



Friday, 23 August 2013

Gundagai High School
PO Box 107
157 Hanley Street
GUNDAGAI NSW 2722
Phone: 6944 1233
Fax: 6944 2180

Email:

gundagai-h.school@det.nsw.edu.au

Website:

www.gundagai-h.schools.nsw.edu.au

Principal: Jennifer Miggins

DATES FROM THE CALENDAR:

Term 3:

- ✓ **Monday 26th August**
Selwyn snowfields welfare excursion
- ✓ **Tuesday 27th August**
 - 15 Boys basketball to Wagga-M Bishop
 - Yr 10 Lovebites at racecourse
- ✓ **Wednesday 28th August**
Maths Challenge to Cootamundra S Mukerji
- ✓ **Thursday 29th August**
Yr8 Tree Planting - D Chadwick
- ✓ **Monday 2nd - Friday 6th Sept.**
Year 11 exams
- ✓ **Thursday 5th - Friday 6th Sept.**
CHS Athletics-Sydney

Gundagai High is a PBL School

(POSITIVE BEHAVIOUR FOR
LEARNING)

Our core values are

- **Respect**
- **Responsibility**



We acknowledge the Wiradjuri people who
are the traditional custodians of this Land.

Gundagai High School NEWSLETTER

Principal's Message

Build A Bridge & Get Over It! Engineering Camp

This event was held at Borambola Sport and Recreation Camp on 19th – 21st August, 2013.

James Petty, James Murray, Tom Lemon and Christopher Lewin were accepted and attended this prestigious event. This camp builds students understanding about the work of engineers, teamwork, leadership as well as the practical skills and design work in engineering.

The boys were exceptional ambassadors for the school and gained outstanding accolades from the Engineer facilitators and the other course facilitators. Well Done!



Thank you for Representing Gundagai High School

Gundagai High School, School Captains for 2012-2013 and 2013-2014 attended a function at Government House held by the Governor General Professor Marie Bashir, for School Captains across the state, on Thursday 22nd August. More information will follow from Danian Makeham, Kate Hawthorne, James Petty and Holly Ingold.

P&C Election Raffles/100 Club, and Cake Stall

The P & C are running a fund raising event on Saturday 7th September, Election Day at Gundagai High School.

Donations to the Cake Stall will be gratefully received on Friday 6th September at the school. Labels for the food items have been included at the back of this newsletter. Thanking you in anticipation of your contribution.

The Raffle First Prize is a table and chair set donated by the Gundagai Men's Shed, who will also have a stall with quality items for sale.

Expressions of Interest

Gundagai High School is looking for community members who may be interested in filling casual School Administration, General Assistant and Farm Assistant and other positions at different times during a school year.

Strive to Serve



If you have any questions please contact Barbara Ballard, School Administration Manager on 6944 1233. Please send through a very brief resume/CV if you are **interested**, in an envelope attention to Barbara Ballard, confidential.

Date Notifications and Reminders:

- The Year 12 Farewell Assembly will be Friday 20th September at 10.00am for 10.10am at the school.
- Year 12 Farewell Dinner will be Tuesday 12th November, 2013.
- **Collecting Student Opinions**

The *Tell Them From Me* student survey which aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. More information about the survey is available at: <http://www.cese.nsw.gov.au/surveys/ttfm-parents> It will be administered during school hours between 19 August and 6 September.

An information sheet and consent form about the survey has been sent home with students. If you **do not** want your child or children to participate, please return the form to school ASAP.

Jennifer Miggins
Principal

Deputy Principal's News

Helping out at exam time

You CAN help your child study for their exams (or complete their major works) even if you don't know much about the subject. Here is some practical advice on everything from writing an essay to helping the rest of the family stay supportive (and sane) while your teen works towards their final exams.

Find out more: <http://www.schoolatoz.nsw.edu.au/homework-and-study/english>

Using language to help with resilience

The Parenting Ideas website says resilient families have a language of their own. Read how your words can help a discouraged child cope, learn and persist.

