

al-qalam

Spring/Summer 2022

Thriftwood Activity Centre
Visiting Places of Worship
International Women's day

- ◆ Theatre Trips
- ◆ British Council Arabic Speaking competition
- ◆ Life as student in Year 7
- ◆ BBC Report 2022
- ◆ Go Purple Day
- ◆ Importance of mental well being
- ◆ Iftaar at Tower Bridge
- ◆ Newham community project fundraising & much more...

Head Teacher's Message

"In the Name of Allah, the Most Beneficent, the Most Merciful. All the praises and thanks be to Allah, the Lord of the 'Alamin (mankind, jinns and all that exists). The Most Beneficent, the Most Merciful. The Only Owner of the Day of Recompense (i.e. the Day of Resurrection) You (Alone) we worship, and You (Alone) we ask for help. Guide us to the Straight Way. The Way of those on whom You have bestowed Your Grace, not (the way) of those who earned Your Anger, nor of those who went astray. (The Qur'an Surah Al-Fatihah)"

It gives me great pleasure to present to you our Spring & Summer Term 2022 newsletter. As always you will find amazing contributions from students and staff. We are proud to share with you some of the interesting activities that students have been involved in throughout this term.

Our recent GCSE results are once again amazing indeed as you can see below.

Summer 2022 pass rate is 98% for students achieving at least five 5+ grades including Maths and English- the attainment 8 score is our best ever at 69.71%.

- 95% of all grades were 4+ grades
- 62% of all grades were the highest prestigious 7-9 grades which is up from last year (51%)
- 95% of our students passed with 8 or more GCSEs
- 78% achieved a minimum of 4 7-9 grades which is up on last year (65%)
- At least 18/41 top students achieved at least 8 7-9 grades, (15/46 last year)

May Allah reward all those involved with leading these students to these achievements; may their success continue and reap benefit for them, their teachers, Apas and parents in this life and the hereafter, ameen.

This has been a truly successful year, beginning with acquiring the new building and in getting Outstanding status in our recent Ofsted inspection. All of this is due to Allaah's blessings and everyone's hard work and duas.

Although we have successfully purchased the site, we are now in urgent need of donations to allow us to carry out the essential and necessary refurbishments and renovations of the site, which is critical for us to complete, in order to attain approval to register the building as an educational site. Without such approval, we will not be allowed to begin our educational provisions in the building. This essential work will be carried out whilst simultaneously repaying the Qarza Hasanah which enabled us to purchase the site.

Much refurbishment work has been completed as many of you who attended the Fun Day/Open day would have seen. This would not have been possible without financial help for which we continue to request.

Masha'Allah you have known Azhar Academy for a long period and are fully aware of its success especially within the community and hence we humbly request if you can please forward and ask your friends as well as associates to kindly contribute in any way they can. You can view information about the new building and ways to donate using this **Link <http://newbuilding.azharacademy.org/>** I hope you have a wonderful read of our newsletter and share in the excitement of our projects.

Mrs R Adam
Executive Headteacher



Year 7 Trips

We have been to many trips and all of them have been so fun!

Thriftwood Activity Centre

My first ever trip with my new school was to a place called 'Thriftwood Activity Centre'. This was my first ever trip that I went to with my first school. I loved this trip and hoped I could have stayed for longer. There is a range of activities you can do there and all of them were very entertaining.



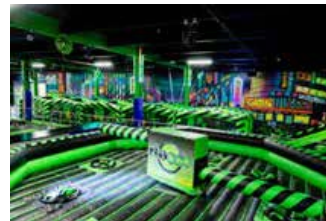
Leeds castle

This trip was in May, and it was a beautiful place! I loved this place and everywhere I looked, I saw so much nature and greenery. It was as pretty as a picture! The castle was lovely itself but sadly the public were not allowed to go in specific places in that castle. There were many ducks there and it looked so peaceful. I liked the maze better than the castle itself, That might be because I finished it first before everyone else.



Upcoming trips: Flip Out

This is an upcoming trip to Flip out (trampoline park). My class are going to Flip out. This trip has been organised by my form tutors as a reward for winning the best decorated classroom on World Book Day. I'm sure that it's going to be fun, and I can't wait to go there because I had lots of opportunities to go but wasn't able to. I'm sure this place is fun as both of my best friends have been there and loved it.



Thorpe Park

Another upcoming trip to Thorpe Park. This is an end of year trip organised by the school. I am really excited for this trip because although I am fearful of heights, I know that I will enjoy every moment with my friends. I may also be able to overcome my fear of some of the rides.

There were many other educational trips that I went to throughout the year, and I learnt so much from them like kidzania but I can't fit all of them here. Overall, I have really learnt a lot from all the trips I went to and cannot wait to go on more trips insha'allah.

Aisha Miah 7A



Ramadhan Reminder Day

Azhar Academy Girls school supports their students in a wide variety of ways, from mental health awareness day to non-uniform days.

AAGS held a Ramadhan Reminder day just one week before Ramadhan began. This was very beneficial for the girls as it helped them understand what Ramadhan is, and how to make the most of it, and reap the most rewards from this blessed month.



It was a very exciting day as the pupils were allowed to wear non-uniform and walk around the school, received treats and learnt about their religion together with their friends and classmates.

It was also organized in such a way that all the classrooms in the school had been decorated and the teachers that oversaw the class had chosen a specific topic for the girls to learn about, from the night of power to how to spend your menstrual days and still get lots of rewards, Alhamdulillah.

After this day, the girls felt prepared and equipped for Ramadhan, and were confident that this Ramadhan would be the best one yet!!

Asmaa Kasmani Year 8A



10A Form Time

This year in form time we have learnt about a variety of topics ranging from relationships to working in professional environments. We have immensely enjoyed form time this year learning from both our teachers. We have been able to expand our knowledge and gain an insight in to life outside of Azhar through the various interactive workshops which our school has hosted such as careers fairs and revision seminars. In form time, we were given practical advice that we need for life beyond Azhar, this helps us to see the world around us whilst still being able to maintain our deen.



During the winter break, Azhar gave us the opportunity to visit the fortune theatre in Covent Garden. We enjoyed the trip as it was fun and allowed us to exercise social skills outside Azhar. We watched an amazing play with only three characters which was scary yet thrilling! As a class, we have also been to the planetarium as part of a science trip. On this trip, we learnt more about astronomy and the galaxy as a whole which was of interest to many students.

In conclusion, form time in Azhar is a core part of our week as it builds many skills and allows us to clarify any questions we have in a safe and comfortable environment.

Noor Saiyed and Sara Cilmi 10A

Visiting a Place of Worship Competition

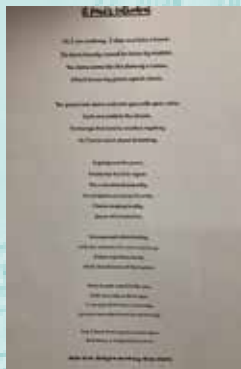
Schools across Newham have exploring beliefs and celebrating diversity through visiting religious buildings throughout their RE lessons.

NATRE (National Association of Teachers of Religious Education) invited schools across Newham to enter a competition in which students submitted entries which were either written or art based, individual or group work, inspired by having visited a place of Worship and showing their learning.

Mashallah the entire Year 8 were recognised by NATRE as the best Secondary school overall with special recognition given to Alifa Khan 8A and Khadijah Hussain 8A.

Here are some of the winning entries:

Amrin Hoque 8G



Year 7 Hifz Studies

Assalamualaykum, my name is Aisha Sarfraz Hussain in 7A and I'm here to tell you about my Hifz Studies.

In my Hifz Class, Apa Asiah Azizi, my Hifz teacher has supported me in my whole journey memorising the Quran. She has accompanied me and my class in the kindest manner and we are all very eager to learn from her and be tested by her. She's an inspiration to all of us and she is always reminding us about our tajweed and perfecting our recitation. She gives us honest grades and encourages us to do better the next day, at the same time she is funny and always making all of us smile which gives us the enthusiasm to learn with her. Apa Asiah is one of a kind, may Allah let her enter Jannah Ameen.

To make our minds more focused in lesson she gives us a 5-minute break to stretch and have some rest. We also had the opportunity of going to a nearby park to have a run around before starting our class.

By the end of Year 7, Inshallah I hope to finish 4 Juz. I have completed Juz 30, Juz 1, Juz 2 and ¼ of Juz 3. My biggest achievement was Passing Juz 2, I thought I was not ready, and I was incredibly nervous, However My Apa had pushed me into doing it and I passed. I did struggle with Juz 1, but Alhamdulillah I passed with only 2 mistakes. Overall, Azhar Academy is a great school that push students into doing their best and achieving great success and progress, not only with national curriculum but also with Aalimah and Hifz Studies.

Aisha Hussain 7A





Animal Farm Theatre Trip

As part of our year 9 English Literature syllabus, we visited Richmond Theatre to see the Animal Farm production. The performance was overall an exceptional experience, and an exciting conclusion of our study of Animal Farm.

It was a compelling dramatisation of Orwell's enduring parable on the uses and abuses of power. The adaptation of Animal Farm extended our class's understanding of the novel, giving us a further insight of Animal Farm. It was exceedingly valuable in developing our perception of the narrative, by watching it right before our eyes. The play and fable were presented in a distinctive manner, yet balanced each other out. They were complementary considering how they both portrayed the story; the revolution against an oppressive, exploitative farmer to establish a new equal society for the animals on the farm, which turns to vain when they grow greedy and hypocritical.

The performance was well thought out and interactive. It was enacted mostly through puppets, giving a realistic, enticing touch which adds to the exhilarating spectacle. There are some breath-taking scenes which grasp you in the moment, including wild suspenseful battles, chases and heated events. The storytelling was ideally paced; the sound powerfully pitched, the choreography enhancing and impressive, and the tempo fast paced, keeping us drawn in. Everyone was earnestly focused on the play, right until it came to an end.

This production was completely mesmerising and absolutely stunning. It was worth the visit; it educated our year about the valued morals of Animal Farm and built our knowledge. We would love to go again; it was a wonderful time.

Zainab Bint Rayhan 9A

World Book Day

This year's World Book Day on Thursday 3rd March 2022 was the most fun and interesting World Book Day we have ever had. This year we had an in-school competition which was for the best decorated classroom for a chosen theme, as well as this we chose to link our outfits to the theme. The prize for the best decorated class was a trip of their choice!

My class {10A}, were one of the winners! Whilst deciding our theme, we had so many suggestions and many debates as to which one to choose. In the end, we decided to go with the most creative theme which was Alice in Wonderland.

