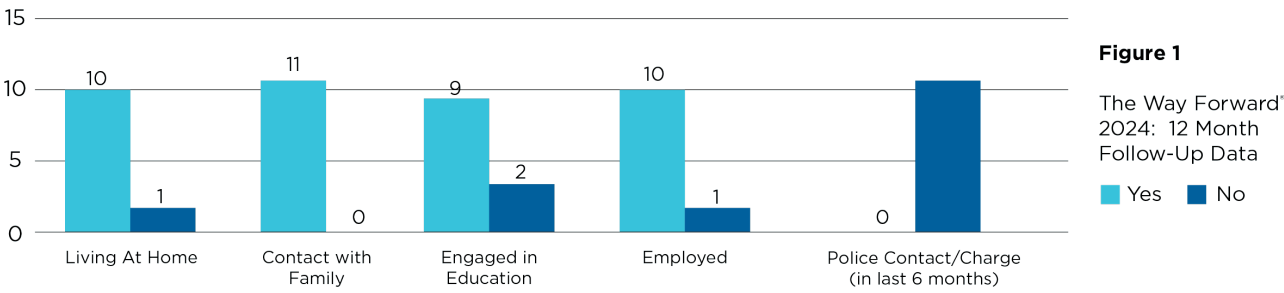
The Way Forward® is Dunlea Centre’s structured after-care program, supporting young people and parents/carers for 12 months following their transition from Dunlea Centre.

Key goal areas of The Way Forward® include:

- Young person maintains full-time engagement in education or vocational setting.
- Young person refrains from criminal and/or anti-social behaviour.
- Young person is maintaining positive family relationships and is connected with community supports if required.

The Way Forward® can take a range of different formats which are tailored to individual family systems. It is a proactive, outreach support service that may include home visits, school visits, regular phone/email check-ins, parenting support and any other contact that may be required. Goals are reviewed quarterly to ensure young people and parents/carers are meeting their target areas to ensure a successful transition from Dunlea Centre.

Throughout 2024, a total of 11 young people accessed The Way Forward®. Figure 1 represents their outcomes, 12 months after leaving Dunlea Centre.



Ten of the eleven graduates were engaged in employment and/or education, including:

- Two engaged in trade apprenticeships – Carpentry and Locksmithing
- One completed Year 10 and in part-time employment
- Three completed Year 11 and in part-time employment
- Two engaged in part-time TAFE/training organisation and part-time employment
- One completed TAFE and moved into real estate
- One was employed as a full-time concreter

Seven of the young people and their families who completed The Way Forward® attended the 2024 Recognition Ceremony in order to be acknowledged for their incredible achievements since leaving Dunlea Centre. Below are excerpts from two young people’s speeches at the Recognition Ceremony, sharing their reflections and insights.

“12 months ago, I moved from Dunlea and I have just finished Year 11. Whilst it hasn’t been easy, I consider this to be my greatest achievement of the past 12 months. I now have a close friend group that I enjoy hanging out with and I have spent a fair bit of time over the past year travelling, hiking and camping. One of the hardest things of the past twelve months has been the school work. At Dunlea you get heaps of assistance. Way more than mainstream. To the young people who are currently at Dunlea, I can only say: Stick with it. I know it’s hard but it’s beneficial.” – Daniel

“I started at Dunlea in November of 2018. I went to school for most of Term 1 in 2019 but after that, I barely came back for the rest of the year. But in 2020, I managed to get back and then spent the following 4 years going pretty much every day. Now I am showing up to work every day for my job. I am an apprentice locksmith and I have even worked on the sign-in system at the front desk here at Dunlea. I attend TAFE and am training to be one of just a few Master Locksmiths in New South Wales. This means I work on high-security locations and know a lot about security. I am completing all my TAFE assignments and even though I was a bit nervous before I went to TAFE, I soon learnt that it is not a scary place. If I had to offer some advice to young people, it would be: Stick it out. I know it isn’t easy, but trust me, it will be worth it.” – Ned

JOB READY PROGRAM

The job readiness program aims to empower students to make informed decisions about their future. As students move through the year levels, age-appropriate career education and experiences help to build their knowledge about a range of career choices, preparing them to transition from school to post-school education, training and employment.

