



# St Michael's School

Burghclere - Summer 2024



*The gilded cross is placed atop the church, with our own parish sculptor looking on. June 2024*

## Stat Crux dum revolvitur orbis

During the last week of the school year, the great gilded stone cross was solemnly blessed and set atop the new church. It is, literally, the crowning achievement of thirty-two years of labour for the protection, instruction and education of children's minds, bodies and souls.

As the world moves further away from God and society experiences the bitter fruits of discord, strife and penury, our small school continues to care for the lucky children who are sent to us. Their progress in and out of the classroom and their cheery, carefree demeanour vindicate the efforts and sacrifices of all those whose devotion and generosity make this school a reality.

St Michael's is a peaceful, tidy corner of order and rectitude, a place where God is known, loved and served and where all enjoy His comforting presence close by in the tabernacle. Outside, in the great, wide world, it is another story.

How fortunate our children can grow up in such a haven of Catholic normality. Their faith can grow strong. They can develop enduring habits of virtue.

Most of all, their outlook on life will be forever coloured by the divine imperative of charity and referenced according to the truths of Divine Revelation. When the time comes to strike their path in the world, they will be able to walk with able vision and firm purpose, all the way to heaven.

A special thought for our benefactors: every penny of your generosity contributes to the increase of truth and divine grace in the minds and hearts of our pupils and, thereby, to the extension of God's kingdom on earth. In the Our Father we ask that His kingdom come. This is how we make it happen: by forming tomorrow's generation so that they can witness Christ's Catholic truth to the world and maintain His kingdom upon earth. Almsgiving is an investment that reaps eternal rewards.

Please continue to pray for us and to help us. We are immensely grateful to all those who have set up monthly standing orders to help the school. We pray more will follow their example. Did not our Lord say: Whatsoever you do to one of these little ones, you do to Me. (Mt.25: 40)

**Fr John Brucciani, Headmaster**

The purpose of History teaching at St. Michael's in Key Stage 3 (KS3) – Years 7 and 8 – is to provide an overview of British and some European history from the early Middle Ages to the late modern era. This provides students with a broad chronological overview in which they can place key events and people. If any readers have ever seen Richard Osman's House of Games, (the 'I'm terrible at dating round') they will know how woeful most people's chronological understanding of History is. Whilst this may seem superficially amusing, it actually betrays a frightening lack of understanding of history, culture and our world, which leaves people exposed to modern falsehood, something that we are trying to counter at St. Michael's.

In addition, students in their early secondary education are helped to develop skills that will assist them as they progress into GCSE, whilst being exposed to subject areas that they can follow up in their own time, or to which they might return if they pursue History at A-Level or beyond. Whilst the KS3 curriculum is knowledge based, different skills such as perspective, bias, analysis and causation are woven into lessons. In recent weeks the Year 7 students have been looking at long term factors for the Protestant Revolt, and how this challenge to true authority and the common good had its roots in the Renaissance, the Black Death, the Peasants Revolt, the usurping of Richard II, the reign of Henry V within the context of church reform, and the Wars of the Roses. Whilst History is the study of past events, I hope students begin to appreciate that those events are shaped by man in as far as he uses his reason and will to conform to or reject God's Providence, rather than view these events as a series of accidents outside his control.

The Year 7s have finished the academic year by looking at the Tudors and the way which England and the rest of the world allowed some of the glories of Christendom to gradually slip away. They also began to explore nuance. What better way to begin to understand that the world is sometimes complex than by considering England's religion under Henry VIII: a man that breaks with Rome and closes monasteries and, at the same time, pens the Six Articles and executes protestants for heresy!

It is in Year 8 that students really start to explore the background to today's world and are provided with the knowledge to understand how an event like World War One becomes possible. Students

have been walked through a series of revolutions, starting with the religious revolt of the 16th and 17th centuries. This was followed by revolutions in science and philosophy and political upheavals, starting with the French Revolution, which were only possible due to the dramatic change in man's understanding of himself and his relationship with God, a change brought about by increasingly erroneous thinking over a prolonged period. In the process, students have learned about the Council of Trent, the Thirty Years War that reshaped Europe and largely ended the Holy Roman Empire; they have also explored the myths around the Galileo case and modern scientific enquiry. In the last weeks of term, the emphasis has been on understanding how Britain became the pre-eminent power in the world, a study which provides the necessary backdrop to Britain's approach to World War One, where we start the GCSE syllabus.

