

SAINT MICHAEL'S SCHOOL



EASTER NEWSLETTER

April 2019

Dear Families and Friends of St. Michael's,

We are happy to present you with this literary window into school and classroom life. As the year rolls on, our pupils continue to grow in learning and, we hope, wisdom. Our magnificent grounds become alive with spring, and so do the children. By the end of this second term, school uniforms seem to shrink a little more every day, as arms and legs grow longer and lankier!

Life in the classroom and office is as busy as ever. Schools are very industrious places and generate plenty of fatigue for staff and pupils. But it is a healthy and satisfying fatigue, as if one is successfully running a marathon. As long as the pace remains steady, our everyday efforts are sure to produce fruit.

The high point of each school week is the Wednesday school mass. To see all the staff and children kneeling in common adoration and supplication as I celebrate the Sacred Mysteries is a wonderful consolation. These times of common prayer in company with our Lord, as He offers Himself to His Father through the ministration of the priest, make every effort and worry worthwhile. For this is the essence of our work - to educate and train our pupils so that they are able to live lives devoted to Christ and to His Church, not simply in theory, but also in practice. Devotion to Christ and to His Church are synonymous.

The recent visit of our local bishop was, therefore, an important event in the life of the school. It provided the opportunity to make concrete our attachment to the Holy Roman Church, however disfigured and scarred she seems today. Beyond the private person of Her ministers, whether priests or bishops, however unworthy we may be, the grace of Baptism helps us to see the Church immaculate and imperishable, Christ's Mystical Body, in which the Holy Ghost ever labours and sanctifies.

Catholic schools educate boys and girls in order to prepare them for the independence and responsibilities of adult life. Our pupils will be called upon to contribute to the common good of civil society. As baptized souls, they contract the equally important obligation of contributing to the common good of the Church. Holiness bids us look to our souls by looking to the Church. Our salvation is in Her service.

Rev. John Brucciani, Headmaster

The Spring Term is a little bit like a long Wednesday, the term in the middle of the year where the joy of Christmas recedes, replaced with the penance of Lent, before the joy of Easter and the return of summer weather. But it is often the most important term if the early optimism of a new school year is to be consolidated and preparations laid for a successful summer term. This is certainly true for the year 11 and year 13 students, who after Easter embark on a last push in their academic studies, with the hope that the hard work of the previous terms will be exhibited in their final exams.

The mock exams in March were certainly very encouraging, and testament to the efforts of the students and their teachers. This term has seen consolidation in other areas too. The Year 7 boys have really started to settle well into life in the secondary school, and individually and as a class are starting to make really pleasing progress. Across the school, staff have again pulled together and have embraced common approaches to the curriculum, setting of homework, assessment and discipline. This consistency is crucial in setting and maintaining standards, for pupils to aspire to and a benchmark for teachers to gauge progress by.

As a small school, we have many advantages, especially in the very specialised support individual pupils can receive. Progress takes time, but the role of SENCo (Special Educational Needs Co-ordinator) and EAL (English as an Additional Language) Co-ordinator are developing well. Next year, we move to a five one-hour period day in the secondary school, which will support further improvements in teaching and learning, and extending the teaching of GCSE into Year 9 across all E-baccalaureate subjects will provide a richer curriculum.

Schemes of work are progressing well, which provide transparency in what we teach and demonstrate the centrality of Religious Knowledge.

A difficult term is a good measure of the strength of a school. The way teachers and pupils have faced and overcome challenges this term demonstrates what great strengths St. Michael's has. We are very fortunate to have such good pupils and such dedicated staff. We can now look forward to the summer term, where the groundwork of the previous term will hopefully bear fruit. And we enjoy a bit of much-needed sunshine!

Mr. Robert Malliff, Deputy-Headmaster



Today, instruction and guidance in Internet Safety is a vital part of a child's education. We live in an Internet world and it is a dangerous place unless we learn to navigate it wisely.

SAFEGUARDING - WHAT IT TAKES

Safeguarding is a hot topic in schools today and constitutes a main focus when inspectors visit. Government statutory guidance requires that all personnel on the school campus receive several hours of annual child safeguarding and protection training, which helps them detect specific traits of child behaviour that might indicate a deeper problem. Even the cook and the maintenance team have to attend!