By beginning careers education as early as Year 7, students begin to think more deeply about who they are, see their strengths and interests with greater clarity, and have increased exposure to a diverse range of future career prospects. Career education in Stage 4 and 5 focused on self exploration, the development of enterprise skills, labour market trends and aspects of self promotion such as resumé writing and interview skills.

Students participated in external programs such as YES Programs at TAFE and Regional Industry Education Partnership (RIEP) opportunities such as industry days, trade workshops, and virtual activities. A careers club ran once a week after school, where students could meet with staff and get individual support to look for jobs and work experience opportunities.

Students attended two career expos in 2024. These were the Sutherland Shire Career Expo in May and the Southern Sydney Jobs and Skills Fair in September. Career expos are an excellent opportunity to network with tertiary providers, meet potential employers, and ask questions about jobs of interest. Students could sign up to be on mailing lists to be notified about possible job opportunities or course information.

All senior students worked closely with staff to create career plans and were supported to work towards their career goals. They were given time to explore different careers and were supported with early entry, job and tertiary applications. Students attended open days at universities and TAFE as well as participated in programs such as the University of Wollongong Future Me program. All students had regular career meetings, seeking information, course guidance or discussing their pathway options.

Once again, work experience was an integral part of the Job Ready Program, with all seniors and most Year 9 and 10 students participating in at least one placement throughout the year. Work experience benefits students by building transferable and soft skills and consolidating their career choices, which enables better decision-making within their future pathways. I would like to thank all the businesses who supported our students with placements throughout the year.

Overall, 2024 saw many exciting opportunities for our students to develop their job readiness skills.



FINANCIALS

Statement of profit or loss and other comprehensive income for the year ended 31 December 2024

REVENUE	2024	2023	REVENUE %
State Government Grants	\$ 2,508,088	\$ 2,634,286	
Commonwealth Government Grants & Contributions	\$ 2,860,219	\$ 2,391,749	
Local Government Grants	\$ 2,500	\$ 2,500	
Fees for Program Services and Tuition	\$ 296,332	\$ 291,342	
Donations and Bequests	\$ 163,127	\$ 4,138,839	
Investment, Property & Other	\$ 1,178,331	\$ 1,028,137	
	\$ 7,008,597	\$ 10,486,853	
EXPENDITURE			
Program Expenses	\$ 3,001,145	\$ 2,815,143	
Admin, Development & Finance Expenses	\$ 397,121	\$ 338,954	
Building, Maintenance & Property Expenses	\$ 702,893	\$ 647,534	
IT and Communications	\$ 128,897	\$ 206,921	
Motor Vehicles	\$ 31,018	\$ 22,148	
Employee Benefit Expenses	\$ 1,979,883	\$ 1,753,128	
Other Employment Costs	\$ 337,469	\$ 460,679	
	\$ 6,578,426	\$ 6,244,507	
Surplus from Ordinary Activities	\$ 430,171	\$ 4,242,346	
Unrealised Net Gain/(Loss) in Investment	\$ 1,445,966	\$ 714,489	
NET OPERATING SURPLUS / (DEFICIT) FROM ORDINARY ACTIVITIES	\$ 1,876,137	\$ 4,956,835	

Principal Activity

Boys' Town Engadine trading as Dunlea Centre is a public company limited by a guarantee and is a not-for-profit Company, registered and domiciled in Australia.

The principal activities of the company are the management and administration of the benevolent activities and welfare services of Dunlea Centre 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.

Responsible Persons' Declaration

The responsible persons declare that in the responsible persons' opinion:

- there are reasonable grounds to believe that the registered entity is able to pay all of its debts, as and when they become due and payable; and
- the financial statements and notes satisfy the requirements of the *Australian Charities and not-for-profits Commission Act 2012*.