We chose one specific scene from the book for our classroom which was the Mad Hatter's Tea party. To do this we assigned each person in the class to a different task and to organise any resources we needed. We started our cut-out decorations and things that required more preparation a week before and we put up all the decorations the day before. We connected the tables in the classroom and put a chequered black and white table

cloth on top of it and decorated it with little charms, then we put out all the food ready for teachers and students to come at lunch time to enjoy the tea party. As well as decorating our classroom we linked our costumes to the theme, each one of us wearing a different costume from the book. I loved this part because it felt so magical in the classroom and it felt like we were actually in Wonderland.

Our aim was for people to walk into our classroom and feel as if they have walked into the book so we decorated and made everything in the classroom have a Wonderland twist to it. On World Book Day we always have a parade, so when we went up for the parade it was incredibly exciting to present our costumes alongside the rest of the school. The whole day we went around to classes to see what they put together and see our competition. I don't know how the judges decided between each amazing classroom setup, maybe that's why there were so many winners!

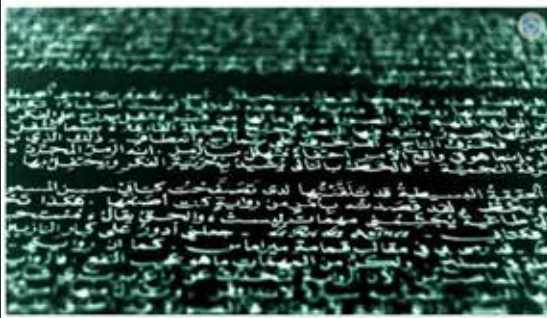
I am now looking forward to doing even better next year in year 11.

Zayna Bint Jamil 10A

British Council Arabic Speaking Competition 2022

Arabic is a subject I have thoroughly enjoyed ever since I started studying it. I was always interested and intrigued and had the yearning to excel in the language. One aspiration I have had since I started learning Arabic was to be able to speak it fluently. Throughout my Arabic lessons I managed to improve in my Arabic speaking and was able to pick up many new words and phrases. However, one particular thing that enabled me to enhance my abilities further was an Arabic speaking competition which I took part in. At first, I was very nervous and reluctant, but after my teacher's encouragement and support I gained the courage. This competition helped me gain confidence in speaking the beautiful language. It also tested my ability to think on the spot and form sentences without any preparation in advance. Thinking back at the competition, it did not feel like I was competing or being tested, rather it felt like a natural conversation with the judges. Although I was dreading this opportunity at the start, I am glad I was chosen to participate and was able to gain the experience and grasp many skills which will benefit me in the future and hopefully aid me in reaching my aspiration.

Arabic Speaking Competition 2022



Halima Jasat - 10G

Arabic is a subject that has always sparked an interest and motivation in me. It has always been an important ambition of mine to be able to speak Arabic fluently in the future; so naturally, when my Arabic teacher had entered me into a competition, I was thrilled. The only problem was... it was a speaking competition. As much as I do love Arabic, speaking has never been a strong point for me, not just in Arabic but speaking in any case! The day of the competition arrived and my mind was full of doubts and worries. Although the competition was taking place online, I still felt unconfident and tense. When asked questions in the competition and when delivering my prepared piece, I was able to recall what I had studied in class and use the right level of language and phrases needed to answer fluently. Although I had stuttered and hesitated at some points, I finally understood that the longer I put off my weaknesses, the more it will hold me back from growing. Mistakes help us identify our strengths and weaknesses and learn from them; don't let them intimidate you. This competition helped me realize that you will never know how capable you are until your passion meets your confidence and determination. The longer you doubt your abilities, the longer you will be hiding in the shadows when really, you have so much to offer. Sometimes, stepping out of your comfort zone is exactly what you need to begin to grow. If you are struggling right now with anything, my advice to you would be to stop doubting yourself, work hard and imagine the possibilities once you do.

Since the competition, my confidence in speaking Arabic has grown a lot and I am now more eager to answer questions in class as well as motivated to have a positive attitude towards the beautiful language of the Qur'an. I am grateful for having the opportunities to take part in incredible, international events like these; not only has it built my confidence, but it has also motivated me to perform and excel in my studies as well as develop my skills further InShaAllah.

Mariha Matin - 10A

Friendship in 7G

Year 7 has had a lot of ups and down but it has also been one of the best years ever. Out of all the subjects, form time has been one of the best. Starting a new chapter in life was quite scary at the start but form time made it a lot better. I have been feeling very comfortable being taught form time by my wonderful form tutors. Some of the stuff we have learnt in form time is very useful for a new Muslim woman and for our future ahead. The topics which we have been learning are: puberty, relationships, families, Azhar values, about the Queen, healthy friendships, and how to take care of ourselves.

Learning about healthy friendships helped me to realise who is the right person to trust and to be my friend. It was definitely helpful as I came into a school where I didn't know anyone. The definition of what makes someone your friend is personal and unique to each person. Friendship doesn't mean that you see that person every day; it means that the two of you go through life together supporting one another when needed and having fun whenever possible.



To grow our friendship throughout our class, we did activities, hosted by our Tarbiyah Mentors which strengthened our friendship with each other. We also had sisterhood day which built up on our friendships with one another. One of our favourite activities was when we decorated cupcakes with sprinkles that represented different characters. Friendships have a fascinating impact on our lives, some positive, and some negative.

Friendships can motivate and can distract. I always say to my parents, "Dad, I can't help laughing in class when my friends start laughing." There is something contagious about friends. But we've definitely been working on making our bond helpful and beneficial to us as well as fun and comforting.

Friends influence us within three core needs that we have:

1. A Sense of Belonging
2. A Sense of Worth
3. A Sense of Competence

These three areas help us discover our identity and will form a foundation for our identity and character. I really treasure the memories and friends I have made this year and hope that our sisterhood remains strong and is a means of success in this world and the hereafter.

Amira Miah 7G



My Life As A Year 7 Student:

A New Chapter

Going into a whole new place, without knowing a single person, there's only one word to describe it: worried! Walking into the doors of my new school on my first day, that's exactly how I felt. I never really knew my way around the building, but thanks to the help of my teachers and classmates, I had no trouble. Making friends, on the other hand, was no easy feat. I didn't know anyone at all, so I mostly kept to myself without really talking to my classmates. Also, I was quite shy when we first started the year, so that didn't help. But luckily for me, everyone was so friendly and our class got on really well. The teachers were all really welcoming as well and made everyone feel safe and happy. Year 7 might be over now, but it definitely won't be a year I'll ever forget. Everyone tried their hardest to make this year amazing and it was definitely a very fun year!

Fatema Muwas 7G

The Globe Theatre

In term 2, all students from year 9 were taken on an educational visit to Shakespeare's Globe Theatre as part of our Shakespeare study; studying Romeo and Juliet.

The Globe theatre trip was beneficial and educational as we were able to gain an insight into the specifics of the theatre through a tour of the theatre. We also learnt about Shakespeare's era in more depth. This in turn allowed us to understand the play Romeo and Juliet in more depth.

The tour guide allowed us to explore the theatre which put us in the shoes of those who came to watch live shows in the theatre. The tour guide is also an actor who performs in theatre which was interesting for us. We were also taken for a pre-booked workshop, where we analysed parts of the play in detail and the tour guide made it interactive through acting, speaking and sharing tips. This kept us engaged and motivated us to be more passionate about the play.

It was an interesting way of transporting you back in time to see how Shakespeare conducted his plays and explore theatre to see what it would look like in Shakespeare's period.

We would most definitely recommend future students to visit the theatre as we were amazed by how structured and interesting the trip was. Overall, we really enjoyed the trip and look forward to re-visiting the theatre for a Macbeth workshop next year.

Aliza Haque 9G, Hafsa Haskic 9G and Tahani Muhaimin 9A



Geography - Fieldwork trip

What was the trip about?

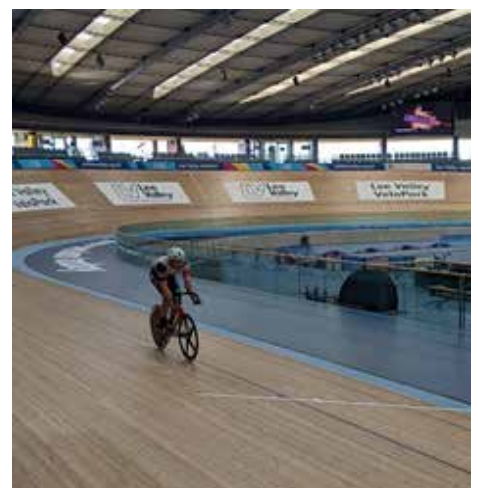
We went to Stratford to measure the quality of life in Carpenters Estate and the Olympic Park. To do this, we surveyed residents of the area asking for their opinions and based on these gave each area a total out of 100. Our results showed that the quality of life in the Olympic Park is better than Carpenters Estates. This made me realise that the quality of life may well be better in 'richer' areas compared to 'poorer' ones. But there could be underlying issues such as community cohesion which you could argue has an effect on people's quality of life especially when it comes to loneliness.

My experience

I enjoyed walking through the Olympic Park, seeing the River Lee, the stadiums and visiting the Velodrome. We had the opportunity to go inside the Velodrome and eat lunch while watching the cycling races that were going on. We were lucky to see Tokyo 2020 Olympic competitor – Charlie Tanfield, in person and completing an imitation of his world record run.

All in all, it was a really fun and exciting trip; meeting and talking to friendly people and seeing an Olympic athlete in action.

Maryam Shahab 10G





BBC YOUNG REPORTER

BBC Young Reporters Article

My name is Ayisha and this year I was fortunate enough to take part in the BBC Young Reporters competition with my friends. Every year, a group of year 9 students are given an amazing opportunity to make their very own BBC report on a topic of their choice.

What is the point of the BBC Young Reports competition?

The BBC Young reporter's competition is a chance for young people like me to be able to express the problems we face in society. It gives the youth the chance to be able to express their feelings and emotions for certain topics and advice that we think is essential for people to follow to live in a better society. We filmed ourselves and had to compile a video in under 5 minutes. A lot of hard work and resilience is needed to compile this but fortunately we were able to complete it and overall, it was so much fun. I was able to gain a lot of confidence from this project and fight my fears of being recorded whilst talking.

What was our topic about?

Our topic was on racism. Racism, a topic which is widely spoken about; yet little action is done. We feel the necessity to raise this concern because as youths we have had enough of the consistent stereotypes that are placed on us from a young age. Through poetry, statistics and interview, we were able to really convey our input into how to reduce racism especially in teens. We interviewed several people on their views on racism and we were able to collect a vast range of views on racism. During this project, we were able to share our thoughts and work as a team to compile this. I even emailed the mayor of London and he replied with his input on how he is helping to tackle racism in London.

Overall, our project has been a very exciting one and a fantastic opportunity that we have been able to take part in. If you are interested to watch our news then please head to our schools website and you will find it there!

