

Volume 6 | Issue 9

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al-qalam

Termly Newsletter

Award-Winning Author

Nai'ma B. Robert Visits the School

Read about her visit

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Azhar Academy (عزہ اسلامیہ)
Girls School

Head Teacher's Message - Mrs R.Adam

"In the Name of Allah ﷻ the Most Beneficent, the Most Merciful. All the praises and thanks be to Allah ﷻ, 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)"

Alhamdulillah, I am pleased to share with you our school newsletter, Al Qalam for the Autumn Term 2015. You will have an opportunity to read about activities and events that students at Azhar Academy Girls School have been involved in.


This autumn term was quite interesting and certainly very busy; however, as always we created many opportunities for our students to make their learning even more exciting. A special visit from the MET Police was arranged at which they addressed students about being safe. TFL also visited the school and promoted the importance of keeping safe when using public transport. Our London Landmark competition which was held earlier this term was won by Year 10 A. MashaAllaah they created an interactive display on the London Eye. They will now be rewarded with a visit to this amazing landmark later this year.

Students at AAGS are always keen to help others as was clearly noted when the school council helped raise money by hosting a coffee morning in aid of Macmillan Cancer Research. The school council, together with everyone from the school, also helped raise money for the Cumbria floods. I feel these are important opportunities for our students to understand the plight of the less fortunate and help them in some way.

The teaching of 'British values' is important to us. These values include democracy, rule of law, individual liberty and mutual respect along with tolerance for those of different faiths and beliefs. At AAGS, we have been teaching such values to all our students over the many years. As a school with a Muslim ethos, each of these values are not just 'British', but principles that Islam teaches. We ask our students to oppose all forms of discrimination and prejudice – not just because it's the British thing to do, but because it's the right thing to do. We encourage our students to play a full and positive role in modern Britain.

All our students complete a GCSE qualification in Citizenship – learning about democracy, human rights and public institutions such as parliament and courts of justice. In Religious Studies, students not only learn about the beauty of mainstream Islamic teaching – with its emphasis on peace, love for others and self-discipline, but also the tenets of other faiths and cultures. In History, our students learn about the different ways that rulers are elected and countries are governed and about the major events that have shaped our modern world. In English lessons, our students are exposed to literature by a range of authors from literary masterpieces of Shakespeare and Dickens.

Our weekly Tarbiyyah sessions ensure that we prepare our students for their future lives as confident and independent women, making informed and positive choices about their relationships, careers and leisure. The Ilm to Amal campaign encourages our students to raise funds for charities, visit old age homes, help the homeless, raise money for deserving charities, amongst other activities. This gives them the opportunity to support and be confident community representatives.



Azhar Academy over 100 years ago

Working with the 3 faiths forum ensures that our students have an opportunity to integrate with different religious faith groups. Visits to places of worship of different faiths allow our students to respect and learn about different faiths. We are also part of the London Curriculum which is an exciting programme that brings the new national curriculum to life, inspired by London's people, places and heritage. Students participated in the London Quiz team and performed exceptionally well to earn a place in the second round and finished overall as the highest achieving school in the borough, MashaAllaah.

Weekly form time lessons, school trips, external speaker visits and weekly assemblies are among the many ways in which we promote and share good values at AAGS.

This year our students will take part in the London Mayor's volunteering programme for schools. The programme will help to build the next generation of volunteers by inspiring and enabling young people to give back to their local community by taking part in youth-led social action projects. It will also inspire young people to take action on whatever local need they feel passionate about, including food poverty, waste, homelessness, connecting generations, friendship and bullying as well as gardening.

All of these and so many more experiences expose our students to 'British values' and norms in a setting that is sensitive to their faith and culture. As a faith school, we ensure that our students are able to learn 'British values'...

whilst being able to practise their faith in a way that they wish to do so. Students are able to wear a uniform which is consistent with their faith, eat a meal prepared in a manner that is sensitive to their beliefs and able to pray.

In doing so, we want our students to appreciate that there is no reason why they, or anyone else, cannot be both an exemplary British citizen as well as a pious and faithful believer.

This is a lesson that all of us- parents, school teachers, members of the community, should be teaching to each young person in the country, regardless of the faith they may have, the heritage with which they were born in and the type of school in which they are educated.

Staff at AAGS will continue to work tirelessly to ensure each student fulfils her potential and is equipped with the best of skills and qualifications. We want each girl's time at AAGS to not only lead her not only to great life chances and opportunities, but also to becoming an active, exemplary citizen who will make a positive contribution to the local, national and global community that she will serve.

I look forward to your ongoing support in ensuring that we help our students to achieve the best education to prepare them for the journey ahead!

Mrs Rookshana Adam
Headteacher

Reflections of a Year 11 Pupil

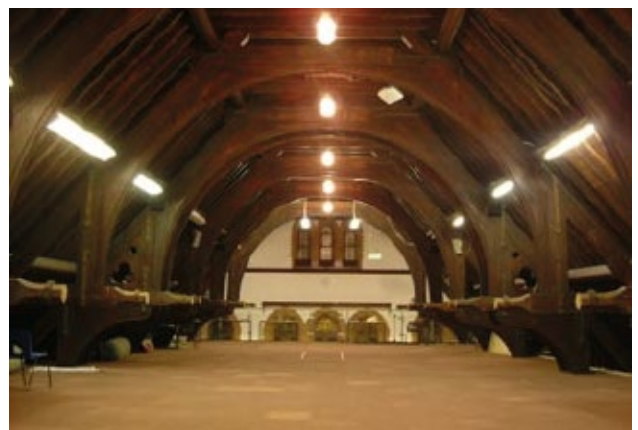
After five years at Azhar, the time to say goodbye is slowly approaching. In my last year here, I have finally understood how much Azhar means to me. I can finally recognise the opportunities I've been given here and appreciate just how much Azhar has done for me. From the little year 7 girls who walked through the school gates four years ago, to the young ladies in my year group, Azhar has moulded us into the people we are now. These years have really taught me a lot about myself and I've learnt to appreciate how lucky I am to be here.

In a few months, I will be leaving behind many people who have played a huge role in my life. The teachers and friends I have made will have to stay behind as I walk out of the school gates into the larger world. Soon, I will only be able to visit those happy times and occasions in my memories. Soon I will have to use everything Azhar has taught me in the new battles that I will face without the guidance of teachers or cherished friends. I will be making my own way into the world, having to do things for myself.

But this is what Azhar taught me, to become independent and confident and to play my part. It's time to make use of what I've learnt here.

What are my thoughts on the future? Unlike many who can't wait to go to college, I'd have to say I'm less enthusiastic. If I am honest with myself, although I'm excited to go out into the world, I am scared. The future stretches out before me like a long winding road, filled with opportunities and dreams and hardships. I'm afraid of making that journey on my own. But Azhar taught me to give my all into whatever I'm doing and that they will always be there to help. So that's what I will do. I will walk out the school gates when it's time to leave and I'll do my best. I won't give up and I'll make them proud. After all, she who is afraid of taking the first step will never reach the finish line. And I am determined to get there!

Habibah Khanom, Year 11A





The BBC Studio Experience

On 26th November, five girls from Year 9 were selected to accompany Apa Safiya to visit the BBC studios. The goal of this experience was to socialise with students of other schools as we were participating in the 'BBC school report' representing Azhar.

Although the journey was long and tiring, our minds were still active and bubbling with many ideas for our school report. At first we were expecting to create our ideas and announce our reporters theme, except it turned out to be more interesting and a much more fun experience. We had the perfect opportunity to work and talk to students of our age from other schools as well as create our own accounts on the 'Mixital website', constructed for the young reporters of the BBC. We were put into groups and were given tasks to complete together which were challenging but fun. Some of us managed to create our own game, some of us made our own programme scenes whilst others managed to make a robot dance. The entire experience was memorable and the highlight of the term. Despite the ups and downs, we all enjoyed ourselves and got the chance to work with others too. I would definitely recommend this opportunity for other students as it is a time to release your creativity!

Naimah Hussain, Year 9A

Trip to Victoria & Albert Museum

Year 9 visited the Victoria and Albert Museum also known as the V&A Museum; which is the worlds' largest museum of decorative arts and design. When we first stepped into the museum

we entered a large hall with many statues and paintings, wherever we turned



there were passages leading into other sections of the exhibition. We were greeted by paintings, decors and antiques that were all unique and remembered throughout our visit; one of my personal favourites was the stained glass windows and the painting that stretched throughout an entire hallway, wall and the ceiling.

There was one specific room we constantly passed through that held a vast variety of art work. It had paintings hung over every wall and many artefacts in the glass cabinets to ensure they are untouched. Many of us wandered the halls discovering countless rooms and facts. Overall the trip gave us an opportunity to visit a world renowned museum.