Hopefully students now appreciate that Britain's position in the 19th century is based on a series of events, some of which stem from the closing of monasteries that radically transforms the English economy and allows for the suffering of the population during the agricultural and industrial revolutions, as well as a focus on nationhood and political intrigue that are made possible after European events in 1648 and England's particular settlement in 1688-89. It is no coincidence that Britain is able to focus so squarely on her particular power across the 18th and 19th centuries, without reference to a wider European good – they were, after all, taking a lead from France who had been doing that since the 16th century – but at least our students will understand there was nothing inevitable in this process and that it doesn't suddenly emerge due to a Protestant work ethic or because God favoured the English. As we move into the GCSE years, the last module students study – after examining World War One, Germany 1918-45 and the Soviet Union – is the Middle East conflict. Whilst students have had the opportunity to be proud of English and British heritage, both in understanding the Middle Ages better and by studying some of the great men of Britain – such as Nelson, Wellington and others – they also need to learn to appreciate that Britain has a chequered history, and that her role in the Palestinian situation and the current war in Israel is a prime example of that. Despite what the western media tries to convey, our students will leave St. Michael's with an unbiased view of the conflict in

the Middle East that is yet to play out in its entirety, and they will understand that, rather than being a long-standing biblical conflict, this is a very modern problem that began in 1917 with Britain's management of that part of the world during and following WW1. When we bowed out in 1948, the damage was already done, and millions have suffered ever since.

To summarise, History at St. Michael's is trying to combat the widespread ignorance of the past that exists today, so that students are able to understand the world more broadly and resist the false notions of Marxist conflict (in their numerous forms) that are so pervasive today. It is commonly said that "Those ignorant of history are condemned to repeat it". We should remember,

however, that although man's vices make him repeat the same mistakes over and over, history itself is not cyclical. To be ignorant of history is, rather, to be bereft of the tools needed to understand the world as it currently is, and, despite human frailty, to understand that life has not always been as it is today. Not all governments have influenced our lives as they do today. England has not always been the secular, atheistic land that it is today. Europe was once the centre of human progress and creativity thanks to Christian civilisation. Such rudimentary knowledge should prevent us from falling into the temptation of despondency and cynicism. If the world was once a better place, so it can be again.



In February, Year 9s & 10s travelled to Bath to inspect the Roman thermae and to visit the museums dedicated to the story of Roman Britain - all part of their GCSE curriculum. The boys learned about the hypocaust system and taste the naturally hot spring water. They envied the lavish lifestyle of the Roman, until they considered that they would have had a 1 in 5 chance of being a slave rather than a member of the wealthier classes!



As part of our Classical Civilisation studies, Year 7 visited **Chedworth Roman Villa** in the Cotswolds. This is believed to have been one of the grandest villas in Roman Britain and was lived in until the 5th century. Chedworth hosts a beautiful array of well-preserved mosaics, which the pupils enjoyed before being invited to make their own. This trip connected well with our topic on Roman living, which is part of the syllabus for Latin up to GCSE.



After a year of studying Anglo-Norman, mediaeval and Tudor rule, year 8s were treated to a visit to the Tower of London. Yr 10s joined them to better visualise their studies of *A Man for all Seasons*, the famous play and Oscar-winning film about St Thomas More, the Tower's most famous prisoner! Few realise that the Tower's Anglican chapel, originally a Catholic chapel built by Henry VIII, contains the hidden sacred remains of St Thomas More and St John Fisher.



# Shakespeare's *The Merchant of Venice* - Pupil Reactions



After a detailed study of Shakespeare's great piece: *The Merchant of Venice*, Year 8 pupils were asked to describe and comment. Did they enjoy the play? What was the plot? Which moral dilemmas did they encounter. Harry delivered this very insightful and well written assessment of the play. What a pleasure to see 12-13 year olds develop a respect for and appreciation of Shakespeare!

**M**y first thoughts on *The Merchant of Venice*, well... I thought it wouldn't be very interesting, but it was actually really good. I will probably understand the play a lot more when I am older, but I got the rough idea.

The plot is very complicated with many smaller stories in the background which cross paths with the main story at some point. The main plot is Bassanio and Portia's love story and Portia's problem with the caskets. Portia had to marry the person who chose the right casket, and not the person she wanted to marry. One of the things I found interesting is that Antonio (one of the main characters) is so horrible to Shylock, (a vengeful villain in the play) as for instance when he calls him a perjurer and spits on him. The coincidence with Antonio's ship's sinking brings out the best in all the Christians, as they try to help Antonio, but the worst in the Jew, Shylock, who really wants to kill Antonio.