Ayisha Mohammed 9G

GO PURPLE DAY

A non-uniform day was organised by AAGS Student

Council to raise awareness about child bereavement and encourage affected students to seek support. To take part in the "Go Purple" day in association with the charity Grief Talk which supports young people and children going through bereavement and grief, students had to wear something purple to school.

The day was enjoyed by many students and AAGS Student Council spoke to their form classes explaining what Grief Talk was, the importance of seeking support and help, as well as signposting students to the different ways they could seek this help whether it was through school staff or support via the Grief Talk website:

<https://www.griefencounter.org.uk/get-support/support-services/helpline>

AAGS Student Council

MashaAllah, many students participated and managed to raise a total of £182.05 which was donated to the charity Grief Talk.



Zaad Al-Talibeen - Provisions for the seekers

This year in Islamic studies we started studying Zaad al-Talibeen by Shaykh Ashiq Ilahi al-Bulandsheri'. We started off with an introduction to hadiths and the virtues of learning Hadiths. Zaad lessons are not only interesting but educational. I have learnt so much about Islam and the benefits of things we typically ignore,

such as the hadith "The siwaak is a means of purification for the mouth and is pleasing to the Lord" which teaches us the health benefits of the miswak as well as the reward.

We also learn how to better our character which we learned in the hadith "Calmness is from Allah and haste is from shaytaan". The hadith teaches us to be calm and steady which is a characteristic every Muslim should have. Zaad lessons show us how to live practically and

within Islamic boundaries and tell us the punishments of the day of judgement whilst showing the mercy and kindness Allah has, as we are told "The most beloved actions in the sight of Allah are the regular ones, even if they amount to little in quantity"

Zaad summarises the beauty and patience Allah has when it comes to our Ummah and is definitely a subject worth learning. Our Zaad lessons teach us the Merits of Islam and gives us an abundant amount of knowledge as we learn the commentary and translation of the hadiths so we can further learn about Islam in a positive and enjoyable way.

I have thoroughly enjoyed Zaad this year. It has impacted my imaan in a positive way and allowed me to be more in touch with my deen as I have learnt more about the religion and allowed me to better myself as a Muslimah. The lessons have taught me many important lessons that now have been implemented in my daily life such as initiating salam.

Sara Cilmi 10A

International Women's Day 2022

As part of Art, RE, Citizenship and History, there was a whole school competition celebrating International Women's Week 2022. We had to choose an inspirational female personality from history, politics, religion or art and design a poster about them.

For the 'Inspirational Muslim Women' competition, I decided to design and create a poster about Dalia Mogahed. When I am older, I would really like to go into politics, and I think that Mogahed being the first Muslim woman in the White House is a huge achievement and an inspiration to us all. Here is my poster I created about her.

Tahani Muhaimin 9A

“ Better a broken heart than a hardened one. ”
— Dalia Mogahed

Dalia Mogahed

Dalia Mogahead is an Egyptian Muslim woman who was the US' first Muslim in the White House back in 2009.

The Royal Islamic Strategic Studies Centre included Mogahed in its 2009 and 2010 lists of the 500 most influential Muslims!

She served on Barak Obama's Advisory Council on Faith-Based and Neighbourhood Partnerships in 2009, advising the president on how faith-based organizations can help the government solve persistent social problems.

Mogahed is also the Director of Research at the Institute of Social Policy and Understanding in Washington DC, a non-profit organisation which produces research on American Muslims and Muslim communities around the world.

SHE ALSO PRESENTS THE VIEWS AND OPINIONS OF MUSLIMS ACROSS THE US IN THE MOST SIMPLISTIC, RECOGNIZABLE AND AGREEABLE WAY.

Computer Science GCSE

This year I took my computer science GCSE exam. The subject curriculum is split into 2 sections: Systems Architecture - which is the study of the physical components of a computer and Computational Thinking, which is focused on programming, using Python.

I particularly enjoyed coding, it took a lot of time and effort, but I liked using my knowledge to program the computer to do certain tasks.

Another topic I loved was learning about data protection and threats to networks. This is very useful as it taught me how to stay safe online and protect personal documents or files, so I can apply this knowledge throughout life.

I believe the subject is relevant, and it will be a great asset in the future, as computer science is sought after by employers and is a unique qualification to have.

The subject is admittedly, challenging and difficult however my teacher was very supportive and we were constantly encouraged to work with our peers to figure out solutions, making lessons interactive and fun.

Nuha Shukry 10G

Mental Wellbeing

Poster Competition By Supporting Humanity Charity

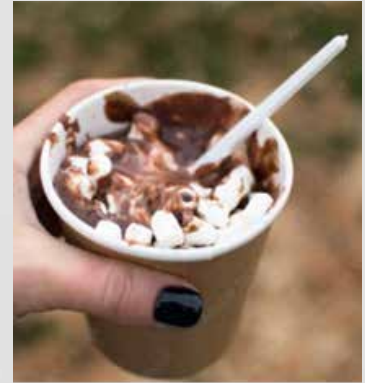
When I first heard about the competition, I thought that it was a great idea, as at school it is incredibly fun, exciting, and enjoyable but at times it can be stressful and overwhelming. This was just the right time to put together a poster on things I do to calm myself down. Being someone who has a lot of hobbies, I did have a lot of ideas to put on the poster. For example, sometimes when I am studying and need a break, I always choose to read a book I enjoy as this lets me dive into another life and forget about my own stress.

I would say that when dealing with my mental health sometimes the best thing to do is nothing. By this, I do not mean lying down on your bed crying, it means taking a break allowing yourself to breathe and chill. Being a student, it can subjugate you with all the work, sometimes what many people forget is to just take a break.

Treat yourself. When you get good grades, go out, have a day out with your friends, try something new, buy yourself something little or take a walk outside to relax. "Mental health is not a destination, but a process. It's about how you drive, not where you're going."

Amara Rahman 8G





Newham Community Project Fundraising

AAGS Student Council decided to raise money for the Newham Community Project, a grassroots registered charity organisation run by concerned volunteers of Newham who have been involved in many projects through the years. Since its inception, it has been involved in many charitable and social enterprise projects. This includes setting up Covid-19 food packs, food banks and more recently it has become involved in helping the Newham Needy.

As we know, the pandemic had left many people in dire need especially in our local borough of Newham. This was an amazing opportunity to contribute towards helping our neighbors and local community. AAGS Student Council held a non-uniform day and made and sold hot chocolate during lunch time. Alhamdulillah they managed to raise a total of £192 towards the project. May Allah (swt) reward all those who helped and contributed, aameen!

By AAGS Student Council



Pop Art Workshop With Artist Farah Soobhan

In art this term, we have been covering the theme 'flower power'. In this project, we analysed the work of artists who are inspired by nature. We did observational drawing of flowers and colored them in using mediums of our choice. We then took parts of these and developed them into motif designs. We used these motif designs to create our very own repeat patterns which we later used to design our model figures in a topic from this project - 'modest fashion'.

To encourage us during this project, our teacher arranged a workshop in which an artist relating to our topic came into school and showed us how to produce pop art style work. Farah Soobhan, founder of Farah Visual Arts is a teacher and mixed-media artist who uses the popular style of pop art to explore her own identity as a Muslim woman living in the West. Her work highlights deeper messages relating to political and humanitarian crises taking place around the world. The bright and bold aesthetics of her paintings juxtapose the serious concepts she wants to relay to her audience. Farah uses her art to express her thoughts and feelings on so many causes ranging from religion, terrorism, police brutality and the refugee crisis to misogyny, Islamophobia and mental health. She was a finalist of the Artistic Jihad Art competition in 2011 and 2012 and her work was featured on the Evening Standard and Al Jazeera in 2015 for being the chosen artist to front an anti-terrorism campaign. She has since then exhibited her work all over England including in the MICA Gallery in Knightsbridge, Moniker Art fair at the Old Truman Brewery, Queen of Hoxton in Shoreditch and the Crypt Gallery in Kings Cross.

Aisha Zahid 9G



The Art of Batik

This year for Art GCSE we have been doing textile design. This involves researching and learning new and different ways of designing patterns and prints onto fabric. One of the techniques I did research on and tried was batik.

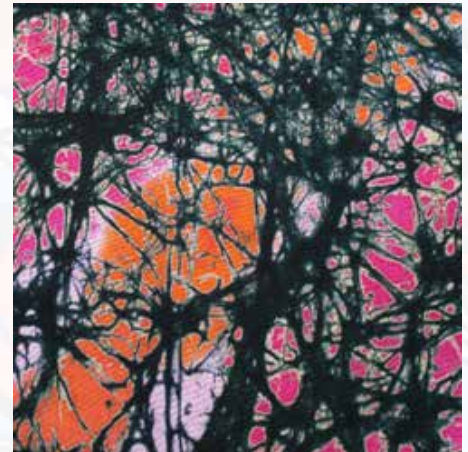
Batik is originally from Indonesia. It could have been derived from a word called 'ambatik' that translates to "a dotted piece of cloth", amba which means "wide" or "large", and tik or nitik that means "dot" or "make a dot". Batik is usually used to describe a fabric dyeing process that uses a special wax resist method. A tradition of making batik is found in cultures such as Nigeria, China, India, Malaysia, Sri Lanka and most notably, Indonesia. Indonesian batik is the most developed in terms of pattern, technique, and the quality of workmanship. The existence of the oldest Batik activities came from Ponorogo which was still called Wengker before the 7th century. There are also different types of batik techniques.

One form of batik is called crackling batik. This is when you get a piece of fabric and cover it completely with melted wax, after the wax has dried you then scrunch up the fabric and this is so that there are cracks in the wax so that when you apply the dye it will go through the cracks you have made when scrunching. After you have scrunched and applied the dye you wait for the dye to dry and once it is dry you melt the wax using an iron and place a barrier between the fabric and iron so that the iron doesn't get wax on it. After you have done this, you will see that the design on the fabric looks similar to something like cracked glass.

For batik you get a piece of fabric and cover areas that you don't want the dye to touch with wax, that way the dye doesn't go on those areas and they stay white. The wax can either be applied using a brush or it can be stamped onto the fabric. The fabric which this is usually done on is cotton and traditionally used colours of dye are brown, red, and blue.

Batik is a very fun and experimental technique when compared to others as there are different ways that you can do it and you never know what to expect!

Hawwa Nihar 10A



London Stock Exchange

Our school had an exclusive invite to the opening of the London Stock Exchange on 12th April 2022. This was organised by Naz Legacy Foundation to recognise the contribution Muslims have made to British society and to celebrate the contributions of Muslims in the financial/private sector. We had to be there for 7.30am and two of our students had the opportunity of pressing the button that starts the opening hour of trading. We were given a tour of the amazing skyline building in East India Docks. We were honoured to have breakfast with Senior Muslim business people.