Mariyah Ahmed, Year 9A



Growth Mind-Set

What is growth mind-set and why is it so important? A mind-set is 'the established set of attitude held by someone.' Someone with a growth mind-set does not think you were born with intelligence, but works hard to learn, someone who does not give up or get frustrated as easily as fixed mind-sets do.

The way we can explain the fixed mind-set and the growth mind-set is through the story of the tortoise and the hare. The tortoise represents the growth mind-set and the hare represents the fixed... why? Josh Waitskin once said "The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity" This is trying to say that once we believe that success is fixed or established, we tend to break down in an unpleasant or difficult situation. This is what happened to the hare.

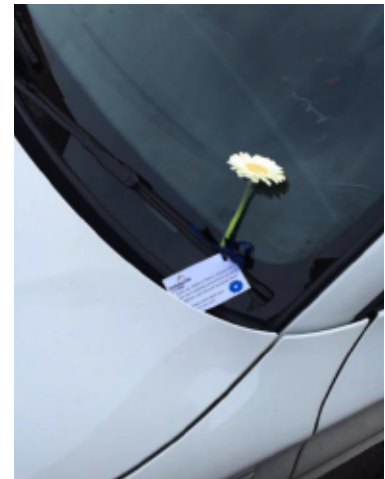
The tortoise, however was slow, he knew he was but he kept on trying and won the race.

This is why the growth mind-set is better than the fixed, you are open to try new and better things to expand your brain, and you are less frustrated and always try your best. Yes, you may not get As or A* but you will get there because a growth mind-set never gives up. I am pretty sure you have heard of batman, right? So, you might know this quote "Why do we fall Bruce? So we learn to pick ourselves back up." (Batman Begins.) Batman was not born with powers but he trained ALOT to succeed. Do not let failure be an ending, let it be a beginning.

Jannatul Mawa Islam, Year 8S

Make a **NOISE** about bullying

#ANTIBULLYINGWEEK



On 16th November to the 21st November 2015, Azhar academy took part in ABW 2015.

It was a fun packed week full of activities centred around making a noise about anti-bullying. Students learnt a lot and the student council took lead with a bake sale which raised **£125.87**.

Students also gave out flowers to the general public.

This was to signify the unity we all share against bullying. Students enjoyed themselves and were able to implement the activities they participated in.

Year 9 took part in the local community flower distributing – visiting ‘The Gate Library’ and other classes visited the police station and neighbouring schools.





Students decorated the school with banners and slogans showing their support for anti-bullying.



A flower recipient visited us earlier this month and thanked us by gifting us with delicious cookies to show her appreciation and positive attitude towards our cause.



Another activity - Wear Something Blue - was a huge hit with our younger students and teachers.

A few of our dedicated Year 10 students - Arooj, Anisa & Sami created a speech bubble to voice the opinions of our school.

Alhamdulillah, the whole week was a great success and we hope that it only gets better in the future!

School Council





Year 9 Trip to London Zoo

On 13th October 2015 Year 9 went on an interesting and exciting science trip to London Zoo.

The Year 9's saw many different animals at the Zoo, such as: tigers, who were asleep most of the time; zebras and horses, even hybrid offspring of both; cute meerkats that peered at you with their beady little eyes; African wild dogs; giraffes, who annoyingly didn't dare to venture anywhere near and also a hippopotamus who gave off a horrible smell.

A very exciting part of the trip was the nightlife area where they saw bats who were feeding off pieces of juicy watermelon and rats that were as big as cats. We visited the Rainforest area where they met monkeys with facial hair.

We also had a workshop/lesson which was about the topic classification. In the workshop we learned about how to classify different species in the animal kingdom and how to recognise different characteristics of animals. This lesson was very beneficial and interesting.

We also visited a place called Butterfly Paradise which was an extremely hot and humid room where the butterflies were.

There were many different species of butterfly there, including a species that only lived up to a week, and were also only active at night.

We also spotted many caterpillars and cocoons all over the place and saw a plant whose leaves closed up after it was touched. The butterfly paradise was a very interesting part of the trip.

The Year 9's also visited the Reptile House which was full of snakes, crocodiles, lizards, turtles and many more reptilian animals. There was a green anaconda, which is a very deadly and poisonous snake and also cute baby crocodiles and even cuter baby turtles.

There was also an aquarium at the Zoo where they saw many piranhas and two fish that looked suspiciously a lot like Nemo and Dori. There were also loads of starfish in the laboratory where they tested different things about the environments that they are used to and also their breeding.

Overall, the trip was very enjoyable and everyone learnt a lot.

Maryam Raza, Year 9G





“

“I am to my servant as he expects of Me, I am with him when he remembers Me. If he remembers Me in his heart, I remember him to Myself, and if he remembers Me in assembly, I mention him in an assembly better than his, and if he draws nearer to Me a hand's span, I draw nearer to him an arm's length, and if he draws nearer to Me an arm's length, I draw nearer to him a fathom length, and if he comes to me walking, I rush to him at [great] speed”

”

- [Bukhari and Muslim]



Na'ima B. Robert Visit

I was excited when I first heard that Na'ima B. Robert was visiting our school. I've always wanted to see her, especially after I read one of her books "From Somalia with love".

The book inspired me a lot. It taught me to love other cultures and to respect them. The book also teaches you to make decisions that will help you and your surroundings and not to be influenced by your friends or other relatives.

The day she came was very exciting yet anxious; I didn't know what to expect, what were we going to do there? Was it going to be fun or boring spending 1 or 2 hours in the hall? All my worries dissipated when I met Naima Robert. Meeting her was the best experience ever. She taught us values of English literature, writing, and the purpose of doing drama activities. She also taught us how drama activities can help students understand the scene/chapter better.

Overall meeting Na'ima B. Robert was fun and exciting as I learned a lot of things about her and English. I just wished we had a bit more time to spend with her.

Samiha Khan, Year 8G



Poem - 'The Art of a Salam'

Everyday starting with bismillah
 I pray my fajr see the amazing sunrise
 I make dua and say salaam...
 To you my friend
 To you my brothers and sisters
 To you my lovely mother, to you my lovely
 father
 To you, to you, to you, to the whole Muslim
 Ummah
 Say salaam and give them a smile, show how
 much you care
 Since for every salaam, your rewards are
 stacking up high
 To you, to you, to you

Humaira Uddin, Year 7A



Visit to St. Paul's Cathedral

Last month, students from Year 8 were given the opportunity to visit St Paul's Cathedral in conjunction with the work they have been doing in RE. As well as being taken on a guided tour around the cathedral, they were able to ask questions from one of the dedicated cathedral staff.

"I enjoyed my visit to the cathedral; it was a calm and soothing trip, with the cathedral looking very impressive both from the outside and on the inside.

Walking in the cathedral, we noticed the walls which had illustrations of stories on them from the bible all told through colourful pictures. As we were led around the cathedral, our tour guide asked us questions about the 'Easter story', and it felt great to be able to answer all of her questions as we had been learning about it in school.

We got the chance to study the dome of the cathedral, using binoculars, and we got to see close up the many tiny million pieces of gold...

which had been used to decorate the cathedral. We were also shown special parts of the cathedral which are not usually open to the general public, some only reserved for royalty!

"I'm glad we got to visit the cathedral and found it to be a really great experience."

*Isha Hussain, Year 8G
& Zainab Gani, Year 10G*



Above: View of the Cathedral's interior frescoes



Tim Peake's Launch Live at the Science Museum



On Tuesday, 15th December the Year 8s left Azhar Academy Girls' School and headed for the Science Museum. We took the bus to Stratford Station, took a train to Mile End and then journeyed on a tube to Westminster. The journey was exhausting but we were pumped up with excitement!

When we arrived at the Science Museum, we left our bags and belongings in a safe place and then we went to the ground floor. We were amongst a cheering crowd, watching Tim Peake's launch live! We waved British flags to show our support and encouragement. There were three presenters filming BBC2 Stargazing Live. Everyone felt happy and anxious at the same time.

Afterwards, we went to a theatre room and listened eagerly about space from a real astronaut. Then we found a big hall where we ate our lunch and prayed our Zuhr salah. We went to the gift shop and bought souvenirs and even space food!

Lastly, a science show took place in the basement, where we learnt about the laws of Isaac Newton. We took part in three informative experiments, which involved big bangs!

At 2.15pm, we prayed our Asr salah and made our journey back to school. It was an amazing experience and a memorable day.

Alima & Jumanah, Year 8G





Year 9's Trip to Queen Mary University of London

On Friday, 18th December, Year 9s had the opportunity to visit Queen Mary University. To get there, was not difficult we simply took the 25 bus all the way. When we arrived, we gathered outside in an area called the curve where most sales and market stalls are held on special occasions.