The school's Designated Safeguarding Lead (DSL) is the headmaster. Mr John Hooley is the deputy DSL. We have undergone several days of outside training with the NSPCC. Our job is to be the first point of call for any concerns that have been flagged by staff. The DSL must carefully record any concerns expressed, whether of minor or major importance and judge what sort of action, if any, is required. Records must be kept for 75 years!

In addition to the careful recording and monitoring of safeguarding concerns, all discipline incidents are logged and tracked in order to spot emerging patterns of behaviour, which would then require further inquiry. These logs are made available to inspectors at each visit.

Thanks to recently installed computer systems, we are able to keep on top of all the paperwork. Teachers can log any concerns or simple discipline incidents, which the DSL can consult with ease. A recent visit by the Hampshire Child Safeguarding Board validated our efforts and praised the clear lines of reporting and communication in safeguarding management that the school has implemented.

In a world where many children come from broken backgrounds, schools are on the frontline when it comes to protecting them. Although we are blessed with pupils coming from secure and stable families, our safeguarding strategies provide vital proof that we are, as a school, ensuring our pupils' well-being (in government speak).

Senior pupils received several hours of instruction via dedicated form periods and school assemblies. They learned about the pitfalls of social media, in particular in regard to cyber-bullying, which is a privileged form of peer-on-peer pressure. They learned about the importance of avoiding contacts with strangers online, and how they must never share personal information and "selfie" photos.

Mr Hooley found an original way of interacting with his junior pupils. He fielded a selection of homemade puppet shows on internet safety! Results to one particular intervention were interesting. Mr Hooley disguised himself as a business man - in reality a professional thief and computer hacker - and presented himself to the children. Well disguised and gentle in tone, he managed to talk most of the Junior 1's and 2's into handing over their parents' bank account information, addresses, telephone numbers and plenty of personal information. They even told him that their house was empty! Our business man then left - and Mr Hooley returned to announce that a thief had been at the school looking for people's personal information, and was now racing away down the A34 in a getaway car. Looks of sorrow turned to faces of laughter and they all learned the value of privacy!

ASSEMBLY TOPICS THIS TERM

- Biblical Solutions to Bullying
- A Career in the Police Force?
- Internet Safety
- Voting parliament, political systems
- Healthy Eating
- Looking after God's environment
- Our Lord's Passion according to the Turin Shroud



On 8th March we received a visit from the local diocesan bishop, the Rt. Rev. Philip Egan, Bishop of Portsmouth.

Bishop Egan chatted with the priests for an hour, then visited some classes. He then led the school in the Holy Rosary.

The bishop encouraged us in our work of Catholic Education, something he sees as pivotal in the renewal of Catholic life in the diocese.

The children organized a spiritual bouquet for the visiting bishop. He was visibly touched and very grateful.

Many thanks to the bishop for his time and encouragement.





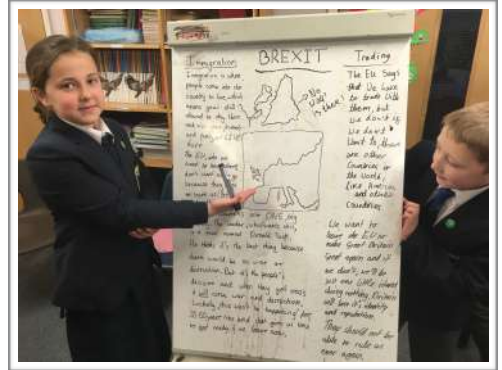
JUNIOR SCHOOL BREXIT DEBATE



Servane and Rebecca lead the NO



Damien guards the Ballot Box



Anna and Luke lead the YES Campaign



J1 attentively listens to both sides of the debate - if only our politicians in Westminster were as good as J2!



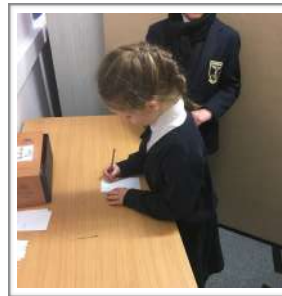
Anna Little - A future Prime Minister?



Servane Flynn - A future head of the EU?



The Junior 1's Vote



Every vote matters



J1 votes are verified and counted



LEAVE WINS 6 to 5!



The Vote LEAVE celebrates their narrow win ... but wait a minute ... Russian collusion?