We heard inspiring speeches and there was also a questions and answers panel, with three of the interns working at the London Stock Exchange. We were also able to go around and speak to the professionals individually.

It really opened up my eyes to the different job opportunities at the London Stock Exchange and the different skills you can gain by working there.

Shahad Abdullah 10G



Citizenship Campaign – Tackling Homelessness



As part of our GCSE citizenship campaign, we chose the topic of "homelessness". We had chosen this topic as we felt the need to voice and educate people on this matter, as many people didn't understand the severity and impact of homelessness in the UK. We chose to work with Newham Community Project.

Newham Community Project delivered an informative presentation to our students. They also spoke about all the charitable work they do for the homeless by also giving them ways they can help. One of the ways the students could help was to provide the food bank with preservable food, for example: pasta, rice and many more. The food bank also provided babies with essentials like travel cots, prams, diapers, milk formula etc. Therefore, we took the initiative to hold a food collection in our school for Newham Community Project, as we felt they were very reliable and genuine, and were trying their best to support people in need.

We informed the school of this food collection a week beforehand to ensure everyone had enough time to donate their food. This was a great success and we managed to receive a considerable amount of canned goods for the food bank. We felt holding a food collection was not enough, and aimed to also raise money for Newham Community Project through a bake sale. We managed to raise £80. The foodbank volunteers were thrilled with what we had raised, and said they were going to spend it to treat the children that were coming to the foodbank.

Due to the success of the presentation by Newham Community Project, we decided to further educate the year 8s on our topic with this charity. We asked for the opportunity to go on a trip to their food bank site, to have a first-hand experience. Thus, groups of Year 8 pupils were taken to the foodbank to assist the volunteers with packing the food and loading in deliveries from external organisations. My group and I also had the opportunity to go to this foodbank.

In conclusion, I believe our campaign was a huge success as we had been able to spread awareness on homelessness and also had a positive influence on the people who were educated on the topic, which was one of our main aims at the start of our campaign, therefore I feel very pleased and glad with the outcome. I believe the experience of volunteering at the foodbank and the presentation by Newham Community Project had the most impact on the success of our campaign and we would not have been able to achieve the same results without them.

Wajiha Hussain 10G



Citizenship Trips

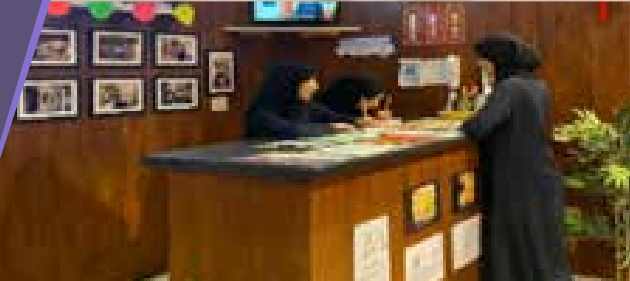
Year 8 Trip to Migration Museum

We had a fun educational experience at the Migration Museum in Lewisham as it helped us to visually understand the topic of migration that we were studying in Citizenship. We learnt about the stories of many people who had migrated to the UK for a better standard of living. This also helped us understand the struggles they faced when they first came to the UK.

The interactive exhibition was the best part, as we had the opportunity to play the roles of different people in different settings. It really took us back into time as we were able to have a feeling of how the people from before had felt. We were able to see how migrants had an impact on the diversity in the UK, but more importantly we saw the routes of this.

Listening to the stories of the people from before, made us realise how far this country has come to tolerating and accepting others. It was sad to hear to the difficult stories, but at the same it makes us appreciate the society we have today.

Maryam Ali & Maisha Khanom 8A



Iftar at Tower Bridge

I was honoured to be selected to accept an invitation by Naz Legacy Foundation to attend an Interfaith Iftar event at Tower bridge in Ramadan. It was a really nice experience being recognised and valued as young Muslimahs in British society. We had the opportunity to meet some amazing people from different faiths, including the chief Rabbi of London, the Bishop of London and Imam Mahmood.

We were able to have discussions about our faith in a safe environment without feeling judged. We were treated respectfully as guests and enjoyed a delicious three course iftaar at an amazing venue!

Zara Gardner 10A



Kidzania Careers Festival

This year, all Year 7s went on a trip to Kidzania. It was an exciting way to learn about different careers. We learnt about different jobs, what role they play in society and what skills are required to get into those jobs. We were given a hands on experience and given the opportunity to talk with experienced professionals from different fields.

I thoroughly enjoyed the firefighter activity, where I was given the chance to undergo real firefighter training and then that training had to be used to extinguish a fire. It involved teamwork and co-operation with the other services like the ambulance and police teams. We had to be attentive and follow the instructions of the commander.

In Kidzania we were even able to earn a salary and spend the wages that we earned. We had to responsibly practice effective budgeting when we earned Kidzos and needed to use them to pay for certain activities. If we managed to earn enough Kidzos, we could spend them in the shop at the end.

The best bit about Kidzania was that we were given the chance to roam freely, make our own decisions and experience the real world without the guidance of adults, not even our teachers!

Fariha Zannat 7S



London Stock Exchange

Our school had an exclusive invite to the opening of the London Stock Exchange on 12th April 2022. This was organised by Naz Legacy Foundation to recognise the contribution Muslims have made to British society and to celebrate the contributions of Muslims in the financial/private sector. We had to be there for 7.30am and two of our students had the opportunity of pressing the button that starts the opening hour of trading. We were given a tour of the amazing skyline building in East India Docks. We were honoured to have breakfast with Senior Muslim business people.

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Shahad Abdullah 10G



Trip to Royal Courts of Justice

We had the opportunity to attend the Royal Courts of Justice for a workshop where we were able to participate in a mock trial. This was indeed very educational and gave us a good insight into how a trial takes place. The courtroom itself was very interesting as this gave us a real experience of a real trial as it was a real courtroom. Our whole class participated in the mock trial and we all had a role from the judge to the jury.

It felt strange at the beginning but everyone grew into their role and acted their parts accordingly. Soon, it didn't feel like we were acting as each person was actually trying to fight the case. We could feel the emotions and the tensions especially when our jury decided on the verdict.

It was also interesting to see real judges and barristers walking around the Royal Courts of Justice, rushing to their courtrooms for their cases.

Overall, this was a really enjoyable, memorable and educational experience!

Iman Soyer & Afra Bhuiyan 9A



Community Cohesion and Civic Participation Workshop



We recently went to the Import building in tower hamlets to participate in two different yet unique workshops. The workshops were not only educational but interesting. The presentations were entertaining, interesting and educational. We met various people with various life experiences, for example a former right wing member who told us about his experience and how to avoid it ourselves.

Discussions such as this allowed us to re-evaluate our behaviour and attitudes towards others. We also visited a local Bengali women art exhibition which was stunning and beautiful. Overall, the trip was educational in so many ways and it was a bonus that the building was stunning.

Sara Cilmi 10A

Royal Navy Jubilee Event



**ROYAL
NAVY**

We visited a Royal Navy ship where we had a guided tour of the whole ship from top to bottom. We were first escorted on to an Uber boat from Greenwich Pier to the actual ship which was colossal.

Once aboard, we were given a brief review of the history and how they aid rescue and military operations at sea. We heard stories of their experiences of dealing with pirates and how they deal with casualties at sea.

The main thing we learnt on this trip, was that that the Royal Navy is not just about fighting in wars but helping with humanitarian issues as well.

We had the opportunity to have a first-hand experience of certain aspects of the life of a marine officer at sea such as learning how to operate a ship and being amongst the crew which we would never be able to do so otherwise.

Amara Habib 9G



Design a comic strip Art competition

In conjunction with Aldi, Team GB and ParalympicsGB

Aldi, Team GB and Paralympics GB are marking the 10th anniversary of the London 2012 Olympic and Paralympic Games by launching the Get Set to Eat Fresh Design a Comic Strip competition.

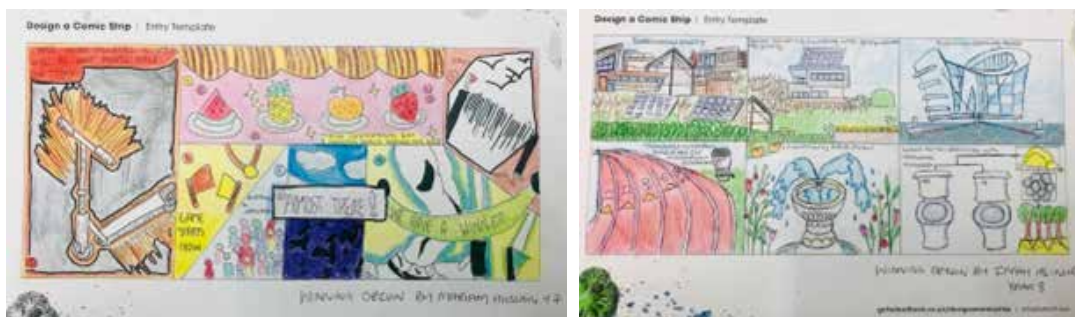


Azhar Academy supported this campaign through Art by encouraging year 7 and year 8 students to participate and enter this competition by creating a comic strip on what their idea of a future Olympics or Paralympics game would look like and promoting healthy eating and green eco-energy in their comic strip design.



I really enjoyed participating in the competition and I look forward to the results in school and nationally!

IN SCHOOL WINNING DESIGNS FROM EACH YEAR GROUP



Enayah Hamidi 8A

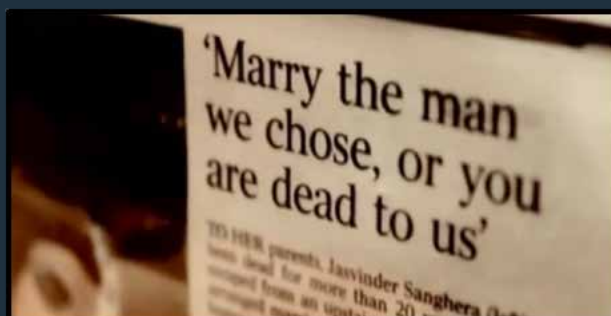
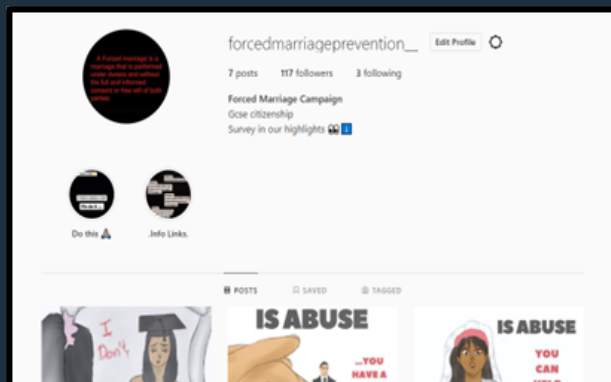
Year 10 Citizenship campaign: Domestic violence

Since September 2021, our group has been researching ideas to use for our Citizenship GCSE campaign. We agreed on the issue of forced marriages, as it had come to our attention that it has been forgotten by the media, and it deserves recognition for its cruelty. Since then, we have opened a social media account on Instagram, taught a workshop to Year 8 students, and continued raising awareness.