Our workshop was held in the Joseph Priestley Building, this is where the chemistry experiments usually happen. An ironic fact is that Joseph Priestley discovered Oxygen and our workshop revolved around the topic 'The Air We Breathe'. The discussion was led by Dr Tippu Sheriff. He explained to us that most of the air in the atmosphere is not oxygen but it is in fact nitrogen.

He explained to us that everything is made out of one or many elements from the periodic table. An example was that wood, which is composed of carbon, hydrogen and oxygen. The main question was however how comes we can clearly prove that wood and water exist because we can feel and touch it but what is the case for oxygen.

Dr Tippu then proceeded the talk by asking how we would prove the existence of oxygen to someone who did not know, like another species from the planet Mars. We then carried out the experiment of lighting a candle (a form of combustion) and then placed a large flask to trap the oxygen reaching the open flame.

The flame eventually died out. This successfully proves that oxygen is present because for combustion to occur oxygen must be present hence the reason why it burnt out.

The part that most students enjoyed and found funny was when he squirted out water and threw crushed ice across the laboratory. Personally, the part that I found most interesting was when he got liquid nitrogen and poured it onto the floor. The most predictable outcome would be that the liquid would continue to be a liquid no matter where it fell. However, due to the nitrogen liquid being at a low temperature when it hit the floor, the nitrogen vaporized and turned into white steam. Another trick which was demonstrated was that when dry ice is mixed with liquid nitrogen then stage smoke is produced.

After the Workshop we split into 2 groups and got a tour of the campus and the university. This trip was a good learning experience because it allowed us to think ahead and realise that all the knowledge we acquire can take us somewhere if we use it correctly. Seeing the university and the campus helps us to stay motivated and to not give up. It also allowed me to further know what I want to do when I reach that stage of choosing what course to take and how potentially University life is like. (Even though I have a few years left).

Jamila Kasoma, Year 9

My Experience at Azhar

The first day of year 7, a day that one never forgets. I remember entering the building thinking it was huge and worrying what will happen if I get lost, I can safely say, Azhar has taught me how to find my way around a small school. I did get lost a few times in the first week, which was unfortunate, especially when I had to explain my lateness to the teachers. This is why secondary school tests your bravery and courage, explaining yourself and trying to fix situations when your heart is beating out of your abaya is terrifying. Communicating with others is a crucial aspect needed if you want to get far not only in school, but in life. This is petrifying, especially when the older students are 10 times taller. Nevertheless, I managed to get through year 7 in one piece.

The next few years, year 8 and year 9, they went by so quick I didn't even realise until GCSE preparation hit me in the face. These two years were my favourite. Stress-free, no important exams and many friends around me, a school life I don't even have the time to think about now. Personally, year 8 and year 9 taught me about respect. My patience was tested immensely and I suppose this is one of the life lessons that Azhar Academy teaches. You can't get everything served on a plate in life, if you want something, only your hard work can obtain it. Also, life requires a great deal of respect, not only for teachers and parents, but for yourself. If you want respect, you earn it by giving it out.

Finally, the last two years. The amount of times I heard the phrase "this is your make or break year, girls". Stress, stress and more stress.

That basically sums up my experience in year 11. Balancing GCSE's along with Islamic studies and Aalimah studies is something that makes Azhar students more tolerant to great workloads than other students. One thing I've learnt from Azhar is to keep up with work. Teachers also help. Personally, I've seen that at Azhar Academy, teachers have a unique caring nature towards their students. This is one of the things I will miss. Every end of year assembly we end up singing 'We're one big family', and it's because we are. I've always been told that family is greater than friendship and I only understood this in my last year. When I think about my sisters at Azhar Academy, I thank Allah ﷻ endlessly for granting me such a big family, not forgetting the motherly love given out by some teachers. I agree that revision and preparation gets you through school, but at the end of the day, you need people like yourself to share everything with, and if you haven't broken down in tears at least once, your life is too stress free.

Throughout my time at Azhar Academy, I have learnt many things. This doesn't just mean academic studies; it also includes Islamic knowledge and morals. A teacher once said, "You can't be a good Muslim unless you are a good human being first". Of course, I've heard many lectures like this and they are inevitable but this is one of the lessons that I will forever remember. We are taught how to become better humans, citizens, students, sisters and daughters. The Muslim Ummah is like one body, and Azhar students are an important part of it, although a tiny one. The morals that Azhar Academy have instilled in me is something that no other school can ever offer me, and this is the main reason that makes my experience at Azhar Academy an experience which is unique.

Sumiya Firdaus, Year 11A



Etiquettes of Studying

Islam is the religion of knowledge. The first aayah of the Qur'an to be revealed enjoined reading which is the key to knowledge:

“Read! In the Name of your Lord Who has created (all that exists).”

In Islam, knowledge comes before action; there can be no action without knowledge. This means that as Muslims we have to try and seek knowledge whether it is Islamic knowledge or knowledge that you learn at school. For this reason there are etiquettes of studying.

It was related by Anas bin Malik رضي الله عنه that the Prophet صلى الله عليه وسلم said:

“Seeking knowledge is obligatory upon every Muslim.” [Sunan Ibn Mâjah]

However, as with all things in our Deen, there are proper ways of going about doing things. We have a certain way of performing wudhu, performing salaah, tasbeeh, zikr, fasting and hajj.

Here are 5 etiquettes of studying knowledge:

1. Have a sincere intention

An example is: “I am studying to help the ummah with this beneficial knowledge, to enlighten my intellectual growth and that of

others with this beneficial knowledge, drawing closer to Allah ﷻ as a result.

It is very important that we have good intentions because it is narrated that Umar bin al-Khattab رضي الله عنه said: I heard the Messenger of Allah ﷺ, say:

“Actions are (judged) by motives/ intention (niyyah), so each man will have what he intended.

2. Study with excellence

Grand intentions require grand efforts. We must strive to study to the best of our ability and aim for excellence, not perfection.

Alhamdulillah, Allah prescribed excellence and not perfection in all our works.

3. Have reliance upon Allah ﷻ

While doing our best, we must rely upon Allah ﷻ for the results. We must trust that He will make things easy for us and will grant us success.

This is an essential etiquette for seeking knowledge because we acknowledge that any success that comes our way is through Allah ﷻ.



Etiquettes of Studying

4. Make dua to Allah ﷻ

To help you to study and to make things easy for you. If in difficulty recite:

اللَّهُمَّ لَا سَهْلَ
إِلَّا مَا جَعَلْتَهُ سَهْلًا
وَ أَنْتَ تَجْعَلُ الْحَزْنَ
إِذَا شِئْتَ سَهْلًا

Meaning: O Allah ﷻ! There is nothing easy except what You make easy, and You make the difficult easy if it be Your Will.

5. Thank Allah ﷻ

Especially when you have learned something well or have completed your study.

Allah ﷻ says that if we are thankful to Him, He will grant us more out of His bounty.

The above points mentioned are all inward manners of seeking knowledge.

Outward manners include:

- Repeat and Review
- Take notes.
- Ask!

The Prophet ﷺ said,

“The cure for confusion is but to ask”.

- Extra Readings
- Prepare for class
- Listen attentively and do not interrupt the speaker or speak while he is speaking

Islamic Studies Department





Qur'an Celebration Day!

On Wednesday, 9th December 2015, selected students visited Iqra Primary school for the Quran celebration day. We were able to watch many presentations produced by different schools- both primary and secondary, it was an opportunity to learn and refresh our understanding of the glorious Qur'an. We listened to many beautiful recitations from children of all age groups and watched plays regarding prophets mentioned in the Holy Quran.

We learnt about many different topics in the Quran- some that we hadn't ever thought of! For example, the many times trees are mentioned in the Quran and facts and the purposes of them being mentioned. We also learnt about the blessings and benefits of rain. As well as that, one school spoke about the story behind the first revelation and the beginning of prophethood. (The story of Musa AS and pharaoh as well as the story of the elephant) Not only did we hear talks about the importance of the Quran, but also we were able to hear the translation, commentary of many ayaat and ahadith.

We chose to do a presentation based on the first 10 ayaat of Surah-tul-Muminoon. We chose this particular surah as it mentions the 7 qualities needed to become a true believer.

We then took turns to explain each of these qualities in more detail after the opening ayaat had been recited. We rounded it up with a poem made by the girls, based on the 7 qualities.

Overall, we had an amazing time and are extremely grateful for the opportunity we had to attend the Quran celebration event and we would like to thank Iqra primary for hosting this great event.

Kaanitha Chowdhury, Year 10A



Tajweed: Makharij

Many people have the misconception that since certain letters within the Arabic alphabet are similar, they can be recited with the same makhraj and pronunciation. Yes it is true that the letters may have several resemblances such as place of makhraj and origin, however it is not necessary that they make the same sound.

For example, the letters **ط** and **ت**

The letter **ط** is pronounced by pressing the tip of the tongue against the hard palate and then elevating the tongue.