Find out more: <http://www.parentingideas.com.au/Schools-Blog/June-2013/Language-of-resilient-schools---families>

Simon Bridgeman
Deputy Principal

P & C Election Stall - Reminder



Gundagai High School P & C will be holding a stall at the entrance of Gundagai High School on **Saturday 7th September.**



We are asking for donations of **cakes**, **muffins**, **pikelets**, **slices**, etc... Donations can be dropped off at school Friday 6th or at the stall on your way in to vote. **Please** label all cooking.



Lizzie Britt

P & C President

English/HSIE Faculty News

CONGRATULATIONS!

Congratulations to 10B who have completed the first item in their E-Portfolio. They should now be focusing on completing their remaining items.

I encourage any parent who would like online access to their son or daughters Google page to please contact Miss Turner or Ms Appleby.



HOME LEARNING REMINDERS YEAR'S 7 AND 9

HISTORY: Reminder for 7B History to hand in their letter for our time capsule answering the following:

- What you would like to do when you leave school?
- Your dream destination if time travel was possible and why?
- The type of person you would like to be in the Future?
- A detailed description of your time capsule item

Once everyone in class has handed in their letter we can put them in our time capsule!

ENGLISH: 9B English has homework due on Friday the 27th August for English. Their task is to finish their short stories created in class and email them to Miss Turner so they can be published at the end of this term.

YEAR 11 STANDARD ENGLISH

Well done Year 11 on their completed assessment tasks for English, a job well done! Remember to start studying for your exams in week 8.



YEARS 10 AND 11 EXCURSION TO CANBERRA

On Thursday 1st August students from years 10 and 11 travelled to Canberra to attend the Careers Expo.

While in Canberra students also visited the Australian War Memorial and the Australian Institute of Sport. This was a great opportunity for students to look more closely at their career options and to add to what they have studied in History and PDHPE. Not only did the students learn some interesting information on this excursion but they represented the school well in their presentation and behaviour.

Congratulations to all those who attended.

Mr Regan and Ms Annetts

YEAR 7 GEOGRAPHY

Students have been working hard on learning new skills in relation to mapping. The focus for the beginning of Term 3 has been reading legends, orientation, drawing maps to scale and learning about grid referencing. Students in 7A have learned about four figure area referencing, and some students have also become confident enough to practice six figure area referencing. Congratulations to Stuart Petty, Jake Elphick, James Franklin, Shauna Kuhnert and Harry McDonnell who received full marks in the Geography Skills Assessment Task. Special mentions also go to Emily McDonald, Baden Doughty and Ben Britt for improvement.

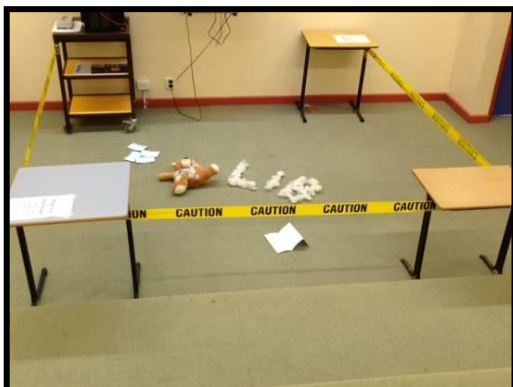
YEAR 11 ANCIENT HISTORY

Students have recently completed the Historical Investigation component of the Preliminary Syllabus. The focus of the Historical Investigation was related to the study of Greek Drama and Athenian lifestyles during the 5th Century BC. Students were not only required to undertake their own historical research, but also learn about writing an annotated bibliography in accordance with the Harvard Referencing System and complete a research log validating ongoing research throughout the Assessment period. Meggen Pigram wrote an outstanding essay on the origins of Western drama and why Greece is considered the birthplace of drama. Meggen's writing displays the excellent standard of Assessment Task writing being submitted by Year 11 Ancient History students (see end of newsletter). Special commendation also was received by Skye Thomson for effort and Lori Young for improvement.