What is a forced marriage and how can you do your bit to prevent it? According to the GOV.UK website, forced marriage is where one or both people do not or cannot consent to the marriage. And pressure or abuse is used to force them into marriage. A common misconception is that persuasion to convince someone to marry would not be counted as forced marriage, however that is false. A person should be willing to marry through their own choice. So, one way to prevent forced marriages is to be aware of our own mistakes. Secondly, many people feel afraid to speak about it in fear of harming their loved ones, and whilst trying to protect their family, they are risking their own lives. As a society, we have significant power to make a difference, so we should encourage speaking up about forced marriages so that it is no longer a taboo topic. The longer we continue to ignore it the more normalised it will become.

Statistics from the Forced Marriage Unit (FMU) for 2018 show a total of 1,764 cases of forced marriage, a rise of 47% (568 cases) since 2017, which is a daunting prospect, and this is only statistics from those that rang or emailed the FMU for advice of support – there may be many more instances in the UK which are not recorded at all. It should also be noted, that forced marriage are not between a specific gender or age group, but can happen to anyone that has received any form of coercion. We need to change as a society.

*Mariyah Rahman, Fawziyah Islam, Aisha Rizmi,
Jumainah Shah 10G*



GCSE Maths – Year 10

In Year 10, we begin our GCSE Maths content, and it really does feel overwhelming at the start of the year. When I got my textbook in the mail, back in the summer holidays, I was shocked at the sheer size of it! Covering a variety of topics, from graphs, quadratic equations, inequalities and even constructions, the textbook itself is actually very helpful. It has plenty of exam-style questions and a unit test at the end of every unit, as well as many key points. With every unit we finish, we take a unit test, to evaluate how well we understood the topic. My favourite unit so far, has been Unit 8 – Transformations and Constructions, as it was unlike what we had done before, in Key Stage 3, and was very enjoyable to put into practice.

A page from our textbook - Edexcel GCSE (9-1) Mathematics Higher Student Book

Now maths has never been a strong suit of mine, and especially with all the new content we were learning this year, I found myself feeling more and more demotivated in lesson. I was getting distracted more easily,

and was always behind. However, after months of feeling like this, and knowing I wasn't putting in my hundred percent, I decided to try sitting on my own, and I found that that really helped. I was quite shocked to see how I was focusing much more easily in class, and how, by limiting the number of distractions around me, I was able to absorb the knowledge better, and learnt to apply it in my work faster.

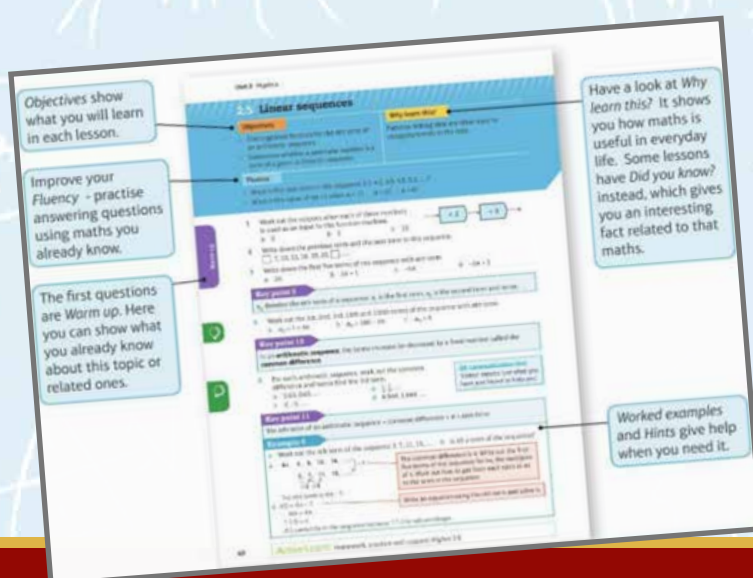
Especially as the concepts we go through in year 10 are brand new, concentration is key in these lessons, as well as practice. Going through the worked examples in every unit has been very useful for me, as it shows the process of answering certain types of questions, step-by-step.

Although I still find certain topics hard, our teachers are sure to inform us of the various resources online that we can make use of. My favourite is MathsGenie as they work through multiple different example questions, and help with my revision immensely. I also need to quickly mention my appreciation for my teachers, because the patience they have is unbelievable. I personally struggled with factorising very much, yet every week, my teacher would repeat the step-by-step process, and eventually I understood it. And now it's one of my favourite question types in exams and retrieval tasks.

A typical maths lesson begins with retrieval task, in which we are required to recall concepts which we have done previously. I find these very helpful, as they serve as a reminder on what I need to focus on, and also help to refresh my memory on the process of working out the answer. As they do not take very long at all, we mark them, then begin our lesson with the learning objectives (LOs), and writing down the unit title and key points. At first, I thought this was unnecessary, however, by now I realise that it is actually incredibly helpful as I have all the key information in my exercise book, and by writing down the key points, I am learning them earlier on in the lesson. We then typically go through a PowerPoint in which there are plenty of example questions. These are very helpful as they show us how to solve certain kinds of problems, which we then do from the textbook.

I'll be honest, I'm still not the best at Maths, and maybe I never will be, but Year 10 has really made we want to persevere and appreciate the simple beauty of the subject, and I find it much more enjoyable and fascinating. I'm still learning, but our year 10 Maths lessons have also helped me to stay consistent and motivated in lessons that I might find difficult, which is something I could not do before.

Asra – Year 10



Great Ormond Street Hospital – Eid Card Project

Our project on the Great Ormond

Street Hospital was to make and send Eid cards during Ramadhan time, in preparation for Eid. The purpose of the project was to cheer the young patients up and the hospital and let them know they are not alone and that they have our support.

We did this project in the month of Ramadhan not only for them but to please Allah swt. Every day, around 600 children and young people from across the UK arrive at GOSH. Every day, doctors and nurses battle the most complex illnesses, and the brightest minds come together to achieve pioneering medical breakthroughs. And every day is a chance for us to make a difference.

This extraordinary hospital has always depended on charitable support to give seriously ill children the best chance to fulfil their potential. A better future for seriously ill children starts here. They believe in a fairer future for all and they know that by working together we can do much, much more. Their new strategy focus will be to fund the areas that will enable them to have the greatest possible impact on the lives of those children.

Great Ormond Street Hospital (GOSH)'s mission is to provide world-class clinical care and training, pioneering new research and treatments, in partnership with others, for the benefit of children in the UK and worldwide. In 1852, Great Ormond Street Hospital (GOSH) opened with just 10 beds, and was the first hospital in the UK to offer dedicated inpatient care to children, now they have thousands!

Zernab Qayyum 7A



Human Appeal Winter Coat Appeal

AAGS Student council organised a winter coat collection that went towards helping the less fortunate keep warm during winter. We asked pupils to donate as many coats as possible. We managed to donate 125 coats in total!! These amazing donations were able to help many homeless people and refugees including young people and children.

Wrap Up is an award-winning winter campaign. People hand over their spare winter coat and Human Appeal helps to re-home it to charities that support people who are homeless, refugees, children living in poverty and people fleeing domestic violence.

Jazakillah khair to everyone who donated. May Allah swt will reward you abundantly and bless you all in this life and the akhirah, aameen. InshaAllah we hope to participate in the next winter appeal and donate even more coats!

Mariya Uddin 7G

Coats collections! Mashallah lots of contributions from parents and students



Year 8 trip to London Dungeons

For English, my year had been given the fantastic opportunity to visit the London Dungeons. This was related to our topic of crime and horror. Also, as soon as we entered, we were plunged into darkness and had been led down a dark passage, to be greeted by a jittery jester, who gave us instructions of where to go next.

The dungeons were like a tour through history. We learnt about The Great Fire of London; Bonfire Night and the plot to kill the king; the Plague and the mystery of the mass murderer 'Jack the Ripper.' The experience was so lifelike, all the props and actors were so in character, it was as if history had really come to life.



Not only was this educational, but fun as well. While learning about punishments that innocent people had to endure centuries ago, some of us were picked to help demonstrate. Even the teachers had

to join in the embarrassing role plays! Not only this, but the jump-scares always surprised everyone. The room always had an eerie feel to them, everyone waiting for a phantom to jump out of nowhere, keeping us on our toes.

Everyone loved the experience, and I would highly recommend this trip to anyone having second thoughts about going.

Alifa Khan 8A

Recovery Is An Evolution Not A Miracle

The oxford dictionary defines the term 'mental health' as 'the state of health of somebody's mind.'. Many people struggle with different types of mental illnesses. As a part of our citizenship campaign, we want to raise awareness for those struggling with mental illnesses as well as encouraging them to receive the necessary help.

To start off, there are many



symptoms you can look for if you suspect someone is struggling with a mental illness. Some symptoms include: constant low moods, stress, excessive fear or worry, difficulty sleeping/eating or social withdrawal. If you suspect someone you love is struggling with a mental illness or if you are, the best course of action would be to seek professional help. You could talk to your GP, mental health charities, a mental health specialist, or the Samaritans.

Struggling with a mental health illness does not make you weak or less of a person. Seeking help and admitting you may have a mental illness itself makes you strong. Recovery is a journey; you will face setbacks. But you must remember recovery is an evolution not a miracle.

Shahad Abdullah, Safiyah Saif 10G

Mental Health Event Organised by Prefects:

This year the prefects organised a mental health event with the aim of bringing awareness to various mental illnesses. This included making the students aware of symptoms, signs, and strategies to help themselves and their friends.

We set up different activities such as a quiz-style guessing game with prizes, making bookmarks with encouraging qur'anic verses and hadiths, and writing letters to our future selves. These activities made the day very entertaining and light-hearted whilst still preserving the severity of the subject. There were also information stalls. They were about eating disorders, self-harm/suicide, and anxiety/depression.

One stall was dedicated to the Islamic perspective of mental health. This included breaking down common misconceptions such as the incorrect opinion that seeking professional counselling or therapy is discouraged in Islam.

Two prefects oversaw each stall, and they gave information regarding their chosen topic. We also had productive discussions about mental health and gave students the chance to ask questions and share their experiences. Each session started off by asking the students about their knowledge so we could assess how well they understood each individual mental illness prior to us explaining to them key statistics and brief explanations of them.