In the same way **ت** is also pronounced by pressing the tip of the tongue against the hard palate, however, the tongue is pressed behind the front teeth instead of being elevated.

This small change shows how both letters are completely different, despite being originated from the same place, the tongue.

Now, **ط** is full mouth and **ت** is empty mouth, this means that if one letter is recited in place of another the whole meaning of the word is changed.

A person should take special care when reading the Qur'an with all its beauty and makhraj because

1. Reading incorrectly will make you sinful as reading without the Qur'an's beauty is a minor sin and makrooh
2. You can be changing the words of Allah just because you are not putting enough effort to read the noble Qur'an.

Makhraj is really important when reading the Qur'an because if you don't recite every single letter with all its makhraj and rules you will not get the full reward of reciting!

Rameen Zulfiqar, Year 11



Hifdh Graduation

A few years ago, we embarked on the blessed journey of memorizing the Quran.

It required a lot of commitment, dedication, and hard-work. There were many ups and downs for example, waking up early in the morning and remembering previous lessons. Despite the fact there were many struggles and hardships whilst memorizing the holy Quran, our parents and teachers assisted us along the way.

During the course, we were always given targets, which at first, we thought was a waste of time, but as we drew closer to the end, targets were the only thing that kept us going.

We would like to take this time to give thanks to all teachers for all their help and support, also to our parents who play a big role in us memorizing the Holy Quran.

When we graduated we felt overwhelmed with all our teachers and parents watching us. But we still have to carry on and keep on revising so that we don't forget it, so the journey isn't over yet. This journey has taught us so much over the last few years, however this is not the end, we cannot just forget the Quran and leave it behind us, we need to go over it and embed our self in this next journey.

This is a time for us to use the knowledge we have to teach us what is wrong and to help us through our tests in this Dunya (Life). This also means we cannot forget those who have helped us during those blessed days months and years. We make Du'a for them and pray for them and inshallah whatever reward we get they get double, Ameen.

***By Hannah Hussain, Yr 11,
Khadija Musaddiq, Yr 11
& Maryam Rayhaan, Yr 11***



History of the Arabic Language

Arabic is now the 6th most spoken language in the world and is spoken by more than 200 million people worldwide. Arabic started off as a language that was only spoken by a small population. Nomadic tribes would travel around the Arabian Peninsula and speak Arabic, a language they were very proud of. Prose, poetry and oral literature were common ways to communicate through Arabic in those times.

By the 7th Century A.D., Arabic started to spread to the Middle East as many people started to convert to Islam. During this time of religious conversions, Arabic replaced many South Arabian languages, most of which are no longer commonly spoken or understood languages.

Arabic is the official language of many countries in the Middle East such as Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Saudi Arabia and Sudan. It is also one of the six official languages of the United Nations.

There are three forms of Arabic; Qur'anical Arabic, Modern Standard Arabic, and Colloquial Arabic. Qur'anical Arabic is not used in conversation or in non-religious writing and Modern Standard Arabic is the official language of the Arabic world. Colloquial Arabic refers to Arabic that is spoken with a dialect.



Why Learn Arabic?

- Arabic is the 5th most commonly spoken native language in the world.
- Arabic is the liturgical language of Islam.
- There is a high demand and low supply of Arabic-speakers in the Western world.
- There are financial incentives for learning Arabic.
- Arabic-speaking nations are a fast growing market for trade.

Universities offering degrees in Arabic in the UK

Metropolitan University
Regent's University London
University of Manchester
University of Warwick
SOAS University of London
University of Oxford

*Ms Muna Alsaadi
Arabic Department*

Hold on a sec... IT, Computer Science and ICT are the same thing, right?

No. The most important thing to remember here is that ICT isn't all about computers. Whilst IT focuses on hardware and the way computers process data, and Computer Science focuses on theory and programming, ICT takes a broader approach and focuses on the way in which digital information is communicated. Sure, computers still play a big part, but ICT also looks at how devices like telephones or audio/visual networks can be used alongside computers. It's basically a combination of IT and telecommunications.

Confusion happens because all three subjects overlap and share similarities, but it's best to remember that ICT is actually more about how we use technology - including computers and programs - whilst IT and Computer science are often about theory and how computers and programs work.

Better yet, try to think about the three subjects in terms of cars. In this scenario, ICT would be the equivalent of driving a car, whilst IT and Computer Science would be more comparable to designing and building a car.

*Momataj Begum
Computer Science*

**Important E-safety tips for
Parents of Teenagers**

See next page >

**internet
matters.org**

E-safety tips for Parents of Teenagers

42%

of 9-16 year-olds accept 'friend' requests from people they don't know

Checklist

✓ Adjust controls

Adjust the parental controls on your broadband and internet-enabled devices, depending on your child's age. Your broadband provider can tell you how.

Find out how to setup safe search in Google by going to google.co.uk/safetycentre.

Net Children Go Mobile: The UK Report – EU Kids Online (July 2014)

✓ Keep talking

Stay interested in what they're doing online and discuss what they might have come across. Don't be afraid to tackle difficult subjects like cyberbullying and sexting.

✓ Manage their online reputation

Let them know that anything they upload, email or message could stay online forever. Remind them that they should only post things online that they wouldn't mind you, their teacher or a future employer seeing.

✓ Privacy matters

Make sure they set high privacy settings on social networks. Encourage them to regularly change their passwords and never to share or put online any of their personal details like phone number, address or their school.

✓ Stay safe on the move

Make sure safety and privacy settings are activated on their mobile devices and they aren't sharing private information. Be aware that using public WiFi might not filter inappropriate content, so look for friendly WiFi symbols when you're out and about.

Know this stuff matters, but don't know where to turn?

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online - with information, advice and support on all the big e-safety issues.

internet
matters.org

Learn about it:

Teach your child some simple rules

- Make sure your child knows how to block abusive comments and report content that worries them
- Teach them to respect others online and think about comments before they post them
- Don't arrange to meet people in real life that they've only talked to online and remind them that some people may not be who they say they are
- Use secure and legal sites to download music and games
- Check attachments and pop ups for viruses before they click or download anything
- When using the internet for homework, make sure they use information appropriately and explain things in their own words rather than copying

Talk about it:

Tips for a meaningful conversation

- Make sure your child knows they can come to you if they're upset by something they've seen online
- Tell them you trust them to do the right thing rather than over monitoring their internet use
- If your child comes to you with an issue, stay calm and listen without judging them and don't threaten to take away their devices
- Tackle peer pressure by explaining that if they're talked into bullying someone online or sending inappropriate images it may get reported to their school or even the police
- Talk to them about how much time they spend online and make sure this is balanced against other activities



Deal with it:

You can find out where to get help and advice on the Take Action page of internetmatters.org, where we include information on how to report problems - and which relevant organisations and agencies to turn to.

On this page, we also provide information on how to deal with any specific issues you may encounter with your child; such as cyberbullying, finding inappropriate content, privacy and identity theft, your child's online reputation, online pornography and child grooming.

Learn more about apps

It can be difficult to stay on top of what apps your child is using and who they are talking to online – find out more about the latest apps at internetmatters.org/apps

**internet
matters.org**



Visit by Chief Rabbi Mirvis

Last month during interfaith week, pupils at AAGS were addressed in an assembly by Chief Rabbi Ephraim Mirvis.

Chief Rabbi Mirvis is an Orthodox rabbi who serves as the Chief Rabbi of the United Hebrew Congregations of the Commonwealth.

Chief Rabbi Mirvis talked about how honoured he was to visit our school and then went on to talk about the importance of remaining proud of our faith and how now more than ever, we must create a community acceptance and tolerance and helping others, and what we can do to serve others.

Here is what **Hannah Munir Patel** from 8G had to say about the visit “The girls of 8G thought that you showed so much respect for our religion, so this concluded to the feeling of respect and honour towards you. You wanted unity not uniformity and equality not superiority. You advised us that we should be proud and not to shy away or be less confident of what others think of us.

Secondly, the speech you gave didn’t state flaws but comparisons to show that everyone has something in common so we should all be one, like your very wise contrast of an orchestra.

Pupils of 8G were very impressed by your

interpretation of the story about heaven and hell and everyone needs someone, and we need to help everyone.

To conclude, you made all of us think over what we can do to change, become better people, and help ourselves to help others.

Another message from **Arooj Khan**, Year 10

Learning about leadership in the Jewish community was fascinating. The freshness of Chief Rabbi’s perspective and inspiring words was deeply compelling. We were especially fascinated by the meaning of azhar and the traditional Jewish stories regarding helping for the sake of God.

His words were deeply touching and opened many of our eyes to how similar the Jewish and Islamic values are. It was a great blessing to have the Chief Rabbi visit us and tell us that we should be proud of what we have and how we should not let our values be taken away. After listening to you we felt motivated after the sense of peace, love and unity you spread.