Mr Andrew McCallum - Chairperson

FINANCIALS

Statement of financial position as at 31 December 2024

ASSETS	2024	2023	EXPENDITURE %
CURRENT ASSETS			
Cash and Cash Equivalents	\$ 5,117,192	\$ 4,640,007	
Trade & Other Receivables	\$ 116,656	\$ 189,685	
Other Assets	\$ 6,034	\$ 669	
Total Current Assets	\$ 5,239,882	\$ 4,830,361	
NON CURRENT ASSETS			
Financial Assets	\$ 9,556,061	\$ 8,002,907	
Property Plant and Equipment	\$ 8,068,041	\$ 8,369,986	
Right-of-use Assets	\$ 294,865	\$ 324,685	
Total Non-Current Assets	\$ 17,918,967	\$ 16,697,578	
TOTAL ASSETS	\$ 23,158,849	\$ 21,527,939	
LIABILITIES			
CURRENT LIABILITIES			
Trade & Other Payables	\$ 627,143	\$ 580,622	
Contract Liabilities	\$ 501,735	\$ 457,305	
Employee Benefits	\$ 551,139	\$ 867,994	
Total Current Liabilities	\$ 1,680,017	\$ 1,905,921	
NON CURRENT LIABILITIES			
Lease Liabilities	\$ 339,257	\$ 367,435	
Employee Benefits	\$ 99,345	\$ 90,490	
Total Non-Current Liabilities	\$ 438,602	\$ 457,925	
TOTAL LIABILITIES	\$ 2,118,619	\$ 2,363,846	
NET ASSETS	\$ 21,040,230	\$ 19,164,093	
EQUITY			
Retained Earnings	\$ 21,040,230	\$ 19,164,093	
TOTAL EQUITY	\$ 21,040,230	\$ 19,164,093	

Auditor's Opinion

In our opinion, the accompanying financial report of the company is in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012 including:

- giving a true and fair view of the company's financial position as at 31 December 2024 and of its financial performance for the year ended; and
- complying with AASB1060 General Purpose Financial Statements Simplified Disclosure for For-Profit and Not-For-Profit Tier 2 Entities and Division 60 of the Australian Charities and Not-For-Profits Commission Regulation 2022.

VJ Ryan & Co - Chartered Accountants

THANK YOU

Dunlea Centre is deeply grateful for the ongoing support of the community. It is only through your continued support that our vital work can continue.

Also, many thanks to:

Montessori Academy & NSW Government through Heritage NSW under the Community Grants Program.
A Clifford, A Ramesh, B Hardin, C Downy, C Hellouli, G Nilon, G Rowley, IV Chicco, K Kennedy, K Lord, K Van Epen, M Wilwain, R White, V Feeney & V Kovacs.

The Estate of the late Edmund Richard Emil Resch.

Ansvar Insurance, Australian Sports Commission (Sporting Schools), Blaze Your Trial, Bosco Friendship Group, Bosco Menshed, Catholic Development Fund Sydney, Civic Disability Services, Engadine Bowling Club, Engadine Rotary Club, Miranda Musical Society, R G Photography, Shire Salvos, Sporting Schools Australia, St John Bosco Youth Centre & Terri Mackay Realty.

Holy Family Primary School Menai, Salesian Sisters, St John Bosco College, Sydney Catholic Schools & Catholic Schools NSW.