To make the day enjoyable and comfortable for everyone we gave trigger warnings and directed them towards a designated prefect who they could talk to, at the time as well as providing them with other useful people such as the prefects, tarbiyah mentors, and the Designated Safeguarding Leads (Apa Anila, Apa Shabana, Miss Adam.)

Additionally, we separated content for the younger years and the older years so that all content was suitable and appropriate.

In summary, this day was an extremely valuable experience for myself, as it allowed me to educate fellow students about a very relevant topic whilst raising awareness about it, especially as is a taboo topic in minority communities. It helped me and other prefects to build a better relationship with students as we could share our experiences and guide them in navigating the complexities of mental health and mental illnesses, still upholding Islamic values.

Nuha Shukry 10G



A Prefect at Azhar

Taking on the role of a prefect in Azhar is an exciting and honourable opportunity which also comes with various benefits! Not only are we allowed to wear pretty badges and elegant pink scarves, but we gain valuable and useful skills, which will benefit us for our future outside of Azhar.

Prefects are expected to possess the qualities of helpfulness, responsibility, cooperativeness and well-mannered behaviour. Prefects must also ensure that they promote Islamic values and display such characteristics. It is because of these qualities that students can look up to us and we can stand as their role models.

Our daily duties as Prefects include overseeing the Surah Yaseen recitation all students participate in every morning, monitoring students during Salaah times, completing assigned projects and attending Prefect meetings with our Prefect Head, Head Girl and the two Deputy Heads. We also ensure that students are abiding school rules and are available when they need to talk to us on matters that they may not want to talk to teachers or parents about, to which we can give advice or refer them to a teacher, if need be. And of course, we assist teachers with their workload in any way we can, be it during their lunch/break duties or for their lessons.

To establish our position and differentiate between the rest of the school, prefects have the opportunity to wear badges and pink hijabs. This makes it easier for students to identify us and serves as a reminder for us of our roles and responsibility being prefects.

Students at Azhar Academy Girls School and Primary have been fundraising money for the new school building. Prefects have organised a variety of ways to raise money including non-uniform days, bake/food sales and more. Not only were we able to raise money for the new building, but students were also able to enjoy the days, activities and events whilst gaining lots of reward!

Many events take place at Azhar, many of which are organised by Prefects or The School Council. For example, Prefects had organised a mental health day in order to help raise awareness towards different mental illnesses and show students that we are a form of support, if needed. Another role of Prefects is to assist and represent the school in events which involve external visitors and the public. Such events include Open Days, Azhar's Annual Iftar event, Ramadhan Conferences, Jalsas' and more. In these events we not only help out for the event but we participate in performances too.

Zaheda Patel 10G



Year 8 Science Museum Trip on 26th May 2022

This year as the whole year 8 we visited the science museum. This trip was very educational, interesting and fun. It gave us the freedom of choosing which topics we would like to know about, ranging from different themes such as electricity to the way the moon orbits the Earth. Something that I know many students enjoyed was how interactive it was. We were able to go down a variety of slides to understand friction and sit in a rotating disc which visually explained how the moon orbits.

To end off this amazing trip we went to the Imax theatre and watch a 3D movie explaining space and gravity. We were taken through a day-to-day lifestyle of an astronaut and how they had to adapt to this new style of living. We watched as they entered and exited the space craft and the amazing view that they were able to see. This trip was very informative and child friendly, it was suitable for all ages as there is a lot to see and do. I would recommend this trip to anyone and would definitely go again.

Saarah Usmangani Maljee 8A

I liked that everything was an interactive or really cool like the place that the big Sun and stars and the orbiting earth and that the floor moved with it. I also liked that there was an explanation next to most of the displays. I also liked the friction slides and the film that told us interesting things like that there is another planet in the goldilocks zone meaning that we might be able live there in the future or that you grow two inches in space and your muscles and bones grow weaker so you have to exercise to keep them strong and healthy.

Sumaiya Sahier 8A

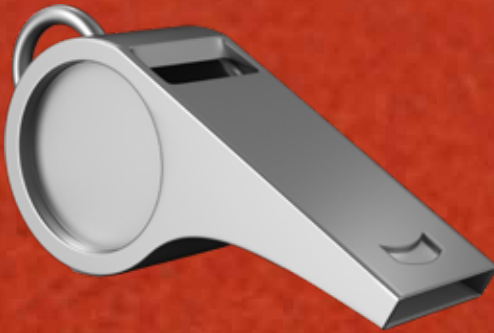
For science, the year 8 classes went to the science museum in London. During this trip we mostly visited 2 parts of the museum the Wonderlab which featured interesting experiments and displays which linked back to our curriculum studies. These displays were very interesting as they presented the themes of science in a fun and enjoyable way, this helps enhance our understanding of themes we study in science. The second place we visited in the museum was the Imax in which we were able to watch a 3D Imax film based on the theme of our planet. This film showed us the science behind space and the planets. Overall, I really enjoyed this trip, and I would like to thank all our teachers for the efforts they put in the trip.

Hamnah shahid 8A

I loved the trip because in the Science Museum there were many interesting topics and subjects to discover, and they were also very interactive and enjoyable. I also really enjoyed watching the 3D IMAX movie because it felt like me myself was in space. The movie was also very educational.

Amrin Hoque 8G

P.E:



This year in P.E, one of the most exciting sports we played was dodgeball. Dodgeball is a very fast-paced and strategic game with a very literal objective: to dodge the ball. Each game we played was as different as the last, yet no less fun.

The class was split equally into two groups, each group being on one side of the hall. The teams were required to wait at the back of their side of the hall until the whistle was blown. As soon as the round started, the members of each team ran to the middle where the balls were. Only the fastest were able to grab a ball.

We had to all be very alert and aware, as at any moment, anyone could throw a ball at us and get us out. Every player had different strengths, some could throw a ball and hit a player every time while others could dodge a ball by millimetres! Dodgeball is not a game that involves much teamwork, but there is a lot of cooperation that is needed. Those that were better at throwing went to the front and those whose main strength was dodging would need to go to the back and pass the balls to the throwers.

There was no real way to be completely eliminated. Anyone who was hit by the ball would have to stand on a bench on the opposing team's side until one of their teammates threw them a ball and they were able to catch it without it bouncing. That way, they could get back into the game. If, however, the ball bounced and then they caught it, they would have to eliminate a player from the opposing team by throwing it at them. That was the only other way to get back in.

Dodgeball was a very fun and exhilarating sport. It involved many comical moments, such as when the ball was thrown at someone who had their back turned and wasn't paying attention. There were a few rules which sometimes prevented someone from getting out, such as we could only hit someone below the waist to eliminate them, but when the round was nearly over and the pressure was on, all rules were forfeited and everyone played with a passion like fire.

P.E this year was a very fun experience and I look forward to it in the future!

Fariha Zannat 75



The Queens Jubilee Celebrations!

This year we celebrated the Queens 70th Jubilee. The Jubilee is a ceremony which marks major milestones since the Queens accession to the throne. At our school, we celebrated the Platinum Jubilee by holding a whole school tea party. The students all contributed food which was set up on tables outside at lunch time. The courtyard was decorated with flags and banners to mark the event.

Each class went in turn and chose what they wanted to eat. It was a very fun tea party and the food was delicious!

We also had a "best dressed royal" competition that same day, where everyone dressed up like a royal. It was really fun and everyone participated! It was organised as a competition, the best dressed royal won a prize. This made it very exciting to dress up and everyone enjoyed themselves very much. We look forward to more events like this in the future!

Fariha Zannat 7S





Ramadhan Reflections

Just in time for Ramadhan the Apas prepared an activity day for the students based on this blessed month. This was also led by the Year 10 students.

The students were split into groups and were taught about different worships they could do in the month of Ramadhan. The students found this very enjoyable as they were able to learn through various activities, like games, quizzes and arts and crafts. They were also able to take back something from each room to help them achieve all their Ramadhan goals. They were engaged during each room and found themselves excited for the month of Ramadhan as they now knew what they could do, to help them gain closeness to Allah. We hope to continue to welcome Ramadhan each year with a reflection in order to welcome such a blessed and auspicious month, inshallah!

Apa Salma



Studying Seerah in Year 8

Having learnt about seerah in year 8, it was an opportunity to love, understand and respect the Prophet (SAW) as he had to undergo such circumstances for our beloved ummah.

By these teachings we are able to reflect on how we should react in certain scenarios; tahdeeb and akhlaq is to be taught in this subject of seerah as there are many morals and teachings to be found in each story of the prophet (saw).

The meaning of seerah is 'biography' or 'journey into', so essentially, we all have our own seerah but in Islam we learn about the seerah of our Nabi (SAW). Unfortunately, in the 21st century we are so caught up in our lives with all worldly aspects however, Seerah was and is the bridge that connected me 1044 years ago, before my existence and teaches the true meaning of how life is supposed to be lived in an Islamic perspective. Luckily, seerah teaches more than just morals, it is a way of learning the sunnahs and ahadeeth of our Nabi (saw) and dives deeper into the origination of Islamic shareeah.

Some topics that we were taught in such detail thanks to our Apa were, Battle of Badr, Battle of Uhud and Battle of the Trenches which are key aspects of His (saw)'s life. These events conveyed the Prophet (saw)'s attitude towards people, his skills and abilities and personality and reflects on how we should portray ourselves to be the best we can be. Many miracles took place in the time of the Muhammad (saw) and these showcase such divine wisdoms behind them. The divine wisdoms show us to have trust in Allah and to go by the straight path of Islam with the guidance of Allah (swt) and what he has given us - the Quran.

Seerah is not a subject that is to be enjoyed just in school but I find time to enjoy it at home, by listening to Islamic podcasts, reading reliable Islamic books and by relatives who have learnt and studied seerah.

By having seerah taught to me, I personally feel as if it has bettered me as a person and has increased my Iman and makes me feel grateful for what I have been given and what I can do to better myself even more to be like Muhammad (saw). I am very blessed to have been taught seerah this year!

Dua Asif 8G

Y10s Visit to SOAS University

Last week, the year 10s were invited to SOAS University of London, to take part in a workshop regarding the Arabic course offered there.

We left early and had to take the bus and the tube to reach there on time. We walked down Tottenham Court Road and enjoyed a short walk before reaching the university. After walking through the campus, which was very clean and organised we were taken into the Brunei Gallery where we were given an introduction and a taster lesson of a real university lecture from the professor himself. After one and half an hour lesson about Arabic greetings, which was very interesting, we were taken on a tour of the campus grounds by a student ambassador and learned about the history of the university. We were taken to a huge square where we were allowed to eat our lunch and were directed to the student café. After lunch, we were taken to the library which was massive and had millions of books as old as the 15th century which is the world's leading centre for Africa, Asia and the middle eastern studies. The atmosphere there was very peaceful as all the students there were studying and doing research on the computers.