We look forward to future visits and further opportunities to work alongside the Jewish community.

Apa Shabana, Religious Education Teacher



3 Faiths Forum

This year 20 students from year 9 have signed up for our ongoing 3FF (Three Faiths Forum) program which will begin in January 2016. So what exactly is 3FF and why are we at AAGS excited for our students to take part in it year after year?

At AAGS we are always looking for opportunities to provide our students with a chance to encounter people of different faiths and backgrounds in order to help foster understanding and create long-lasting bonds of friendships, and 3FF are here to help us do exactly that.

When our year 9 students meet up with students from St Ursula's school in January, they won't only get to make new friendships, but will also be ambassadors in:

- Dispelling common myths and stereotypes
- Understanding the diversity within and between different traditions
- Learning how different people understand and live their faiths and beliefs.

By the end of the program, our students will be more confident in communicating and collaborating with anybody, regardless of their faith, belief, culture or background and more able to ask and answer questions in a sensitive way.

“

3FF works to build good relations between people of different faiths, beliefs

”

Deeper & more meaningful encounters

Those students who have signed up for 3ff will have exciting and engaging 'link days' to look forward to which will have been arranged together by the teachers from both link schools and with support from 3FF, full of engaging activities that explore issues around belief and identity.

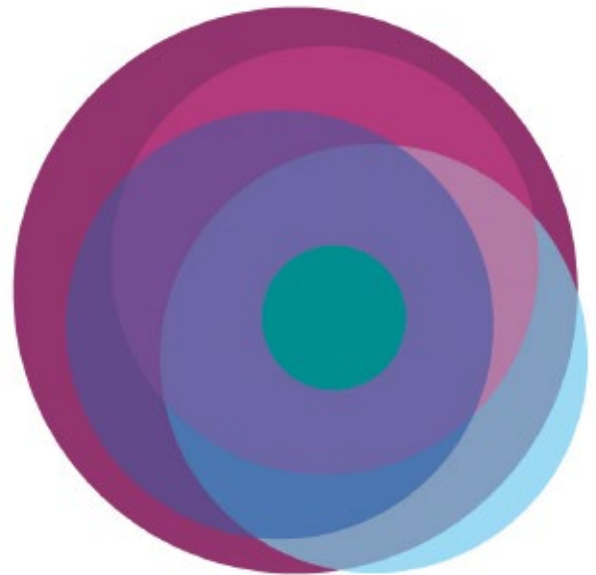
The link days will take place at a neutral venue at first and subsequent link days will take place at the two schools, giving the students a chance to both host and visit. At the subsequent links, students build on their friendships and take part in activities exploring ideas of diversity and community. *Continues on next page...*



3FF

THREE FAITHS FORUM

Inter Faith Week



Continued from previous page...

Students on the Linking programme:

- Take part in engaging and memorable link experiences throughout the academic year
- Deepen knowledge and understanding of different beliefs by engaging directly with students from different backgrounds
- Develop skills of communication, empathy and reflection

Students who have taken part in the linking programme in the past have found it be immensely beneficial and enjoyable:

"I feel it was more about just getting to know each other. I actually made friends. I got to learn about their religion and they learnt about ours. We got to experience each other's lives and how different but also how similar we are."

Zainab Gani, Year 10G
Isha Hussain, Year 8G

Interfaith Week

This year Interfaith week took place between 15th- 21st November at AAGS.

Whilst interfaith week can include many things such as drawing new people into interfaith learning and cooperation, enabling greater interaction between people of different backgrounds, our focus at AAGS this year was to celebrate diversity and commonality and opening up new possibilities for partnership.

Why take part in interfaith week?

At AAGS we believe that it is extremely important for us to build good relationships and working partnerships between people of different faiths and beliefs as well as:

- Strengthening good inter faith relations at all levels
- Increasing awareness of the different and distinct faith communities in our community
- Increasing understanding between people of religious and non-religious beliefs

Hundreds of AAGS students made pledges during inter faith week, as to how they would play their part in creating a better society and greater global community. These pledges now are prominently displayed at the front of the school on the ground floor.



9G's Assembly on Healthy Eating

On 8th December 9G presented an assembly on healthy eating to the whole school.

The presentation focused on what healthy eating does, the impact it leaves and the diseases it prevents. The main purpose of our assembly was not to tell our fellow pupils to completely stop consuming unhealthy foods, such as fizzy drinks and sweets, but we wanted to give them information on what eating unhealthy foods can do to your body.

Most know that the Quran and Hadith are given to us as a guide. Allah knows best and is all-knowing. We stated some Quranic verses to show that healthy eating is only in the best intention of that person. One such hadith is:

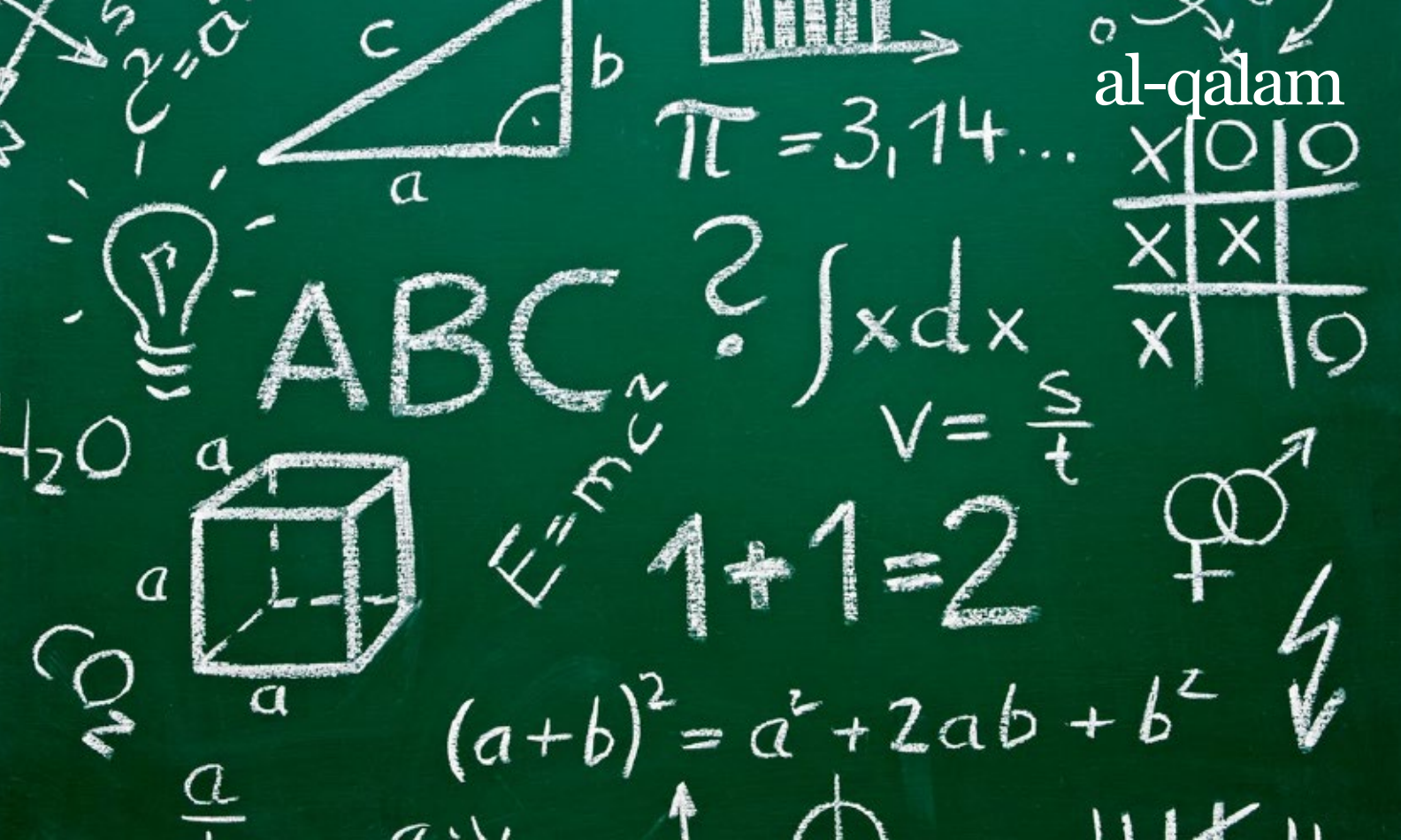
'Eat your meal at dawn, for there is blessing in a meal at dawn'.

We also showed Sunnah foods and the benefits those could have towards your health. Dates are a sunnah food and is a good source for energy.

We followed this with Sunnah ways of eating which helps how your food is used when it enters the body. For example, wash your hands before you eat as this helps remove all bacteria that could have been there. We hope that everyone took something from our presentation and learnt something new.