For those of us who find that our weekly quota of maths lessons leaves us wanting more, the UK Mathematical Trust is on hand to minister to our needs! They organise annual maths challenges which are lively, intriguing multiple choice question papers, designed to stimulate interest in maths and develop problem-solving skills. The development of such problem-solving skills is essential for success in the new GCSE maths exams which are heavily weighted towards these skills. The papers are organised into three levels - Junior,



Intermediate and Senior - and around 600,000 pupils enter the challenge every year. The year 10s and 11s took the Intermediate Challenge on the 7th February and Samuel Brucciani qualified for the second round which took place on the 20th March. We await his result with anticipation! The callouts give examples of some of the problems they faced...

2. When 5655 is divided by a two-digit positive integer, the remainder is 11. When 5879 is divided by the same positive integer N , the remainder is 14. What is the sum of the digits of N ?
6, 7, 8, 9 or 10?

The UKMT also organises team events, and on the 28th March St Michael's School sent a Year 8/9 team to the regional maths challenge finals. The team was comprised of Samuel Brucciani (captain), Joseph Fletcher, Samuel Sudlow and Basil Seeber. The competition was made up of four rounds of various problem-solving activities similar to those above. The boys had been in training since January and came a very impressive 13th out of 28. Many congratulations to them all!

The year 7s and 8s take their in-school junior challenge on 30th April. Get practising everyone! I am looking to put together another team for next year's regional finals!

Mrs. Blatchford, Maths Teacher

4. A train is made up of 18 carriages. There are 700 passengers travelling on the train. In any block of five adjacent carriages, there are 199 passengers in total. How many passengers in total are in the middle two carriages of the train?
70, 77, 78, 96, 105?

3. Five friends all brought some cakes with them when they met. Each of them gave a cake to each of the others. They then ate all the cakes they'd just been given. As a result, the total number of cakes they had between them decreased by half. How many cakes did the five friends have at the start?
20, 24, 30, 40, 60?

Mr R Gomez, Senior School Physics Teacher

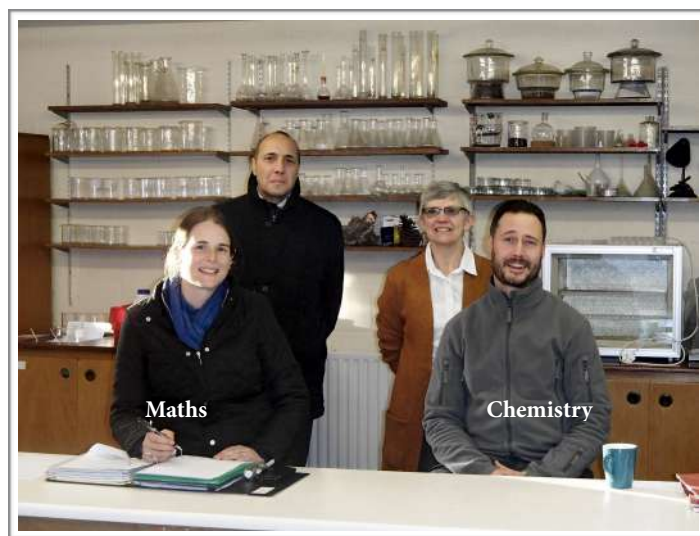
- Born in Greenwich, London
- Lives in Andover, Hampshire
- Previously lived in Columbia for almost 40 years as well as in London, Bishops Green and Highclere
- 5 children: Sebastian, Santiago, Maria, Alejandro and Angela
- Enjoys reading, but due to mountains of marking, spare time is limited
- Enjoys listening to classical music especially Vivaldi and Bach
- Loves to travel and has been to multiple countries including: Venezuela, Ecuador, Australia, Holland and Germany.
- Favourite sport: football - both to play and watch
- Favourite foods: soup and arequipe (translated to sweet milk)
- Used to work in a Columbian University teaching physics and maths

- Came to St. Michael's to keep the Faith and work in a proper catholic environment
- Has been at St. Michael's for 12 years and hopes to still be here for many more years to come
- Enjoys physics as it is important to be aware of how everything around us

functions

- Favourite topic to teach is animatics (speed, velocity etc.)