We were going to visit the gallery; however, we were too late and it was closed for the day. Another thing we were saddened about was that the Japanese sky garden was closed due to reconstruction and wouldn't be reopened again for a few years.

Next, we had a second session, this time about Arabic idioms and how they have double uses. This was also one and half an hour and we finished at around 3 o'clock, so we had plenty of time to go back to the station and on the way, we were allowed to buy drinks from the shops on Tottenham Court Road.

All in all, it was a very exciting trip as well as a new experience for us all and we will definitely remember it in the future.

Maraym Shahab /10G



In May this year, Year 8 students had the opportunity to visit St Paul's cathedral as part of their RE lesson. Here is Amrin's experience of her visit to the cathedral and what she learnt during her time there.

Description of the cathedral:

St. Paul's Cathedral, in London, England, was designed by architect Sir Christopher Wren and was built to replace the church that had been destroyed by the Great Fire in 1666. The construction took about 35 years, 1675-1710. St. Paul's is the largest cathedral in England. The functions, of a cathedral, take on an additional significance for St Paul's, because it's known as the cathedral of the capital city and, of the nation. It is a point for trade, a place of safety in the times of war and much more. The present building is also the first cathedral that has been built since the formation of the Church of England in 1534. St Paul's has hosted some of the most important memorial events in British history. For example, the memorial service for the victims of 9/11, the Queen's Golden Jubilee, and the Queen Mother's 100th birthday.

The Dome:

Sir Christopher Wren proposed to rebuild the cathedral and replace the cathedral spire, which was burnt down at the Great Fire in 1666, with a beautiful dome just like at St Peter's Basilica. At 111.3 meters high, it was the highest building in London from 1710-1963, it's one of the world's largest cathedral domes and weighs a whole 65,000 tons. The dome remains among the highest in the world. The structure of the dome has three parts — an inner cupola of brick, an intermediate cone of brick and an outer casing of wood, which is covered in lead.

My experience:

I personally loved visiting a different place of worship. It's very different to a mosque in Islam so it was a unique experience. The cathedral was very colourful and artistic. The dome was my personal favourite; the breath-taking look was absolutely incredible. I've never really been to a cathedral, so it was a beautiful experience. The exterior and the structure of the cathedral was also spectacular as everything together just looked perfect.

Amrin Hoque 8G



Tahdeeb Wal Akhlaq

Coming into “Tahdeeb wal Akhlaq” lessons, initially didn't seem appealing as it felt like a constant repetition of what I am always being told by all those around me. It wasn't until our teacher made us take an active lead towards our learning and decided to make each one of us present our own power points for each chapter did I really see the true essence of Tahdeeb.

Tahdeeb roots from the word “Hadhabah” which means “to mould, refine and shape” and the word Akhlaq derives from the root word “Khlaqa” which means “morality, noble character and ethical conduct”. So, the subject “Tahdeeb wal Akhlaq” means moral training.

Tahdeeb wal Akhlaq focuses on much more than inhabiting the traits of a good Muslimah but focuses on our relationship with those around us such as family, friends and even non-Muslims. Not only that but focuses on our involvement within the community and the world. Tahdeeb guides us on how to help and impact society but also guides us on something as small as how to sit while eating. It wasn't until my teacher had asked me to present the lesson for “modesty and humility” did I take my time to read the chapter, not realising how engrossed I had become in the anecdotes that came along with each chapter and the morals we can learn. I always had a fixed mind-set; it wasn't until reading the chapter of modesty and humility that I was able to actually think about myself and I started questioning the modesty in

my own character and after a while had come to the conclusion that I had developed an egoistic mind-set under the name of “perfectionism.” The week of the presentation had felt like a breeze, it didn't only feel like I was educating others but myself more importantly, it felt as if I were evaluating myself and being able to improve my character- moral training.

It was then I realised the beauty of Tahdeeb wal Akhlaq. Every day we're so caught up in our daily lives, and sometimes fail to reflect. Reflect on ourselves and our behaviour towards others. Tahdeeb had been that opportunity to evaluate and improve myself. I wouldn't say I had an immense “glow up” but I would say that definitely slowly but surely, I've become more aware and considerate of my actions. It certainly wasn't overnight it started with making sure I was entering the toilet right and trimming my nails correctly, to improving my relationship with family and friends appreciating and respecting my mother more, trying to help around the house more to feeling a sense of responsibility over the needy.

What had once felt like a chore, a set of boring rules had become a source of guidance and light in my life. Had strengthened my moral compass and as our textbook eloquently states “train you to become a better version of yourself”. I definitely have a long way to go but I know that I'm better than I was yesterday better than when I first sat in my lessons. There are definitely times where I slip or plateau but then I am picking myself up again through the beauty and bliss of my Tahdeeb lessons.

Azka Ali 8G

Trip to Hampton Court Palace

This year in history we have studied many enjoyable topics such as Henry VIII and the influence of his ministers in bringing about religious change to this country. We have also studied part of the Cold War such as the development of the Cold War and the building of the Berlin Wall.

Earlier this year we went to Hampton Court Palace in Surrey and gained a lot of knowledge on external matters in the life of Henry VIII that would benefit us in our exams and extend our knowledge about the topic. We took a comfortable and relaxing coach ride to the palace. We enjoyed sitting with our friends and talking to them during this journey.

Once we reached the palace, we attended a workshop about the religious changes Henry brought to England and how he went back on some of them once he realized he was stepping further away from Catholicism. We were made to hold an informal debate about 'Person X' and discuss whether he/she was a heretic or traitor. After the

workshop, we took a tour of the palace with our teacher who showed us some of the key aspects of different rooms such as the Royal Kitchens, the AH logo, the ornate ceilings and the sprawling gardens.

The trip to Hampton Court Palace was enjoyable, entertaining and extremely educational. We got to experience what life was like in the time of Henry and participate in debate regarding topics such as heresy and criminal offences at the time. We also have had external opportunities to boost our history skills and writing skills that have proven useful in our studies. Furthermore, we recapped our previous learning to strengthen our knowledge as a way of showing that we understand the topic. This reminded us to self-study and encouraged us to further our history knowledge.

In conclusion, I have thoroughly enjoyed myself this academic year do not regret choosing History at all. as a GCSE as it allows me to extend not only my historical knowledge but my writing and analytical skills and general understanding of the world.

Sara Cilmi 10A



© Historic Royal Palaces

Imperial War Museum

On Wednesday, 18th of May, we had a chance to go to the Imperial War Museum to view the Holocaust permanent display and attend a workshop.

This was a new experience and we got to learn about the sufferings of the Holocaust through examining real objects and watching some footage.

For our first activity, we were given quotes of Holocaust survivors and discussed them in more detail.

After this activity we were divided into groups and given iPads by the museum for the next task. This task involved touring the exhibit and answering questions about some of the objects on display.

We also learned about the background and history of Adolf Hitler's rise to power and his impact on the lives of the Jewish people of Europe. The Nazis were a far-right, racist and antisemitic political party who persecuted the Jews and other minorities in concentration camps. Hitler blamed the Jews for Germany's defeat in World War One. He also demonised them to gain power. Once he came to power, he subjected them to horrific atrocities leading to the genocide of about 6 million Jews across Europe.



Trip to the Imperial War Museum

We visited several other rooms which show the suffering and pain they faced and showed us the dark reality of their life in Nazi Germany.

At the end of the tour, we saw how the concentration camps were discovered and liberated after World War Two.

Overall, this experience provided detailed information on times of war and many historical objects from the time which taught me life-long lessons about the suffering of other communities.

Ayesha Siddika 9A



Trip to Kidzania

Recently, we went on a trip to Kidzania.

Although the main purpose of the visit was for us to get a better insight into careers, our trip related back to my favourite subject, Mathematics. Dealing with the currency at Kidzania, namely 'Kidzos'; we received a kidzania credit card which had been pre-topped with 50 Kidzos. Any money which we earned or received, would be added to our individual credit.

We had to earn money by participating in sessions on different occupations, like paramedics. On the other hand, some activities cost money, like the job of a firefighter. There was also a way of receiving money without having to take part in a profession. We were given a VIP card which contained two similar activities. Both of them were to collect signatures; one from professionals in various careers and the second from attending lectures. In doing so, we would be given another 10 Kidzos - a simple way to boost our balance!

At the end of our visit, we were all allowed to go to the Kidzos store to spend the day's earnings, so we had to total up our balance carefully. I, however, seemed to have done some very inaccurate mathematical calculation: I calculated my total balance to be 86 Kidzos, but when I scanned my card at the cash register, it was said to have contained 120!

In addition to the Kidzos shop, there were other grocery shops, cafes and restaurants where we could buy food and drink at any time of the day. This, of course, also involved calculating currency, especially as businesses cost real money, not Kidzos, making maths a bit harder, as we had to deal with decimal units, rather than whole numbers.

To conclude, this trip gave me a chance to improve my mathematical skills. I would definitely like to visit again and I'm sure my classmates enjoyed this trip just as much as I did. Insha'Allah there are more trips like this in the future.

Fariha Zannat 7S



Why Our Students Love French!

We asked our ambitious year sevens their impressions of learning the foundations of the French language in their first year of secondary school.

“As a young girl, I enjoy French as it’s fun to learn. The teacher makes the lesson engaging through fun activities helping us learn with real life scenarios, tasks and partner work. In my opinion, French is one of the best languages to learn in secondary school.

As you’d expect, the lessons started off with a recap of the alphabet, before going into grammar. This ensures we are moving forward with a fresh mind, pronouncing each letter as a French speaker. We then follow up with covering conversational topics such as family, nationality, food and our current topic – the weather to help us become more comfortable engaging in French conversations.

The best thing about my French lesson is that the sky is the limit to what you can learn. It is endless! And secretly, I’m really ambitious to learn French so I can understand my parents when they’re speaking it at home.”

“In French, we’ve learnt the basics of saying hello, goodbye, ‘how are you?’ and more. This year I have learned how to say numerus conversion carriers about my everyday life. From the item’s we take to school and the equipment seen in a classroom to my hobbies outside school. We have learned how to describe different colours as well as identifying animals in French. Our teacher has also implemented our feedback in our lessons helping us learn words and topics we have an interest in. Quite recently we’ve learned about family and writing about them. I can describe my favourite foods and how to order them. learning about countries and outlining where we live has opened doors to further understand and converse with different French speaking countries. My favourite thing to learn was ‘Dans mon sac’ which is things in our bag. I’m very happy with my improvement and hope to learn more.”

Our older students have chosen French GCSE to assist them in gaining future opportunities and career choices! Here are a few words from our year tens explaining why.

“Studying French has made me more knowledgeable and understanding towards other cultures and practices. It

has helped me connect more with my classmates, understanding their backgrounds and view.