Jamila Kasoma, Year 9G





Cornerstone Maths Project

A few members of the maths department have been attending training with the Cornerstone Maths Project, and will hopefully implement this into teaching in the coming year. The Project enables the use of ICT in Maths in order to explain some of the more difficult topics on the curriculum; and teachers have been training on how to use the software as well as how to incorporate this into their teaching.

The software will help students visualise problems so they may gain a higher understanding of the concepts, rather than just learning the methodical approach to answering questions. This will hopefully give them more of an insight into how more complicated topics in maths such as linear functions can be used in real life situations.

We are looking to continue giving the students opportunities like this where they can learn using a variety of methods, and be aware of the options that are available to them for the future.

MS K.Begum, Maths – PGCE Student

Learning to Learn

In Learning to Learn (L2L) this term, Year 8 has been studying the growth and fixed mind-set and learning how to cope with various situations. Some people have a growth mind set whereas others have a fixed one.

What is a growth mind-set? We learnt that a growth mind-set is having a positive attitude towards obstacles, whether it is failing or having negative thoughts about your learning. The fixed mind-set, on the other hand is the complete opposite, where you may be too scared to try again after failure. L2L has helped me and definitely challenged my opinion towards learning.

You should always try and never give up. Do not forget that determination and perseverance is key to success. Strive to succeed!

Umara Kashif, Year 8S

BULLY-FREE ZONE



Drama Club: “The Plot Was Epic”

Drama club works extremely hard to organise performances for students to enjoy at the end of each term. This term the theme of the performance was bullying.

The performance was directed by Hannah Munir Patel (who also played the victim) and Baasima Khalid Patel (who organized the set and extras). It was all about a new student who joins a new school hoping to get a proper education, make new friends and most of all have a good time. She meets three new girls who act nice but being so gullible she wasn't aware that they were using her.

They were bullies. Her discover led to harsh and frightening consequences.

Drama Club thought that this matter was very serious, but we had to find a way to deliver this serious issue in a fun and engaging manner. When we thought and brainstormed plot ideas, we reflected on books we had read and discussed how we could make the storyline more realistic situation. We came to a compromise and combined all our ideas to create an epic script.

They were six people who participated and did an excellent job: Hannah Munir Patel, Syeda Nabihah Ruffaidah, Nabila Isa, Uzma Khankara, Suhayfa Mohammed and Zaahra Kheyar. Everyone was bouncing with blissfulness after the performance. The girls said that it didn't feel like acting, instead it was like being that actual person, which was very fun.

“It sent a strong message but in a humorous manner”

The thoughts of the audience were enough to make the drama club squad proud. They set impeccable standards which they reached and went beyond. Each scene led to another great one and the transition didn't lose the audience's attention. Excellent, wacky and colorful costumes really added to the mood.

Students really enjoyed our play and we are happy that we have a Drama Club.

Drama Club – AAGS



Year 8 Fauvism inspired art work

Fauvism... Art This Term

This term we worked on an extraordinary topic in art, Fauvism, an early 1900's technique of fun art. Right from the beginning I knew it'd be a very exciting project and I was really looking forward to it- and my excitement was really worth it, it was all so much fun and I learnt an awful lot of new techniques that I could take with me to apply in other general artwork.

We started off by exploring the wonders of historic art and I found that the history part of art wasn't at all boring, but was rather intriguing. We were also told about how these fascinating techniques came about and why they were really important to the artists themselves and how the success of them depended on the artists' future.

It was when the camera came along, sweeping away the efforts of hundreds of experienced artists and their ambitions for the future, and of course everybody preferred the camera to paintings-as first, it took much less time and was more worth it. Artists realised that their talents were no more appreciated; hence, they were then determined to make a change knowing that their future and their families would be in danger.

They began experimenting with resources to invent more ways of capturing things. Each technique was unique for its specific artist. Among the many famous techniques lie: Fauvism and Pointillism.

We knew that as we do for every topic, we were to apply what we had learnt in a final piece - we had to make our very own fauvist piece of work- so we paid extra attention to the details and features. We analysed many oil paintings done by Andre Derain (inventor of this method of painting which was attracted by hundred of thousands). But first of all we needed to know what Fauvism really was...

Fauvism was the unusual method of art which grew to be very popular and even became one the most famous painting styles. This method includes the use of unrealistic and clashing colours and thick brush strokes; in some pieces movement is visible. We created our adaption- of a park, inspired by Andre Derain's fabulous technique. Overall, Alhamdulillah, during the course of this project, I was able to improve a lot of my artistic skills and a very big Jazakallah to my Art teacher, Ms. Mahmud.

Baasima Patel, Year 8G



History

Year 9 History

During this term we have been covering different topics like world war one, causes of the world war one and the aftermath of WW1 from Germany's point of view; as we will be studying the new three-year GCSE and the first unit we will be learning about this year is Weimar and Nazi Germany 1918-1939.

The topic that we particularly liked was propaganda in regards to recruitment for war.

There are two types of propaganda; black and white propaganda. Black propaganda makes people feel hatred towards the Germans and white propaganda play on people's feelings in order to convince them to join the war. One activity we did was to make our own posters as part of our homework. They all came out amazing. With this task we were all allowed to be creative. This made us all feel that there is a fun side to history.

*By Tasneem Akhter, Year 9A
& Dhiyaa Ahmed, Year 9A*

Year 7 History

Year 7s have learnt some amazing topics this term. One unit in particular is the Norman Conquest, where they learnt about the feudal system amongst many other topics.

The feudal system is a system of dividing land amongst the knights, powerful landowners and peasants during the 11th century. This was done in order for the Norman conqueror, King William to keep control of England.

As it was not an easy concept to grasp; the starter activity was structured in a way to provide a better understanding around the topic. 7G had to make a physical human pyramid of the school system. The bottom of the pyramid had students, then prefects on top; teachers; Head of Department; Deputy head and at the top of the pyramid; Headteacher. This was a really fun activity and it gave them the chance to imagine and thus understand how a pyramid system would work; in regards to the feudal system of the Normans.

Ms H. Zahid, Teacher



Our Visit to the Charles Dickens Museum

This term students from Year 8 visited the Charles Dickens museum to find out more about Charles Dickens, his writing and inspirations. When we arrived we were taken into the basement where the women used to work, churn butter, cook the pasta and keep the hedgehog.

We were taken on a tour of Dickens house (now a museum).

Our first stop was the basement. It was a cold place where people had to work everyday. We were then taken upstairs to a warmer room where the Dickens and his family used to sit and eat their dinner. Portraits were displayed everywhere of their ancestors. The adjacent room was where Dickens used to get his writing done on a big wooden desk.

We were then taken into a smaller room which was where Dickens wife used to sleep after he got a divorce and was married again.

Next stop was the bathroom that was very cold and unpleasant; it felt as if you were trapped in there with no escape.

Our last stop was the kids' room and where they used to play and what they used to wear. Girls used to wear long dresses with frills at the end.

Overall the experience was interesting and I would consider having a visit there again as it was full of information of which I didn't know.

We learnt more about Charles and his career and it was interesting all the things he went through, his amazing writing and how he became a celebrated and prolific writer.

Sabah Jamil, Year 8S



Shanghai Maths Lessons

We have always heard about the mathematics capabilities of Shanghai students and their outperformance comparing to the other countries. However, I have not got the opportunity to know the exact reason behind this until three weeks ago.

I was one of the fortunate teachers who observe two lessons taught by Shanghai teachers in Harris Academy. Throughout the lessons, I have realised that Shanghai teachers repeated the key mathematical vocabularies and always insist that the students use them throughout the lesson. One of interesting features that I have realised is the students are expected to repeat sentences in unison after the teachers. They then asked one of the capable students to model the correct use of vocabulary in full sentences.

Shanghai teachers always focus on the concrete understanding of the concept and strongly link the new knowledge with the previous ones.

They appear to have clear aims of the lessons and do not allow students' questions to change these aims.

Additionally, teachers deliver the lessons using different short activities to enhance students' understandings. They always concentrated on the explanation behind the answer rather than accepting it as a final outcome. By doing so, various misconceptions were revealed.

Discussion after the lessons shows that the Shanghai teachers have much less contact with the students comparing to the teachers in the UK. Therefore, they have more time to observe the others and reflect on their practise.

Finally, as teachers, we have the urge to emphasise the importance of using the mathematical vocabularies in the classroom and focus on the deep conceptual understanding of mathematics.

Ms Manal, Teacher – Mathematics



Friendship

Don't ever think you won't need friends in life. Wherever you are, wherever you go you ALWAYS need friends. One of the reasons I really loved primary was having my friends, and enjoying my time with them. But at times, we would argue and I only had that one girl with me. My TRUE friend. She was honest and kind and was always there for me by my side. A man called Albert Camus once said 'Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend.'