When Bassanio manages to guess the right casket and marry Portia, we forget about Antonio's debt with Shylock and think it is the happily-ever-after ending for everyone, but then we remember it all in the next scene with the court case. Somehow, Portia (who dresses herself as a man in order to act as lawyer) manages to find laws that switch from Antonio being the victim to Shylock being the victim. With Shylock at their knees begging for mercy they can do anything they want with him, so they:

- make him become Christian (this is unacceptable because when you are forced to convert, you don't really practise it very well; really, you should lead people to Christianity, not force them)
- give one half of his wealth to the state
- and give the other half to the victim (Antonio)

Studying *The Merchant of Venice* this term has been very interesting and I hope we do another Shakespearean play next year!



Hamish interpreted Portia's dialogue and represented the problem from the perspective of her unfortunate and comical suitors.



Noah's comic strip graphically represents the deficiencies of the various wooers.



**M**rs Alford (Physics, Chemistry) wishes to express her gratitude to those generous benefactors who shared and supported the fundraiser to purchase a **linear air track for the Physics laboratory**. It is now in full use, assisting with learning about many aspects of force and motion and will continue to be a great asset for many years to come.



**P**upils from Year 7-8 successfully completed the annual UKMT Junior Maths Challenge with Nicholas, Gerard, Joseph, Arthur, Noah and Talal all achieving bronze.

Silver went to Jack and gold to Laurence. The UKMT also brought back their team competition for year 8. Gerard, Jack, Marie Clare and Talal were selected, and we had a super experience at Headington School in Oxford competing against the likes of Harrow.

**A**fter years of F1 chat in the classroom I finally got the hint and took the year 9s, 10s and 11s to visit the **Silverstone racetrack** last January. We were given a STEM workshop delivered by an experienced F1 engineer and examined some Formula 1 kit, including fireproof overalls and the different types of tyres used in races. We then visited the new track where stunt drivers happened to be filming scenes for a Brad Pitt film about Formula 1 which is to be released next year! We also got to walk on parts of the old track and were shown how to find a racing line. When kneeling on the track you got a bit of an idea of how little the driver sees of what is coming next!

The museum provided a fascinating look at the past and present of Formula 1, with wonderful interactive displays on the engineering of the cars. There was a day's worth of visit just in this section!

**S**ilverstone proved to be a great day out for all, and I would recommend it to any parents looking for an entertaining and educational day out for the family.



**T**his year's **STEM club** challenged pupils to Build Roller Coasters and Rockets. House teams studied together the mechanics of roller coasters and then built a model of their own. The models were evaluated for strength, budget, excitement factor and attractiveness. Vittoria House secured first place!

**S**TEM then challenged pupils to become rocket scientists. Children studied types of Rockets and built propulsion and gliding devices which flew with more or less success

**T**his spring we once again had the opportunity to take a year group to BayLab, Bayer's laboratory for schools on Green Park in Reading. Pupils completed the Heart Mechanics workshop, working with a member of BayLab staff to look at the heart as an organ, as well as talking about blood, heart rate and blood pressure.

Students had the chance to make some 'blood', explore an inflatable heart, take some of their own cardio-vascular statistics and play a game where they were components of the blood transporting substances around the body. Everyone thoroughly enjoyed the day and it was a pleasure to watch as pupils asked some very interesting questions. The Baylab experience will help year 8 pupils when they study the heart and circulatory system in more detail in year 9, as part of their GCSE course in Biology.



## Practical Application of Statistics

**R**ecently, St Michael's was honoured by the visit of E. S. Barke, Professor of Developmental Psychology at Kings College London and fellow of the British Academy and the Academy of Medical Sciences.

He spoke to the year 11 class about the English and Romanian Adoptee study, a long-term study which he has been involved in for over 20 years. The study examines how exposure to severe institutional deprivation in early childhood can lead to neuro-developmental conditions such as ADHD and ASD.

**The focus of his talk was how different statistical techniques, such as standard deviation and a variety of graphical techniques, have been (and are still being) used to analyse the huge amount of data that has been gathered by the study.** This was an excellent example of the use of statistics in a real research situation.

We are incredibly grateful to the professor for giving us a fascinating insight into his pioneering work that is recognised worldwide.

## Primary Phase

The Spring and Summer terms have flown by! Pupils have enjoyed a variety of school trips to enhance and illustrate what they are learning in the classroom.

Since Christmas we have been enjoying the use of the beautiful new church. I leave it to Francesca (Yr 6) to describe it to you. She writes beautifully.