1. How many positive cubes less than 5000 end in the digit 5?
1, 2, 3, 4 or 5?



A stern looking (but gentle) Mr Gomez (back left), in company with his Science Department colleagues: Mrs Roch (Biology), Mrs Blatchford (Maths) and Mr. Friar (Chemistry)

Spring news from 'Sciences'

The spring term is a time of consolidation: years 7 and 8 have been working through their new topics in Biology, Chemistry and Physics, practising the skills that they acquired earlier in their courses; year 10 has continued with their GCSE courses and is now clearer about the level of commitment, hard work and organisation that are needed to gain the examination grades that they are capable of; years 11 and 13 have completed their mock examinations – some will be reassured, others a bit scared, all of them need time to study and to elaborate a careful plan of revision over the Easter holidays and in the weeks before and during the examinations. If students or parents need any information or help regarding any aspect of exam preparation or the exams themselves, **please get in touch with us.**

Key Stage 5 – Trip to Baylab

This term it was the turn of the A level candidates to visit Baylab and use the excellent facilities there. All of our 6th formers, who all study Biology or Chemistry, travelled to Reading on Wednesday 6th February to spend the day in the 'Question of Taste' workshop. This genetics workshop allows students to determine their phenotype and genotype for a taste receptor. Students extracted and tested their own DNA, using modern molecular biological techniques, to compare their phenotype with their genotype.

The workshop allowed the biologists to experience experimental techniques that we are unable to carry out at school, especially ultracentrifugation and gel electrophoresis. It was excellent practical experience and also deepened their understanding of these techniques for application in their A level papers. The chemists will also have used equipment that they do not usually have access to. All the students were able to see the



level of organisation and timing needed to use this type of equipment to carry out a multi-stage experiment.

As always, the students were well behaved, articulate and engaged fully with the workshop – they are a credit to their families and the school.

Science Week - Years 7 & 8

To celebrate Science Week in March, years 7 and 8 were asked to design a lab coat. This was part of a competition being run by Baylab. The entries were bright and varied. It was obvious that, for many, a great deal of thought and work had gone into the design. The winners, whose designs will be sent off to Baylab for entry into the overall competition, were: year 7 - Andrew and Peter; year 8 - Maria, Dominic and Basil.



The entries from Yago (year 7) and Sam (year 8) were also highly commended.



The overall winners of the competition will receive a lab coat of their own design and a set of lab coats for their school.

Science Week - Year 10

Year 10 took part in a general knowledge science quiz for Science week. This consisted of Biology, Chemistry and Physics questions. The winners were: John Kennedy and Louis Smith, second were Martin Joyce and David Morris.

Well done to everyone who took part in either competition!

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1. Go to <https://smile.amazon.co.uk/>
2. Type "Society of St Pius X" into the Charity Name box.



Next term.... look out for information about the Key Stage 3 visit to
WINCHESTER SCIENCE CENTRE!

All Year 7 students read a novel and completed a book report. Peter Little, Year 7 submitted this one:

Title: King Solomon's Mines
Author: H. Rider Haggard
Summary: Enchanting book for all to read.

King Solomon's Mines is a spellbinding and easy-to-read book about one Allan Quatermain, an adventurer and elephant hunter based in South Africa. Sir Henry Curtis, an aristocrat, and his friend Captain Good are enchanted by the mines, where the king of wealth and wisdom once sat. They set out to find Sir Henry's brother, who was on the same quest to find the mines, but who was caught up in other adventures. Will they reach the mines on time? Maybe ... or maybe not!

Peter also thought up some "Readers' Reviews:"

"An exciting adventure with twists and turns round every corner whilst searching for gold and mines."

"A great book for little children- to be read by their parents- or a hard read for those with the power to dream!"

"Follow Allan and Sir Henry on a not so simple adventure, joined by Captain Good and a Zulu warrior."

Comment on The Winslow Boy by Patricia Grimer (Y10)

The Winslow Boy is a play by Terence Rattigan. Set in the early twentieth century just before the outbreak of the First World War, it's about a little boy who was unjustly accused on little proof and his family's fight to restore his reputation.

In this play the writer portrays to his audience a family's hard fight for justice against all odds. It also, surprisingly, highlights the contemporary underlying pride which people had in their family (which is hard to imagine in our current world). If one of them were wronged, they would all go down fighting! It is a very emotive and interesting play which reflects Terence Rattigan's opinion on "the despotism of bureaucracy."