Don't forget money cannot buy friends!

Khadija Tafader, Year 7A

Year 7

From flying tears to a nervous cry. From leaving primary to going to secondary. From being the oldest to being the youngest. From starting a new leaf to throwing the other.

This has been a rough term as it says we are not the oldest anymore, we have to cope with many lessons, and don't even think about homework!

Somewhere in my heart I hope and know that each and every year 7 is going to be a successful person after they finish their five years in this marvellous school.

So I wish all of us luck and InshaAllah we all reach our goals one day.

Sabaad Ahmed, Yr 7 G

Aalimah/ Islamic Studies & Hifdh

Alhamdulillah this year we hosted our 3rd Aalimah graduation, where 16 of our students graduated as Aalimah. We also had 3 of our AAGS Hifz students, Hannah Hussain, Khadija Musaddiq & Maryam Rehan who completed their memorization of the Qur'aan.

Both our Aalimah and Hifz students MashaAllaah put tremendous effort in achieving their goal. A big well done to them and JazakAllah to parents for being so supportive during their studies.

Next term InshaAllah the Aalimah & Islamic Studies will be preparing for their mid-year exams. I would like to remind parents to continue to encourage their children to revise.

I pray Allah ﷻ accepts all of our efforts, makes our graduates and students a means of guiding light for the Ummah. Ameen.

*Apa Roshan
Head of Aalimaah/Islamic Studies & Hifz*

The Brave Woman Asia Bint Muzahim

During Prophet Musa (A.S) and Prophet Harun (A.S) time, there was a woman called Asia bint Muzahim (RA). A woman that represented everything we should be, and everything we should at least try to become. She represented all the qualities of a believer, and carried herself with dignity and honour. Her bravery shall forever be remembered, as she faced treacherous beats and endless pain to be a Muslim. This amazing woman gave up her palace, her gold and her life for Allah and for Islam... yet what do we give up for Islam? What do we give up for our creator? Our Lord? Our Judge? Nothing compared to her sacrifices!

She died for Islam, yet some of us choose to die without it! Allah has promised her a kingdom in Jannah (Paradise) and she took in our prophet when he was only just a baby and cherished him like a mother would do for her own son, with sweetness compassion and endless love. She was a woman and she was, with no doubt, one of the bravest there ever was. May she not always be remembered as the wife of the pharaoh-but as the one who stood up to him for her deen and for Muslims to be given freedom and equality. She was an example of courage and she did not falter under the pressure of Firoun (Pharaoh).

Anjum Begum, Year 8A



Stitch Not Stab Workshop

Year 10 students were given the opportunity to take part in a “Stitch Not Stab” workshop hosted by medical students from Kings College University.

First an introduction was given by the students who told us a bit about their medical studies, telling us some of the struggles they went through and also achievements they attained. It was very inspiring to know that one of the guests was actually an ex-Azhar Academy student who is now studying medicine. This made us believe in the possibilities that could occur when enough effort is put into our studies. It was their enthusiasm and optimistic nature that led them to where they are now.

The hosts alternated between the roles of carrying out two divided workshops. The first workshop consisted of building more knowledge regarding blood pressure and how it works. We took turns being the doctor and patient with the blood pressure machine, having a hands-on experience. This helped us build more knowledge on the aspects affecting our daily lives as many of us can agree, many people we know have to regularly check their blood pressure for whatever reasons, now we know the science behind it.

The second activity required us to learn about stitching (suturing), and then we had to apply that knowledge using suturing kits as practice.

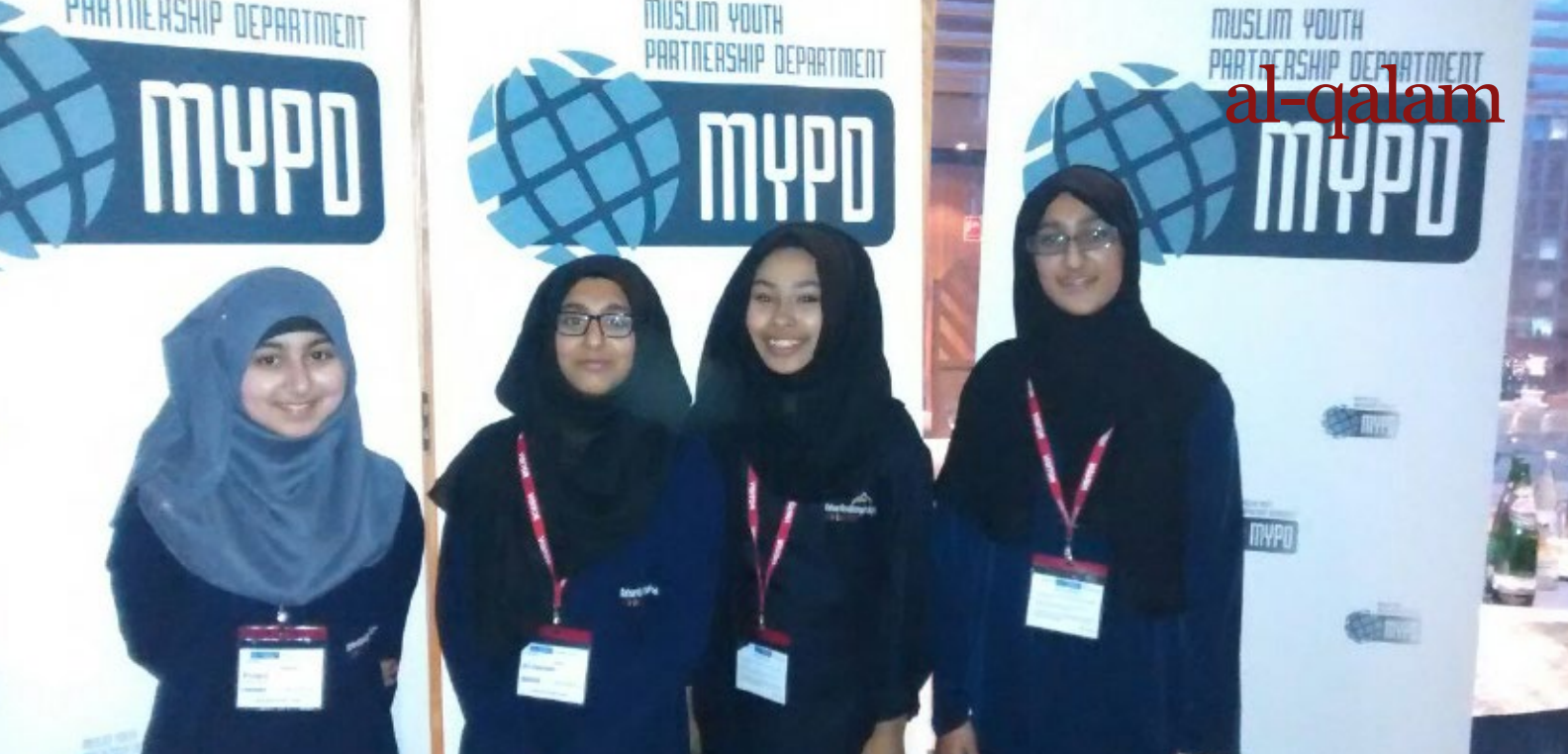
This was very enjoyable to learn, after a few struggling tries we accomplished our goal and had managed to master the technique of stitching. Considering we were newbies! If only they let us try it on real people!

On a more serious note the experience was very beneficial and encouraging for those of us who dream to have an honoured place in the medical field. We extremely enjoyed it as we feel science is something that should be more practical; these activities helped us learn more.

We would love to take part in such workshops again. We would certainly recommend others to get involved too.

Shair Bano & Sana Hussain, Year 10A





Citizenship at AAGS

This term the Citizenship Department took a group of Year 10 girls to take part in the Muslim Youth Focus Group at Scotland Yard. The forum is part of an initiative to work with young Muslims and give them a platform to discuss community and global issues.