YEAR 9 ENGLISH – MURDER MYSTERY

On Wednesday 21st August 2013, year 9 English walked into the TLS to find their guest speaker *Dr Teddy Doyle* unstuffed and murdered! As year 9 have been studying murder mysteries and crime fiction this term they feel confident they can follow the clues to find the murderer!

Stay posted to see if our year 9 super sleuths can solve the murder mystery...



Please remind year 9 that they have until the **6th September** to solve the crime and complete the accompanying assessment task.

Miss Batcheldor and Miss Turner



Year 10 Parents

Your child's Science Assessment this Semester involves producing an *e-portfolio*. This is like a resume of their science learning, in electronic format. Each student has both a Google Webpage and a Blog (an online diary) which we would like you to be able to access and contribute to. If you were at the Year 10 subject selection evening, we may have collected your email address. If not, please email Ms Appleby your contact details so she can give you a log on to access your child's Webpage and Blog so you can join in with their learning. This forms part of your child's assessment task (see point 10 below). Even if you receive this newsletter by email, please send Ms Appleby your email contact, as we cannot currently identify the Year 10 parent email addresses. Ms Appleby's email address is:

Allison.lloyd1@det.nsw.edu.au

If you don't have email, please forward a note to school and an alternative arrangement for you to contribute to your child's learning will be organised.

SUMMARY OF YEAR 10 E-PORTFOLIO SCIENCE LEARNING TASK

1. An item demonstrating you have acted upon feedback to improve your own learning.
2. Synthesise a product that demonstrates your understanding of a Science concept studied.
3. Electricity annotated screenshots. You need to play the game "Electricity" and demonstrate your learning about the different methods of electricity generation, their sustainability and environmental impacts by annotating several screenshots of your successes and failures at running your town by using the different types of electricity generation in different games. You will receive bonus marks if you show an economically successful town which is also environmentally friendly and sustainable.
4. Design and produce a learning activity to teach primary school aged students about one of the concepts covered this semester.
5. You will actually use the item produced in criteria 4 at the Primary school and afterwards, you need to write a reflection on whether your learning activity was successful (IE how well did they understand the concept at the heart of your activity), what were some of the comments by the participants, what improvements could be made to improve your activity and what problems did you encounter during the production and delivery of the activity and how did you overcome these problems? You could include this as one of your blog entries for item number 8.
6. Produce an item which evaluates the impact of scientific research on Science, understanding, Society, Technology and the Environment.
7. Compare and contrast 3 different beliefs about the beginning of the Universe/ Earth. It is expected these 3 beliefs would include Creationism vs Big Bang vs Indigenous Dreamtime ideas.
8. Maintain a weekly BLOG about your science learning over term 3 and Term 4. This will need to include at least 10 entries to your own BLOG and at least 10 comments on your classmates blogs. You can write about anything of interest to you related to your learning in Science and you must use appropriate internet etiquette. You can include pictures of your learning activities, experiments and group work.
9. Complete both self assessment and peer assessment on an item of learning.
10. **Receive 5 parental comments on your Google Page, regarding your e-portfolio items and 5 parental comments on your Google Blog.**

Build-a-Bridge in Pics



Greece: The Birthplace of Drama

The history of theatre is almost as old as the history of civilization. There has been much controversy about how and where drama originated. In this essay, I am going to prove that Greece was the birthplace of drama. I will be discussing Greek plays, the mechanics of Greek theatre and the different contexts, major themes and concerns of 5th century BC Athens. All of these issues have largely contributed to the evolution of drama.

Let's begin by talking about the context of ancient Greece, specifically 5th century BC Athens. The political, social, economic and religious structures of this time heavily influenced the evolution of theatre and drama. Athens in the 5th century BC is the time when drama is thought to have begun. It has been named, "The Golden Age of Athens." (Hurley, Medcalf, Murray, Rolph, 2008, pg.205.) This is due to the economic and social growth in that time period. This century began with the wars between Greece and Persia, which the Greeks won in 479 BC. (Hurley, Medcalf, Murray, Rolph, 2008, pg.205.) This victory led to a bigger population for Athens, as it became an important seapower. Athens also became one of the world's first democratic states during this time. It was the most powerful state in Greece, and it was also a time when art and literature began to flourish. Many people were attracted to this. (Damen, 2002.) Athenians eventually spread their religious festivals to its allies, in order to promote a common identity. (University Press Inc., 2003.) Pericle was the statesman at this time, and he is believed to have a lot to do with the growth and success of Athens. He also had the theatre of Dionysus built. This "Golden Age of Athens" was the perfect setting to begin drama in. (Hurley, Medcalf, Murray, Rolph, 2008, pg.205.)