Goal: We wanted eager students crafting stories with the intent appreciation of an artist.
Mission: to take some of the mystique out of writing. **Success!** *The trauma of staring at a blank page in a dim bid for inspiration is no more!*

For the past several months, students have been sharpening their tools for constructing and refining a narrative in the short story genre. Lessons began with story structure before moving on to the more difficult task of balancing story elements such as action, dialogue, thought and description. With the basic structure in place, students have enjoyed stretching the tension and (in Year 11) creating intriguing resolutions, often with a twist in the tale....Read on!

The Epidemic by Thomas Richards, Year 11

"The epidemic worsens. In the last hour we have had reports of upwards of 10,000 and rising. This raises questions as to where it has come from and does it know any bounds?" Rebecca Williams, BBC News.

This story had dominated the headlines over the past couple of days. Seemingly out of nowhere, it had planted and propagated itself in all corners of the modern world. This sickness had even penetrated the tranquility of the North Yorkshire countryside, blighting a small number the night before.

Dr Kevin Holmes sat in his chair pondering on this mysterious disease after watching the increasingly dire headlines. Dropping by reception for his hourly cuppa, he commented to the receptionist, "It has been pretty quiet taking into account what is going down worldwide."

She replied, "Only flu and false alarms, must be taking their business to county hospital."

The afternoon wore on and the trickle of patients had long dried up. On the verge of sleep, he was disrupted by a frantic knock on his door. "Come in," he called.

"Doctor, I think we have one," said the nurse in a worried tone. A teenage girl was led in; she was clearly in a considerable amount of pain and discomfort. There were signs of thermal burns and blistering, the cause of which left Kevin perplexed. Tears streamed down her face. He tried to comfort her. "Don't worry - we'll make you better," although he was beginning to doubt that.

"Nurse, prep a blood test", he requested. "I want blood pH tested and any signs of ionisation determined," he added.

Turning to the girl he gently asked, "Please keep this thermometer under your tongue for 10 seconds." "Get an ambulance over here!" he called to the receptionist.

"Oh God, help us!" he muttered prayerfully as he read her temperature. "42 degrees. It's critical. We need to get you to a hospital," he said in a failing attempt to remain calm.

"Blood pH3!" yelled the nurse. "Evidence of severe radiation damage. It's too late!"

She was gone. The plague had claimed its next victim. For hours Kevin sat with his head in his hands, going over again and again the poor girl's agony. He couldn't think of what this disease was; he knew someone must know. If it were a nuclear fallout, then how was it that the whole population was not affected?

Abruptly he jumped up, coming to a realisation. Kevin promptly shouted, "Shut off all computers now!"

Patrick Rhodes, Year 11

I ran. Branches snapped underneath my aching feet. Branches tore at my already ruined clothes. Branches tried to trip me up and make me stumble. Branches and leaves and twigs everywhere. Still I ran.

I could hear the sound of the dogs barking in the distance. My heart pounded like a sledgehammer against my chest. A small stream, then a jump, and I was over. The sun was still low on the horizon and the shadows of the trees stretched long and thin across the forest floor. My legs ached and burned, screaming at me for rest. Still I ran.

The dogs were closer now, their barking less faint, and I could hear the muffled shouting of men giving orders. A rabbit thrust his inquisitive little head out of his hole, watching me as I passed. I skidded to a halt for a split second, turned and ran in a new direction, hoping to put them off course. The forest was more open now, and it was brighter. My arms and face had been covered in dozens of small scratches from the constant whipping of the branches. Still, I ran.

The lead dog was now visible, twenty metres behind me and nearer every second. I could hear his panting between the barking and was spurred with fresh energy. I picked up a solid branch from the ground, spun around, braced myself and gave the beast a good whack on the nose. I started to run but before I had taken three steps a man in black combat gear stepped out from behind a tree, coolly lifted his rifle and took a single shot. A ten centimetre dart sprouted from my chest and my eyes glazed over before....oblivion.

I woke up, groggy and with a large bruise on my forehead. My wrists were sore from the shackles chaining me to the chair. My feet were covered by water swirling all around the bottom of the small room. A waterproof speaker bobbed in front of me.

“Hello Mr. Joe Max,” a voice emanated from the speaker. “I’m sorry we have to do this, but as you know, we don’t allow failure.”