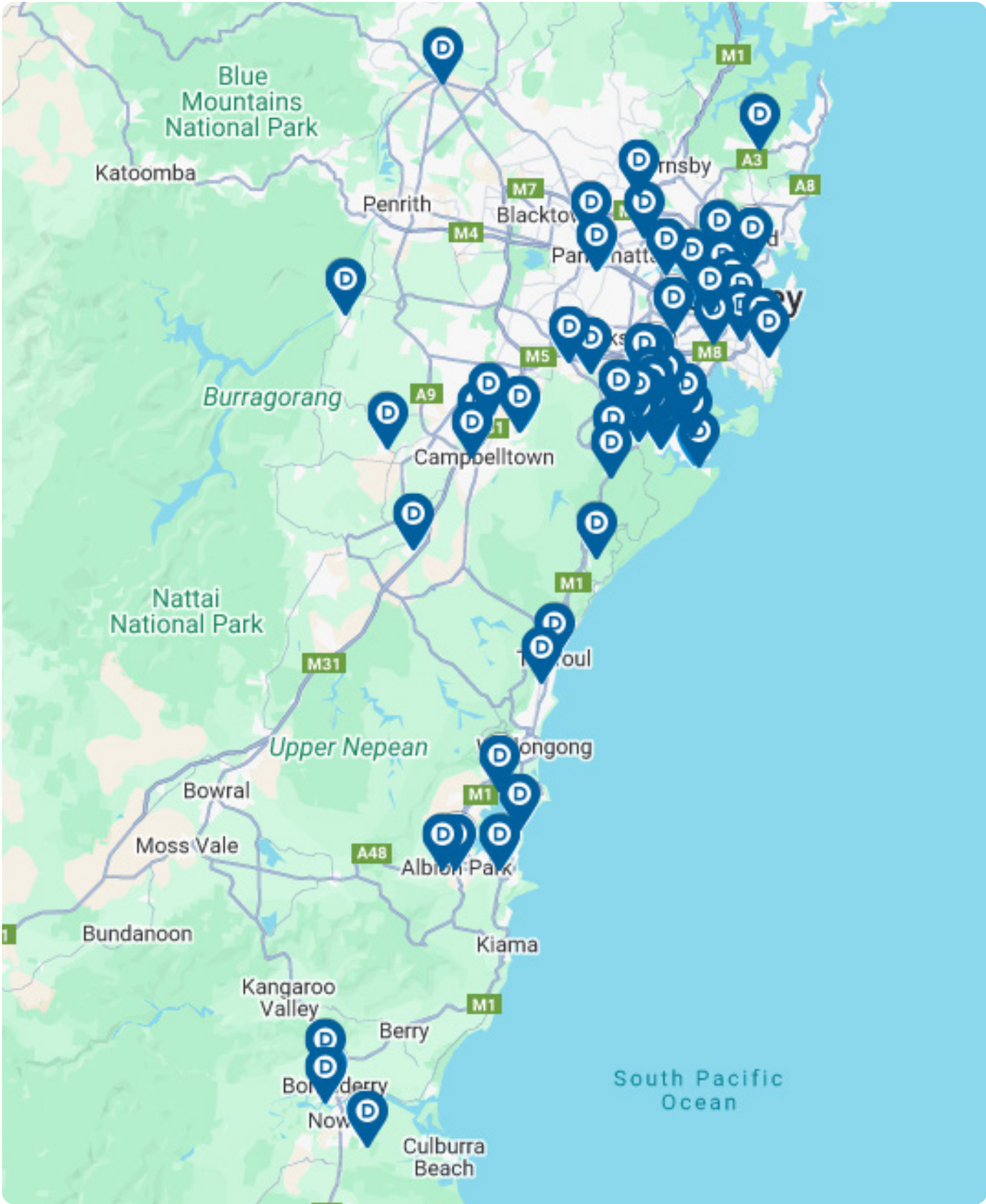
Jenny Ware – Federal Member for Hughes, Ms Maryanne Stuart MP & State Member for Heathcote.