In 5th century BC Athens, women had little importance. They weren't allowed to participate in plays, or anything recreational for that matter. The status of a woman was determined by her class. The higher class she was, the more freedom she had. But, all women had to be accompanied by their men at social events. Middle-class women were occasionally allowed to attend religious festivals. Although women could not participate in theatre, they were still portrayed as lead characters by the men. Women were played by men who had not yet reached puberty.

The history of Greek drama began around 700 BC, with festivals in honour of their many gods. These festivals evolved from religious rituals. Dionysus (god of wine, agriculture and fertility) was the most celebrated of all the gods. All festivals where dramatic performances took place were called *Dionysia*. The theatre of Dionysus was built under the Acropolis, and it was here that the

evolution of theatre and drama began. (Robinson, 2000, pg.2.) The first form of drama is thought to have come from the dithyramb, which was a song sung by men in praise of their god. Men would sing and play in choruses, and there would be an animal sacrifice to welcome the god. In the early stages, the actors, directors and dramatists were all the same person. The Greeks took their entertainment very seriously, and religion was the most important element of Greek drama.

There were three genres of Greek drama: tragedy, comedy and satyr. Tragedy was the first genre to exist, then comedy and satyr developed some years later. All genres focused on investigating the world we live in, and the human condition. Tragedies dealt with the big themes of love, loss, pride, power abuse and the relationships that men had with their gods. Greek comedies are separated into two categories: old comedy and new comedy. Old comedies were mainly satirical, and made fun of men in power. A connection can be made here, seeing as comedy nowadays still makes fun of people in power. Eventually, a playwright named Menander wrote comedy plays more like sitcoms, poking fun at domestic issues. This was the birth of new comedy. Satyr plays were short plays, which made fun of the characters in tragedies. Aristotle (a famous Greek playwright) argued that tragedy cleansed the heart and rid us of our petty concerns and worries. (PBS, 1995.)

The structure of a traditional Greek tragedy is as follows:

- Prologus: The speeches or scenes presented before the parados.
- Parados: The entrance song of the chorus
- Epeisodia: Or acts, in which the actors take the main dramatic part, though the chorus leader might join the dialogue or make comments.
- Stasima: The choral odes or comments. There are at least three epeisodia and stasima, usually alternating.
- Exodos: The final scene of a tragedy often as the chorus moves offstage. It was not a great choral finale but more often, the chorus uttered a few quiet words. (Hurley, Medcalf, Murray, Rolph, 2008.)

Few of the tragedies written in ancient Greece survived, but the themes explored in Greek tragedy still attract modern audiences. Tragedies were based on mythology and history. The main character was named the protagonist, which is a term that is constantly used in modern times. No one is quite sure how comedy in Greece came about, but it is thought to have evolved from imitation. Imitation is still a common form of humour in modern plays. (Robinson, 2000, pg.2.) It is believed that the Peloponnesian War (431-404 BC) very much influenced Greek playwrights, to the point of them writing their plays even more negatively, and creating them to send an "anti-

war" message. Greek tragedies were also used to help soldiers come to terms with what they had experienced on the battlefield.

Like tragedies, comedies also followed a set structure. Comedy also had a prologos, parados and exodos, but it had an extra two:

- Agon: Contest. Contests or verbal trials, usually two in number, were the centre of the drama in comedy.
- Parabis: A long series of poems, recited by the chorus, giving the personal views of the author. (Hurley, Medcalf, Murray, Rolph, 2008.)