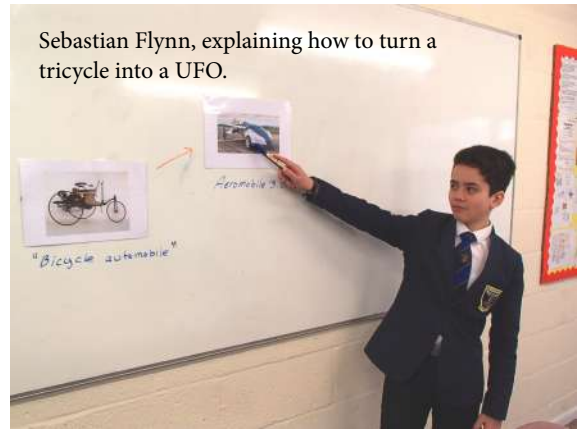
The speaker made a beeping noise, switched off and started to rise with the water.

The Fathers took advantage of the half-term break and cheap Eurostar tickets to spend a couple of nights in Paris. Our American friends were able to relish the delights of Notre Dame (just in time!),

La Sainte Chapelle, Les Invalides and the Louvre. The weather was sunny and warm, perfect for a “parisien” terrace supper! A well-earned break!



Sebastian Flynn, explaining how to turn a tricycle into a UFO.



Grace and Patricia (Yr 10) pleading and remonstrating with each other, but this time as part of a scene from the Winslow Boy.

English Term Focus

As English is both a subject in its own right and the medium for teaching and learning, curriculum design and delivery requires particular care. Comprising speaking, listening, reading, writing and literature, the curriculum is diverse and, hopefully, enriching.

Year 7 have finished their class novel, *The Hobbit*. They have also begun work on persuasive speeches. Year 8 completed their first informative presentation as well as a unit on narrative structure. The Year 10 classrooms are buzzing with activity on argumentative writing, a cross-curricular topic which involves complex work on rhetorical and cohesive devices. Meanwhile, Year 11 are “eyes down”, learning quotations and refining their essay style... prayers and good wishes for academic success in their May exams.

Miss J Murphy, English Teacher

PTA NEWS

Thanks to some sterling efforts over the last two months we have managed to raise almost £3000 for St Michael's.

In addition to fundraising activities, parents, pupils and staff have been on the road promoting the school and encouraging interest and donations from congregations in Bristol and London.

Many thanks to all those who have attended, contributed and above all organised the PTA initiatives so far.

Further to the very successful ladies evening that took place at the end of March **we will be holding a gents evening at the school on the 25th May. Tickets £15.** We'll be offering some great food, pub games, a chance to win back your money on the horses, and the grand opening of the well stocked Refectory Bar! Please get in touch for more details or to book your spot.

The upcoming Confirmations on the 11th May gives us an opportunity to welcome some families from outside the parish to the school. We are planning to sell some food on the day: BBQ, perhaps pizza and ice creams, etc. If any one can help with this, please let me know.

Finally, plans will be forthcoming in preparation for our first **SUMMER FAIR, on 6th July, after Prize giving.**

Mr Tom Cullen, PTA Charman

**GENTS EVENING - 25TH MAY - BEER,
BURGERS, THE RACES AND GOOD COMPANY**

★ ★ ★ ★ ★
JOIN US AT THE
PUB

TICKETS £15

EMAIL: PTA@SANCTUSMICHAEL.COM



Fundraising Figures

Meat sale	£140.00
Bake Sale	£203.81
Donations Ladies evening	£136.00
Ladies evening ticket sales	£775.00
Bake Sale	£260.00
Bag2 School	£232.00
Easter Sale	£307.00
Bristol Roadshow (collection)	£490.00
London Roadshow (collection)	£297.89
Easter Bake Sale	£260



Boarding House



The boarders enjoyed a day out in London recently. They motored up to our church in Holloway to showcase the school and raise funds to help with school bursaries. After mass and lunch, we visited the Science and Natural History Museums in Kensington. A brief visit to Brompton Oratory raised a question with one of the younger boarders - "Is this the Society's other church in London?" If only!

The museums were fascinating, and not too crowded. We found it relatively easy to travel there and back. There may be more London trips in the pipeline!

Dear Friends and Benefactors,

We are happy to send you our latest school newsletter, which gives you an insight into how your generosity is being spent at St. Michael's. The financial aid that you provide goes far in allowing us to maintain a Catholic environment in which our pupils can attend school and learn under the watchful and loving eye of our Lord present in the tabernacle, and in everything we do.