I chose to learn French because I grew an interest in it as it broadens my knowledge about French culture and aids me with communicating with French speakers from all over the world.



Studying French can benefit you in the future in multiple ways, such as standing out to employers by showing bilingual skills which separates us from other candidates. French can open doors to other career choices such as interpreters and multilingual helpers which are highly valued by employers. Studying and learning French also shows determination and dedication in what you do which is highly respected by universities and shows that you have the skills and motivation to adapt and diversify your knowledge.”

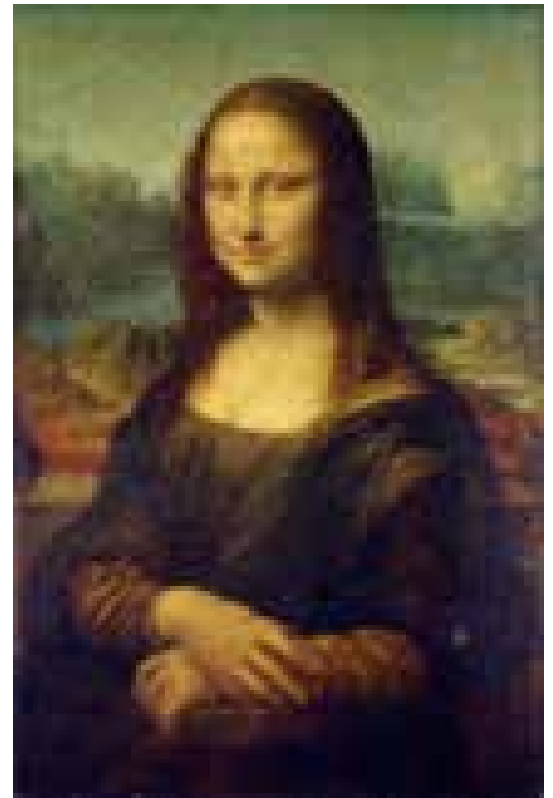
“In French we learn how to read, write and speak. To do this our teacher helps us to learn how to correctly use the masculine and feminine form. We go over many easy-to-follow tables introducing us to new topics and key skills to learn in lesson which help us to write in our exams.

To help with our speaking, we are regularly given a task to help us with our pronunciation and fluency. For example, in pairs we have to create conversions relating to that classes topic as a fun recap helping us imbed the lessons information before we leave.



I enjoy French because it allows us to learn another language and to have a break from our regular subjects, testing our memory with clear and realistic achievements every lesson. We regularly get work to do with reading, writing, or speaking French helping us practice outside of school. This helps us to get more help in what we find difficult and allows us to practice for our real exams in year 11. Our teacher makes sure we work as a group for many of the tasks and makes sure everyone understands her lessons and keeps us motivated to learn more. For example, we are always reminded to revise our vocabulary in order for our work load to be lessened for year 11. We have learned easy ways to memorise vocabulary assisting us for our final GCSE exams. In our three hours of French per week we have a very calm and productive lessons which allow us to fully focus on what is being taught to us making French easier and clearer for our final year.”

We have a clear love for French from both the youngest and oldest students at Azhar Academy and with the help of our amazing staff we are able to nurture their burning passion and support them in becoming future fluent French speakers.



My Year 7 Experience

This year in year 7 I have had such a great experience. I've had such a great opportunity to make amazing friends and to learn how to become a better version of myself.

Form time has helped a lot because I learnt about many things that helped me understand certain topics better like puberty, money saving and healthy and unhealthy relationships. I have really caring and understanding form tutors who have helped me settle down in school.

When I first started school I wasn't used to the timetable and the early starts in the morning, but, after a while I got used to it and I love coming to school every day.

My favourite term of the year was in Ramadan as it was a spiritual month. Our teachers would allow us to read Quran during lessons. During break and lunch we would recite and do dhikr, trying to spend every minute of our Ramadan wisely.

We have been to many trips like the aquarium, Leeds castle, kidzania and at the end of the year we will be going to Thorpe park. I really appreciate all the opportunities we are provided with from our teachers and school.

Overall, I have really enjoyed my year at Azhar and I am looking really looking forward to my next few years at Azhar.

Sumaiya Saleem 7A



Year 8 trip to London Dungeons by Tahiya Kalam

For the Year 8 crime and horror term, we took a trip to the London Dungeons where we had the opportunity to experience true fear, learn about history and let out screams from the bottom of our lungs to get a taste of how to convey emotions and write our own crime and horror story.

The introduction of the course explained what we would be experiencing and gave a sample of the terror we were awaiting. We experienced many recreations of major historical events, old torture methods and how to endure the feeling of hearing your heartbeat course through your body.

Most of Year 8 agreed that the scariest courses we experienced were the witchcraft sentences and seeing the murderer "Jack the Ripper".

In the witchcraft sentences, our teachers were put in cages and were by far the most terrified out of everyone there. We felt such trepidation to the point where we were all trembling at the edge of our seats: the lights were flickering, we saw the scariest jump-scares from the witches. The part of the witch course that nobody really expected was the seats vibrating as the witches 'forced their power' on to us- it was truly terrifying. One second the witch would be in the cage, the other she would be right in front of you. Everyone was so panicked to the point where the smell of fear was lingering in the room. There was also a sense of joy seeing our teachers scared to death whilst locked in the cages- this put most of us at comfort, maybe even brought a smile to our faces.

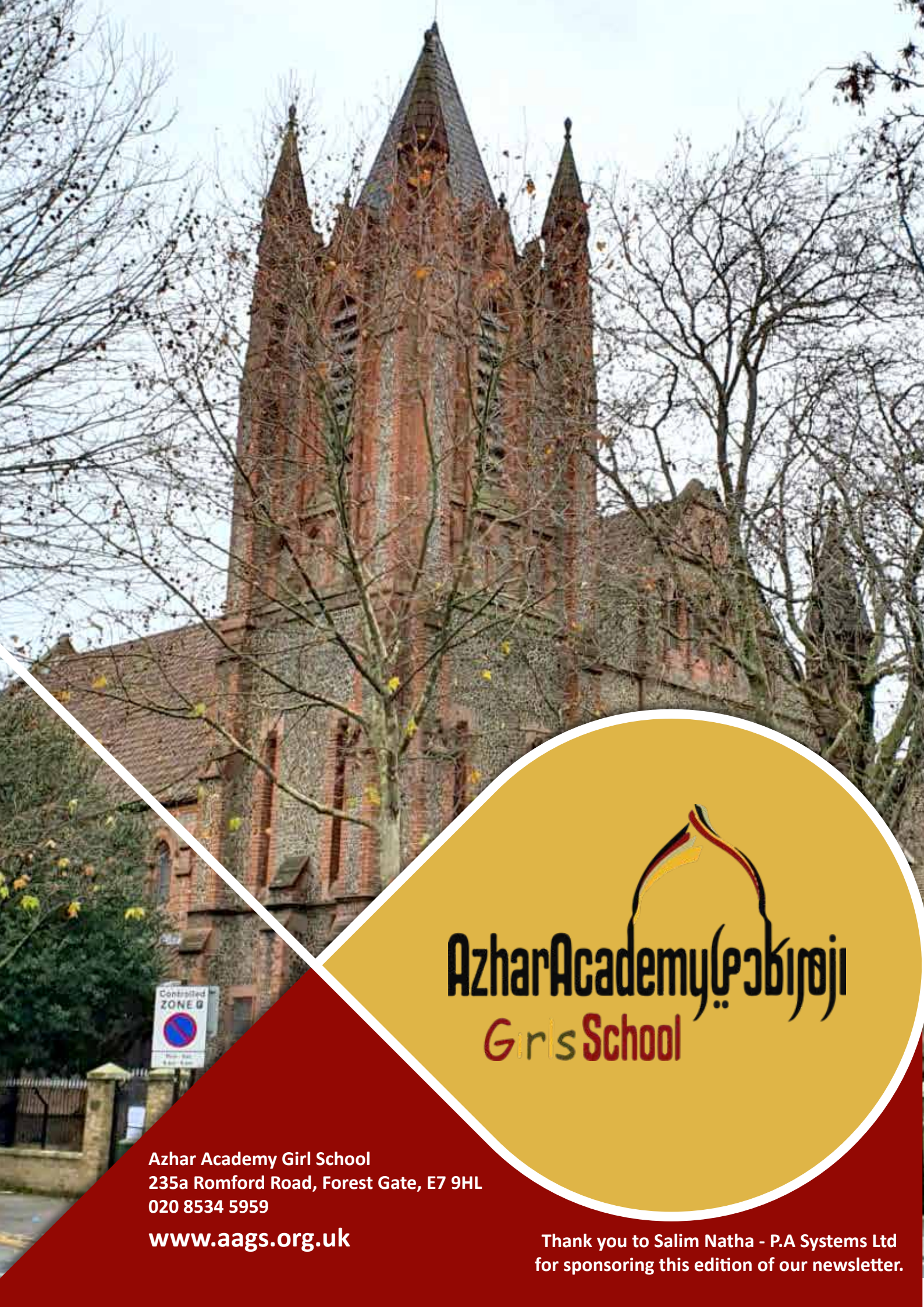
The part of the course when we experienced the horror of Jack the Ripper was frightening- we were left alone in a room when all of a sudden the lights turn off. They turn back on, flickering, and you can see the silhouette of Jack the Ripper in such a petrifying stance, with a knife in the air, ready to kill. The vibrations of everyone's screams and the sound effects would force their way into our ears, and pulse throughout our veins- we were all scared stiff.

There were many other historical events we experienced that helped us release our blood-curdling screams, and the last course was a comedy to prepare us for the

showstopper- the death drop ride. Being fastened into the seatbelts was such a nerve-racking feeling. From this we could tell that there was no turning back. The lights went out and the ride started to slowly lift, until the ride just completely drops. You could feel the wind passing up, running against your skin whilst you could only see flashing lights and corpses as you were falling down- it was so difficult to comprehend what direction the ride was going whilst looking at corpses and hearing everyone scream their last words (most of them being the shahada). The ride took a pause, and whilst everyone was still catching their breath, the ride moves again- you could only feel yourself running out of air, mouth agape whilst wanting it to end. Once it finally ended, the feeling was almost indescribable. There was joy and relief behind everyone's words, and everyone was shaking in their boots, and you could feel your heart pumping and hear it beat.

This was a core memory for Year 8 and definitely one of Year 8's most favourite trips. This trip gave us the opportunity to get to know ourselves and others better by hearing them scream as if their lives depended on it. It was also an experience that helped most (if not all) of Year 8 overcome their fears. It was a nail-biting and gut-wrenching experience, and really brought some thrill to our lives. It was 1000% worth the sore throats we had for the next week.





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