The primary school was fortunate to have a morning of recollection in Holy Week. Fr. Steele gave a talk about the Corporal and Spiritual works of Mercy. The children prayed the Stations of the Cross, had an opportunity for Confession and silent time in church, before Holy Mass. What a blessing for the school!

Yr 2 visited Milestones Museum to help their learning of the Victorian period. Their DT project was to design a toy that moved using a cam mechanism.



I am writing to tell you all about our new church, here at St. Michael's. I will describe it outside and in.

The new church is based on a Roman style. It has large windows round at the top, but flat at the bottom. The church itself is quite short, but wide. The roof is a dark, sooty grey, and when it rains, it almost sounds like stones are hitting the roof because it is made of lead. There are lights all the way round, and when it is dark, like at Midnight Mass, it looks like a halo all the way round!

The doors are a pale wood that make the church very smart. From the front, there is a huge circular window almost as tall as a man, that gives the whole thing an impressive feel. Under the huge window is a canopy sheltering the main entrance. This canopy is held up by four tall pillars that are marbled.

When you walk in through the big double doors, you find yourself in a wide vestibule where there are medallions, booklets and statues for sale. Through another set of double doors, is the actual chapel. On the right, is a steep wooden stairway leading up to the choir loft. In the choir loft, you can see out the large circular window and on the other side, down across the whole church. It really is a sight worth seeing. There is also a beautiful new organ in the choir loft that sounds amazing.

Back down in the chapel, to the left, is a lovely statue of St. Philomena holding a lily and an anchor. There are four rows of benches in total and down the main aisle is, of course, the altar. The sanctuary is very long, and up four stone steps is the altar. The altar itself is made of stone and the front is covered with 'JHS.' The cross above, is a beautiful image of Christ at the moment of death.

The whole inside is painted a creamy-white colour and is very plain, but that is the beauty of it. I hope you will soon be able to come and visit it yourself.

*(Written by Francesca, Year 6, for her writing test - March 2024)*

World Book Day saw the pupils transform into various book characters. All classes wrote and shared book reviews. It is wonderful to see how enthusiastic the children are about their reading. Parents! Purchase books for their birthday presents!



Yr 1 visited the Ashmolean Museum in Oxford, to bring their history lessons to life. They have been studying the Egyptians. During their DT lessons (Design and Technology), they made a wooden framed sarcophagus for their mummies, complete with carefully decorated hieroglyphics.

From the very first day at school, our main focus is to teach our children to read, spell and write. These simple skills form the foundation on which all learning is built. Teaching children to read is not about learning and sounding the alphabet, but about learning and applying phonics. Here is a short summary of how we teach our children to read.

Our wonderfully complex English language starts with abstract letters, which mean nothing in themselves, but when they are linked together, they can form 42 sounds of spoken English. These are called phonemes, such as *ay, ee, ai* and, blended together, they form meaningful words.

To learn to read English, a child must understand the difference between sounds and letters. Thus, the new reader must learn all 42 sounds (the phonemes), and the 26 letters of the alphabet.

If a new reader is to learn how to connect or translate printed symbols (letters and letter patterns) into sound, they must understand that our speech can be broken into small sounds ("phoneme awareness") and that the segmented units of speech can be represented by printed forms ("phonics").

Why is phoneme awareness and the development of the letter sounds so critical for the apprentice reader? Because if children cannot perceive the sounds in spoken words – for example, if they cannot “hear” the *-at* sound in *fat* and *cat* and perceive that the difference lies in the first sound, they will have difficulty decoding or “sounding out” words in a rapid and accurate fashion.

This awareness of the sound structure of English seems so easy and commonplace that we take it for granted. However, awareness comes of learning and if children do not develop phoneme awareness, they will struggle to read.

We may think that a good ear is able to pick up and decipher the three distinct sounds that form the word C-A-T. Scientific evidence, however, reveals that it is not the ear but the language systems in the brain that decipher sounds and identify their order and sequence.

For some children, the process is easy, but for most it is difficult. They must, therefore, learn methodically and this requires direct and explicit guidance and training by a well-prepared and informed teacher.

It has become clear that the development of these critical early reading-related skills, such as phoneme awareness and phonics, are fostered when children are read to at home during the preschool years, when they learn their letter and number names, and when they are introduced at very early ages to concepts of print and literacy activities.

In order for a child to begin to read, phoneme awareness, knowledge of letter sounds, and the ability to apply this knowledge is vital and allows them to understand what they are reading.