SPONSORS

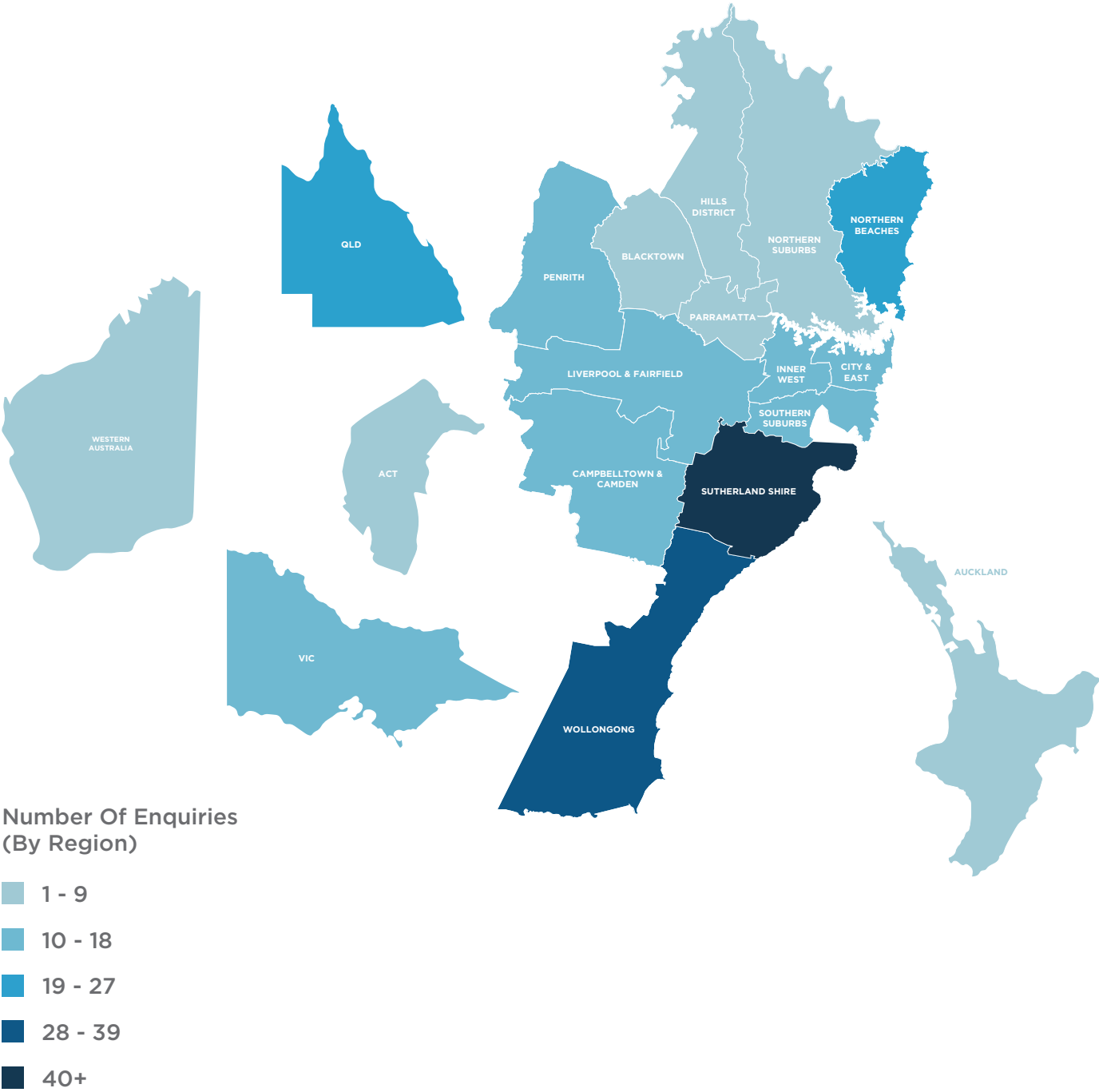


WHERE DUNLEA CENTRE ATTENDEES CAME FROM IN 2024



WHERE DUNLEA CENTRE ENQUIRIES CAME FROM IN 2024

314 enquiries received in 2024.



OUR CURRENT BOARD OF DIRECTORS

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

- Mr Andrew McCallum AM (Chairperson)

Mr David Johns (Executive Director)

Mr Craig Bratton (Company Secretary)

Mr Ian Baker - Resigned 26 February 2025

Fr Frank Bertagnoli SDB - Resigned 26 February 2025

Fr Peter Carroll SDB
- Ms Mironne Golan

Ms Geraldine Grey

Ms Cynthia McCammon

Fr William Matthews

Mr Greg McKay - Resigned 26 February 2025

Mr Trent Robinson - Resigned 3 June 2024

DUNLEA CENTRE MISSION

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



OUR VISION

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





DUNLEA CENTRE

A PLACE FOR CHANGE AUSTRALIA'S ORIGINAL BOYS' TOWN

www.dunleacentre.org.au

Phone: 02 8508 3900

Corner of Waratah Rd & Woronora Rd
Engadine NSW 2233

@dunleacentre