In the world of education and schooling, St. Michael's stands alone in what it offers. It is the only school of its kind, where priests maintain a prominent presence in and out of the classroom. Its ethos is wholly inspired by the Church's perennial vision whereby she sees children not simply as little beings in need of some academic learning and moral encouragement, but as creatures of God with a mission to live out their baptismal vocation and thereby to save their souls.

St. Michael's is not simply a safe space where children can learn and play away from the moral dangers of modern society, bereft of God. It is much more. It is a place where children are able to come in contact with our Lord so that they acquire the habit of always referencing their thoughts and actions to Him, who made them, who saved them and who calls them to share in an eternal inheritance. St. Michael's seeks to impart to all its pupils a realisation that they are sons and daughters of the Church who must shape their lives in accordance with Her teachings and counsels. This is what makes St. Michael's so unique today. No other school views its pupils in such a light.

Please continue to support us with your prayers and generosity. Catholic schools are an expensive business and few families are able to meet the full cost of their children's education. More than half of our budget relies on monetary support from the District House and from donations. As time goes on, government legislation increases and the school is obliged to professionalise still further. Where volunteer labour and goodwill were once sufficient, diplomas and special training are now required, which is an additional burden on the budget. The cost of living increases at a similar pace. We are, therefore, very much reliant on financial help.

At the end of his life, Don Bosco wrote to his benefactors:

"The debt which I have contracted towards you is one of gratitude. You, in fact, have efficiently assisted me in giving a Christian education to a multitude of poor children, and in placing them in the path of virtue and honourable toil; enabling them to become a consolation to their families, to be useful to themselves and to society at large; and, above all, to attain to eternal happiness by saving their souls.

(...)

I would also further say, that in order to obtain the forgiveness of sins and to secure eternal life, the work that is most efficacious thereto is the charity shown towards poor children, uni ex minimis, to the very least of them all, the poorest and most friendless of the poor, as Jesus our Divine Master and Lord has Himself assured us.

(...)

He who is now writing to you, and all the Salesians as well, can bear witness that many of our benefactors, whose means hitherto were very limited, have found their circumstances gradually improve, when they set themselves, with a generous charity, to succour with their alms our orphan children."

Wishing you all a very holy and fruitful Eastertide.

Fr. John Brucciani, Headmaster

Donation Totals from 01/12/17 to present

- **183 donors**, scope for many more!
- **£140,441 received!**

Deo Gratias

Monthly Subscriptions

- **115 donors**
- **£4,604.00 / month**
- **Average: £40/month**



Important Maintenance Projects for the near future

STABILIZE CHAPEL ROOF

Following expensive visits from a building surveyor and structural engineer, it is now clear that the bulging gable wall on the east chapel wall (behind the main altar) is due to roof movement. The roof has racked and is leaning at a dangerous angle. The roof rafters must therefore be reinforced in order to stabilize the entire roof structure. Works will take place this summer, and will not be cheap.

LAUNDRY FACILITIES

We have never had any laundry facilities, only a small room with four washing machines and a large industrial dryer (purchased in 1999).

We plan to extend the laundry area into an adjoining room and install:

- A new vinyl floor
- New electrical sockets and wiring
- New lighting
- A radiator
- Shelving and cupboards
- A proper work space for folding and ironing.

Rev. Oggie O'Hart (4th year seminarian) will be with us for two weeks during the summer. He was a joiner by trade so we plan to put his talents to good use!

PROPERTY SIGNAGE

Thanks to the PTA fundraising initiatives, various traffic and information signs are on order, to enhance traffic safety and good behaviour.

GYM LOCKER ROOM

The gym locker room is still in the same state as when we purchased St Michael's in 1991. The showers and toilets were boarded up many years ago. The area is barely usable but sorely needed. We would like to:

- Install a new vinyl floor, preferably with drainage
- Renovate shower cubicles and showers
- Renovate toilet cubicles and toilets
- Install large sink for scrubbing and cleaning cadet and sports footwear
- Install new lighting
- Repair and paint walls and surfaces
- Acquire and install lockable lockers for pupils' private items (legal requirement for boarding schools)
- Acquire and install gym bench and shoe racks

STAFF ACCOMMODATION REPAINT

Three bedrooms are in urgent need of repair and decoration, so that we can use them for staff and visitors. They have not seen a lick of paint since I myself painted them many summers ago, before I entered seminary! We would like to :

- Repair water-damaged plaster
- Repaint walls
- Lay new carpets

In Progress

Thank you for helping
Saint Michael's!