The theatres in which plays were performed were called theatrons. They were large, open-air buildings, made on the slopes of hills. The theatre of Dionysus was originally the only theatre which held dramatic performances. But as the performances became more popular, more theatrons were built all over Greece. Theatrons had three main attributes:

- Orchestra: Large circular or rectangular area in the middle of the theatre, where all parts of the plays would take place.
- Skene: Large rectangular building behind the orchestra, used as a backstage. This is where actors changed their outfits. Sometimes, the would be painted and used as a backdrop.
- Audience: Rising from the circle of the orchestra was the audience.

Theatres were built to accommodate massive amounts of people, up to fourteen thousand. (University Press Inc., 2003.)

As the years went on and theatre evolved, props were introduced. This included furniture and hand props. Props were used to show something about a character. Masks and props helped indicate social status. For example, a crown would show that someone was a king. Props were also used as a form of symbolism, which we see a lot nowadays. (City Dionysia, no date indicated.)

There was no modern lighting in ancient Greece, fire torches were used. The sun provided lighting, but torches were used to emphasize the power of certain passages. Since the actors were so far away from their audience, they had to make sure their gestures were very exaggerated. Costumes were made to allow for athletic movement, and to be very visual for the audience. Modern costumes, makeup and CGI can be linked to ancient Greece.

Masks were essential, as facial expressions were unnoticeable past the first few rows of audience. They also made the actors voices louder, so the audience could hear better. Comedy and satyr masks would have a happy or

leering expression, and tragic masks would have a mournful expression. Masks also allowed actors to play more than one character, including both genders. These masks were made of linen, wood or leather. Because of this, none have survived. Many people made a living off sewing costumes and making masks, similar to the many employees who work in the industry of stage and screen plays. (City Dionysia, no date listed.)

Although there were many religious festivals, the *Dionysia* was the most important in the arts world. It was also the first in Greece, and is possibly where drama began. Everyone attended the *Dionysia*. Prisoners were even released on bail for the duration of the event. The festival went for 6 days, and over 1000 dramatic performances took place. The audience would sing and dance around the performances. There was even a cult of Dionysus, full of very passionate spectators. (C.Butler, 2007.) These people practised ritual celebrations, which are thought to have included alcoholic intoxication, orgies and human/animal sacrifices. This cult is said to have also practised uninhibited dancing and emotional displays which created an altered mental state. This altered state was called, "ecstasis," which is where the modern word, "ecstasy" derived from. Cults like this can be compared to modern-day religious cults. People still do things like this, so the Greeks obviously started something. (City Dionysia, no date listed.)

Plays were judged by 10 randomly selected men from 10 different tribes, and awards were given to actors and playwrights. A common prize in the competitions would be a goat, and a monument built after the victor. Winners also attended a victory party. (About.com, 2013)

Four of the most famous Athenian playwrights were Thespis, Aeschylus, Sophocles and Euripides. Thespis was the first person to write a tragedy, and the first actor. Before Thespis, people simply read their narratives. Thespis was the first to actually embody a character.

Aeschylus (the first of the three great tragedians) is accredited with adding a second actor to the play. This enabled substantial plot variation, as there could now be dialogue between two characters. Aeschylus won 13-28 prizes for his great tragedies. Aeschylus' most famous play is *The Persians*, which was about the communities' response to the defeat of the Persian army by the Greeks. A popular quote from this play: "It is an ill thing to be the first to bring news of ill."

The second, Sophocles, defeated Aeschylus in a dramatic competition in 468 BC. Sophocles won around 20 prizes and introduced a third actor into

theatre. Sophocles' most famous play was *Antigone*, which is a story about the King Oedipus. "There's nothing in the world so demoralizing as money." I included this quote from *Antigone* because it's still relevant and true in the modern world, and we can see the connection between ancient Greece and the world today.

Euripides was the last of the famous trio. Although he didn't win many 1st place prizes, he was the most famous of the three tragedians. Euripides created the love-drama, so you could say his plays were the birth of romance on stage and screen. He also addressed controversial topics, such as the treatment of women. His most famous play was *Medea*, which was about preserving women's dignity. A quote from *Medea*: "Of all creatures that can feel and think, we women are the worst treated."