But the development of phoneme awareness and phonics, while necessary, is not sufficient for literacy (learning to read *and* to understand the English language). In addition to learning how to “sound out” new and unfamiliar words, the apprentice reader must become proficient in reading at a fast pace longer texts which contain multi-syllable words, words with single vowel sounds, patterns, prefixes, suffixes, and whole words.

The ultimate goal of reading instruction is to enable children to understand what they read.

Reading comprehension is based on several factors. Children who comprehend well use their relevant background knowledge when reading – that is, they can relate what is on the page to what they already know. For this to happen, children must possess a good and varied vocabulary, because it is very difficult to understand something you cannot define.

Here are a few prompts to help your child develop their comprehension skills at home while reading together:

- What do you think the book is about?
- What is the title of the book?
- Who is the author?
- What other books has they written?
- What happened in the story?
- Has anything like that happened to you?
- Where is the story set?
- Name the characters in the story.
- What are the characters like?
- Who was your favourite character? Why?
- What was your favourite part of the story? Why?
- Can you see any rhyming words?
- Are there any words you do not know? Etc.

Conscientious parents will do all they can to give their children a head-start in the art of learning to read. They should read to their children every day and question the child's understanding of the story. Once a child attends school, it is critical that parents help their children to complete their reading homework through the use of materials provided in their reading books. Very few children can learn and progress on their own. All can learn with a grown-up to help. Future academic success depends largely on developing and reinforcing reading skills at the earliest age. What a shame if a child has no one to help them. ❖

# Primary Annual Awards



	Best Effort	Best Progress
Infants	Primrose	Thomas
Junior 1	Luke	Scarlett
Junior 2	Darcey	Francis
<b>Angel Award</b>	<b>Francesca</b>	
<b>Attendance</b>	100% Miguel	
<b>Sportsmanship</b>	Ruben	
<b>Altar Serving</b>	Joseph, Mikolaj	



**F**rancesca, Aoife, Mikolaj, Francis, Joseph P. and Joseph F. display their leaving certificates and individualised books of Primary School memories. We wish them well as they move up to their next round of schooling adventures in secondary.

***Bravo to all our young laureates!***



Definitely the most enjoyable class of all! Design and Technology with Mrs Roch who teaches all Sciences and Geography from Infants to A-Level!  
*"Pupils! They are all the same, whatever the age!"*



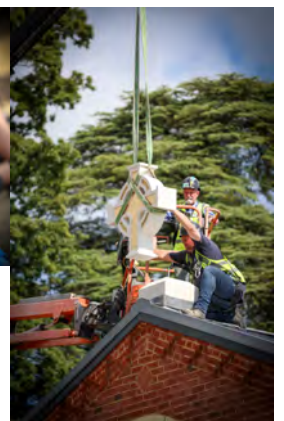
**C**hildren both from primary and secondary raised an amazing **£455** for the Catholic charity Mary's Meals, which encourages children in Africa to attend school by offering them free school meals. It costs £19.15 to feed one child for a year. Our school will therefore help to feed 24 children this year.



*Handwriting Awards 2024*



**P**rimary looks on as workman place the new cross atop the church.







A long walk along the Dorset coast with stunning scenery; sunbathing and, for those brave enough, swimming in the sea; a game of football on the sandy beach... these make for a great day out. The boys returned tanned and exhausted.



Expanding cultural horizons! The boys listened to Dvorak's Concerto for Cello and Schumann's *Adagio Espressivo*, played by the London Philomonic Orchestra, in company with the Prince Edward, Duke of Kent who was in attendance. Several attendees praised the boys' good behaviour and demeanour. They probably just fell asleep.



On Wednesday evenings, the boys are allowed to join the priestly community in singing the night office of Compline. It is a pleasant alternative to evening prep!

Each morning, several boys are assigned to serve the early masses. They must learn what to respond, where to be and how to assist the priest as he offers the Holy Sacrifice. It is a tremendous privilege to be able to serve Mass.



Weekends are prime time for visits and walks in the countryside. Entertainment is easy when there is a football tournament in session. The boys have enjoyed watching the Euros 2024: matches in the evening when time permits and highlights over breakfast if the match was missed!





Congratulations to David who was nominated for and accepted by the GB Freestyle Kayaking Academy school this summer. Places are awarded in recognition of skills, commitment and leadership. He will part of an exclusive group of 15 kayakers selected from clubs nationwide, to be coached by members of the GB Olympic Team as part of a national program to find and promote high level kayaking athletes who are able to compete internationally. Well done, David!