Other historians don't believe Greece was the birthplace of drama. They believe that the Greeks themselves were influenced by rituals performed on the Indian subcontinent. There is some evidence of this, but there is much more supporting my argument. "The theatre of Dionysus is of immense historic significance, as it is here that the masterpieces of ancient drama were first performed." - Architect Constantinos Boletis. (USA today, 2011.)

It can be concluded that Greece was indeed the birthplace of drama. Whether it be the mechanics of Greek theatre, 5th century BC Athens or quotes from famous Greek plays, there is plenty of evidence that modern-day entertainment derived from ancient Greek theatre. Many of the themes and concerns explored in the Greek drama are still present on stage and screen.

Bibliography:

In-text citation	Reference
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(City Dionysia, no date indicated.)	(John F. Kennedy Center for the Performing Arts, 1996-2013, <i>Arts Edge</i> , available at: http://artsedge.kennedy-center.org/interactives/greece/theater/playersProps.html , 15/8/2013.)
(C.Butler, 2007)	(Chris Butler, 2007, <i>Flow of History</i> , available at: http://www.flowofhistory.com/units/birth/3 , 12/8/2013.)
(Damen, 2002.)	(Damen, 2002, <i>A Guide to Writing History and Classics</i> , available at: http://www.usu.edu/markdamen/ClasDram/chapters/061gkthea.htm , 11/8/2013.)
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In-text citation	Reference
(Robinson, 2000, pg.2.)	(Scott R. Robinson, 2000-2010, <i>Theatre History</i> , available at: http://www.cwu.edu/~robinsos/ppages/resources/Theatre_History/Theahis_2.html , 10/8/2013.)
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(USA today, 2011.)	(Brent Jones, 2009, <i>USA Today</i> , available at: http://usatoday30.usatoday.com/travel/destinations/2009-11-25-greece-theater-restoration_N.htm , 14/8/2013.)

ABORIGINAL DISCOVERY

WALKS, TALKS AND TOURS

Proud of your culture?
Do you want to learn more?

We are looking for local Indigenous men, from 18 and up, to participate in a local Aboriginal Men's group, with Tumut's National Parks and Wildlife Service and Cooe Cottage, where you will learn increase your cultural knowledge and understanding of local Aboriginal practices.



WHERE: Cooe Cottage, 68 Fitzroy St, Tumut

WHEN: Each Wednesday
Commencing 21st of August 2013-
Completion 28th of May 2014

If you would like to be involved as a participant or feel you could provide valuable input or assistance with this project, please call:

Shane Herrington on (02) 6947 7025
Stan Russell on (02) 6947 3362
to book your place.



**Environment,
Climate Change
& Water**

What should I bring to the interview?

To complete the loan application form you need to bring all of the following information to your interview.

Please note your loan will not be assessed by the NILS Loan Committee until ALL the required documentation is provided.

Checklist:

Proof of Identity

- ☒ Health Care or pensioner concession card
- ☒ A Current Centrelink Income Statement / Pay Slips if applicable
- ☒ Current 30 day Bank Statement / Passbook or account your payments are paid into
- ☒ Most Recent Lease Agreement or proof of length of residence
- ☒ Current Rent receipts for 1 month (if not paid by Centrepay)
- ☒ Most recent accounts for Gas, Electricity, Home Phone, Mobile Phone/s, Water and any other bills to be paid

Documentation

- ☒ A copy of any documentation that relates to any money that you owe e.g. credit card, fines, rentals,
- ☒ The make, model number and two written Quotes of the item/s you wish to purchase with prices from 2 different retailers.

Please Note: If this is a joint application, your partner's documents must also be presented.

Please call 1800 644 556 when you have ALL your documentation ready to arrange an interview.