Mr Keating, our valiant groundsman, 78 years on! His old school, St Joseph's, Ipswich, were thrilled to hear from him. He is their oldest alumnus. Mr Keating is here pictured with year 8s who are 82 years younger than him. Mr Squire (woodwork) is also a St Joseph alumnus.



Happy birthday, Mrs Webb!

## Congratulations!



After 8 years at St Michael's, Thomas went on to complete Level 3 diplomas in traditional furniture making and design. Tom joined the army in January 2022 as a vehicle mechanic in the Royal Electrical and Mechanical Engineers. Posted to his first unit, attached to the 2nd Battalion Royal Anglian in the Midlands, Tom is currently part of the VJTF (Very High Readiness Joint Task Force) deployed in Germany and Poland, ensuring the regiment's vehicle fleet availability is above 90% readiness. Here pictured in conversation with HRH Princess Anne.

... to **Angela** for successfully completing her Bsc in Adult Nursing (Hons) at Southampton Solent University Angela completed her GCSE's in 1919.



... to **Christopher** for obtaining his Masters' Degree in Mechanical Engineering from the University of Southampton. Chris completed his A-Levels here at St Michael's in 2019.



... to **Joseph** as he completes his **Masters Degree in General Engineering** from the *Institut Catholique des Arts et Métiers*. Graduated 2019. Pictured here with his fiancée, **Meg**, who attended St Michael's in primary and completed her secondary education at the Dominican nuns in France.





**W**ind, rain and shine have battered White House walls for decades, resulting in damage both outside and inside. Last summer we renovated the south side of the building. During the February holidays we were able to renovate the west side of the house. The White House exterior has experienced substantial repairs in the past few years. There remain - two windows overdue for replacement and the chimney stacks to be repointed and flashing repaired (heavy rain still penetrating in one area).



**N**ew legislation and ageing components meant that the White House recently failed its 5 year electrical installation test. Over 230 faults were recorded! All circuit boards required replacement - a good idea by the looks of them. Fortunately, the maintenance team includes an electrician, helped by his electrician son! Over Easter the lights went out and the team went to work. Quoted at £13K in repairs, we were able to carry out better quality work for half the price.

**O**ur laboratory worktops are in urgent need of replacement. They have served for over 30 years and can no longer be maintained. Worktops need to be smooth, tough and resistant to chemicals. As always, we have put off renewal for lack of funds. Now it is urgent that we act.

**Cost of replacement : £3000**

**F**r O'Hart, our MME engineer (1st cl.) observed, measured, calculated and concluded 30kW of **solar panels** (68 panels) would substantially reduce electrical costs. Installation expense: £31K. Activated in Jan, they have produced almost 10 000 kWh so far. Estimated savings/year: £7K. We are grateful to the district for financing the project.

**T**he much loved oak tree by the old chapel was laid to rest in May. It had been struggling for the past two years and very few leaves appeared this spring. With the close-by roof in danger, prudence required action. Not too soon. The bowers revealed inside rot. Danger averted! We are slowly pruning the property of old, dead and dangerous trees (sycamore, ash) and replanting new chestnut, fur, oak and willow (to dry up the squelchy ground!)



# Annual Prizes 2024

Best Michaelean	Helena Turner	Xavier Morley
<i>Subject</i>	<i>Key Stage 3</i>	<i>Key Stage 4</i>
Excellence RK	Noah O.	Konrad S.
Excellence Humanities	Joseph M.	Konrad S. <i>(Warwick Prize)</i>
Excellence Languages	M. Clare M.	Francesco D.
Excellence Science	Rafael N.	Xavier M. <i>(O'Connor Prize)</i>
Excellence Maths	Jack W.	Jude R.
Excellence PE	Jack W.	Andrew M.
Most Improved RK	Henry C.	Nicholas Mc.
Most Improved Humanities	Nathan S.	David L.
Most Improved Languages	Alberto D.	David L.
Most Improved Science	Nathan S.	Nicholas Mc.
Most Improved Maths	Helena T.	Francesco D.
Most Improved PE	Fabian K.	Oscar W.



House Winners 2024: TOBRUK



Another successful year for the Cadet Force. After thirty-two training sessions and four camps of varying levels, each cadet successfully passed on to the next grade. We are immensely grateful to our Cadet Force Sergeants and to Fr Holden for their availability and dedication. Special thanks also to Mr Newton, whose generosity has allowed us to equip both the Cadet Force and the Band. Note the fresh, new uniforms!



St Michael's Cadet Force 2023-24



Preparing for combat.