Contact Us

Initial Enquiries call 1800 644 556

ANGLICARE
RIVERINA

Riverina NILS®

Ph: 02 6937 1555 Fax: 02 69318125

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ANGLICARE Western NSW NILS®

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Eden NILS Ph: 02 64917310 Fax: 02 64920057

Eurobodalla NILS Ph: 02 44727999 Fax: 02 44747975

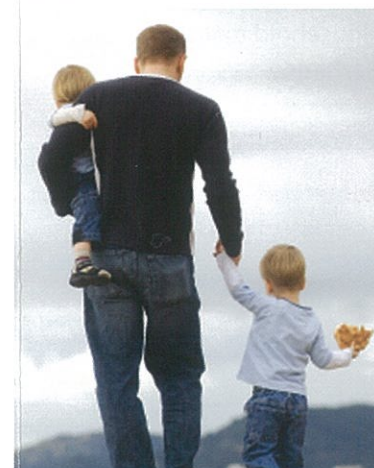
If your community organisation would like to partner with Anglicare for providing NILS loans, please contact one of our offices.

ANGLICARE



No Interest Loan Scheme

Initial Enquiries call 1800 644 556



What is the No Interest Loan Scheme?

The philosophy of the No Interest Loan Scheme (NILS®) is to provide low income earners with access to credit without charging interest or fees, therefore improving a person's Quality of Life.

NILS® is an alternative form of credit, not emergency relief.

What items can be purchased with the loans?

What Items can be purchased:

- White goods
- Stereos
- Heating/cooling
- Microwave
- Computer/laptop
- Television
- Furniture
- Baby items
- Asthma pumps
- Dental costs
- Glasses
- Mobility aids
- Education costs
- Household maintenance
- Barbeque



What items can't be purchased with the loans?

Loans are not approved for:

- Bond and rent money
- Rent arrears
- Living expenses such as food
- Gas, electricity or telephone bills
- Cash advances
- Debt repayment and consolidation
- Items purchased from friends, family or private sales

NILS® is available to:

- People on a low income
- People receiving income support from Centrelink
- People who hold a Centrelink Health Care Card or Pension Card
- People who have lived in their area for 6 months
- People who have a willingness and capacity to repay a loan



How do I apply for a No Interest loan?

To discuss your loan enquiry, call our office weekdays on **1800 644 556**

If you are eligible we will send you an information pack. Once you have read through the Information Pack and prepared **ALL** the required documents, you can then give us a call and we can arrange an appointment for a local interview.

Our Service is free and you can be assured of confidentiality.

How much can I borrow?

- The maximum loan amount is \$1200

What does it cost?

- There are NO charges
- NO setup fees
- NO INTEREST on loans
- You only repay what you've borrowed

Repayments

- Minimum \$10 payment per fortnight
- Debited using Centrepay (preferred)
- The term of the loan is up to 18 months
- Repayments are tailored to suit individual circumstances



Community news

NETBALL PRESENTATION & DISCO NIGHT

Our annual Netball Presentation Night & Disco will be held on Saturday 14th September at the Services Club.

Presentation: 5.30pm for a 6pm commencement of presentation of trophies.

Dinner: Following presentation – cost is \$13/adult & \$8/child. Please pay on the night.

GUNDAGAI TOWN TREASURE HUNT

Sunday 25 August 2013

9.30am - 1.30pm

Special Sundy In Gundy event - open to Family Groups and individuals of all ages.

Major prizes include

\$100 gift voucher - Family group

\$100 gift voucher - Individual any age

\$50 cash prize - 12 years and under

60 Macdonalds gift vouchers - open to all

Consolation Prizes incl. Dinner/Lunch for 2 Lotts Hotel

Free Entry

Easy clues direct entrants to listed addresses. Comfortable walking shoes recommended.

Entry Forms may be downloaded from www.visitgundagai.com.au from Wednesday 21 August or from Gundagai Visitor Information Centre.

The Hunt can only be taken during 9.30am - 1.30pm as clues will not be finalised until then.

Completed Forms should be deposited at the VIC before 1.30pm

Major Sponsors: Gundagai Real Estate - McDonalds - Macalister Saunderson Stubbs

The usual Sundy In Gundy Street Market will be in operation.

Enquiries: 0439 672 213