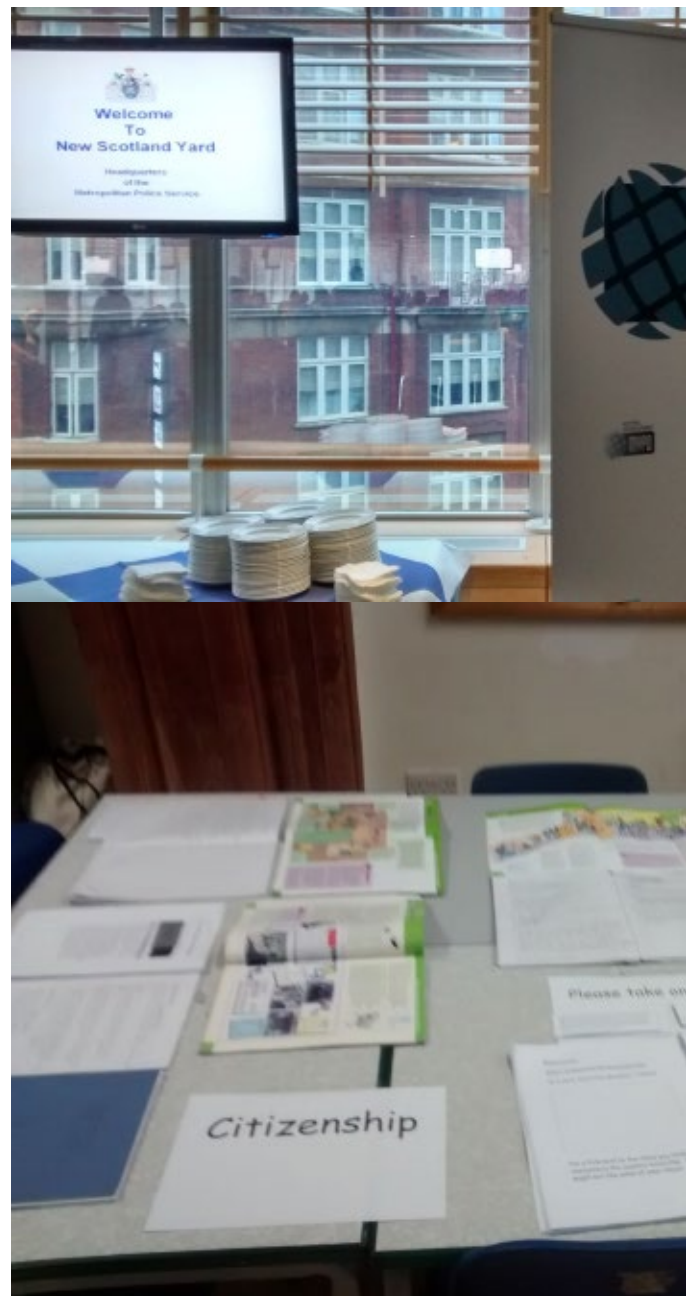
The topic for this month was 'Innovative ways to reach out to Young people who are disengaged'. The girls put forward some really great ideas MashaAllaah.

You can find out more about the MYPD group from their twitter page:
https://twitter.com/MYPD_UK.

The Citizenship Department also organized a talk about Citizenship and Transport. Transport for London came in and spoke to the girls about promoting safe, responsible and respectful behaviour on and around London's transport system.

We also had lots of information available at the Citizenship table during the very successful Open Evening MashaAllaah. All girls who had their books displayed received a merit MashaAllaah!

Ms Jabeen Zaidi
Citizenship teacher and Curriculum Lead



ACTIVITIES & EVENTS

Autumn Term

Since the beginning of the academic year, we have hosted a number of exciting events for students and staff to enjoy. Recently we held anti-bullying week. In order to promote love and peace, pupils were given the chance to buy a flower with a quote and a ribbon attached. Some were fortunate enough to go around the local area and hand them out to strangers as a random gesture of kindness as well as to raise awareness about bullying.

In addition to this, the Student Council organized a cake sale. We have raised £129 putting an end to bullying with cakes and sweets...can it get any better?

Furthermore, the esteemed Na'ima B. Robert, best-selling Muslim female author of the popular book *From my sisters lips*, visited our school to hold a drama workshop and talk about her illustrious novels-she gave a brief outline of the plotlines of some her books. Through her session we got the opportunity to receive a taster of all her books through performance. She selected scenes from her books, and some groups then acted them out.

We later got the chance to buy her books.

In addition to this, officers from the local police station have visited us to give a talk regarding cyber bullying; the consequences, after affects and legal action that can be taken.

Moreover, we have been raising money as a school for the storm/flood that has recently taken place in Cumbria, north-west England. One person has been found dead, 45,000 properties are without electricity and approximately 4,881 properties have been flooded following the storm. The storm has been named Storm Desmond. Both class councillors in each form have received a blue tin to collect their classmates donations. The form class which will collect the highest amount of money will obtain recognition from the school.

Nureeya Khan, Year 7G



School Council

Anti-Bullying Week 2015

I am a school council representative from 9A. So far the school council has been great. We have been involved in many things.

Recently we had anti-bullying week and it was a great opportunity for our school to come together. For anti-bullying week we organised a cake bake sale in order to raise money for future events and campaigns that the school council will hold.

Maryam Haskic, Year 9A



Empowering the Women of Newham Through Engagement

Student Council Representatives from Year 10 went to Durning Hall on Tuesday, 10th November 2015, to participate in a programme about domestic violence. It was organised by the Metropolitan Police and we found it very motivational. There were many important and inspirational speakers, including MPs, like Stephen Timms, and members of related organisations, like Newham Asian Women's Project (NAWP) and Skills Rethink, as well as the police. They all spoke about how common domestic violence is, and what is being done to tackle it.

However, perhaps the most powerful speeches were those made by two survivors of domestic abuse. Hearing real, personal stories shook us and showed us the significance of all the work being done to abolish this atrocity. A statement from one of those women that particularly struck me was "You make the change," because it not only applies to domestic abuse, but to any situation in life. We should make an effort, stand up for what is right; not just wait for it to happen without any endeavour of our own.

Finally, there was a raffle and we all received gift bags to end the event. Winning the big prize was great fun!

By Sabah Athar, Year 10A



Tweet



Chief Rabbi Mirvis @chiefrabbi

CR to Azhar Academy pupils-"It's critically important to build bridges of understanding & tolerance w/ other faiths"



Newham MPS @MPSNewham

Thank you to the Azhar Academy Girls School for the flowers they presented to us as part of their anti bullying week



12:30 pm · 20 Nov 15

NA'IMA B. ROBERT

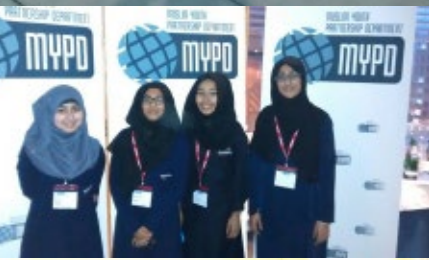
English workshop on Tuesday 24th November 2015

- Mult award winning author
- Convert to Islam
- born in Leeds to a Scottish father and Zulu mother, both from South Africa
- Founding editor of UK-based Muslim women's publication: **SISTERS Magazine**



Azhar Academy Girls School

Our term in pictures...



Student Awards - End of Autumn Term 2015

Maths

Year 7: Aissha Yunus Jasat 7G, Hanifa Anwar 7G, Nimo Mohamed, Tasmim Matin 7G, Taybah Altaf 7A, Tanjila Khan 7A, Umaiyah Jahan 7G

Year 8: Saba Jamil 8S, Sabeedah Sultanah 9G, Jumanah Hussain 8G, Anjuma Begum 8A, Arnika Choudhury 8A, Amathullah 8A, Saibah Uddin

Year 9: Zaynab Khatun 9A, Faheemah Ali, Homairah Akhter 9A, Maimoona Wadilwala 9G, Tasnem Akthar 9A, Samiha Ishrat

Year 10: Sana Hussain 10A, Asma Khan, Aishah Shahzad, Sabah Athar 10A, Sumaya, Mahak Polani 10A

Year 11: Habibah Khanom 11A, Marjana Ferduos, Khadija Musaddiq, Rameen Zulfiqar 11A, Nusaybah Molvi

English

Year 7: Maryam Deedat 7G, Nureeya Anjum Jannah Khan 7G, Faiza Saeed, Khadija Tafader 7A

Year 8: Nusra Fatima Sajeel 8S, Umara Kashif 8S, Resham Zahir, Maryam Shakirah Miah 8A

Year 9: Zainab Abdulalim 9G, Esha Kamran 9G, Jamila Kasuma 9G, Fatimah Ilyas Patel 9G

Year 10: Tamanna Kalam 10G, Nahda Tahsin 10G, Tahmina Begum, Safa Waseem 10G

Year 11: Median Adam 11A, Homaira Patel 11G, Kainat Alam 11G, Zahra Abrar 11G

Science

Year 7: Amina Hisck, Janna Zaman 7G, Nahida Ali 7G, Amina Abdi

Year 8: Hanaan Al-Faradhi 8A, Zeynab Miah 8S, Tamanna Akhtar Roof 8G, Sumayyah Abbas Taj 8S, Suhayfa Said Mohammed 8S, Aisha Zulekha

Year 9: Mary, Dhiyaa Hayaat Ahmed 9A, Maryam Raza 9G, Aaiza Mariyam Butt

Year 10: Shilpa Khanom, Moriam Abedin 10G, Jiniya Al-Mamun 10A, Razeenah Ramtally 10A, Zaynab Mufti

Year 11: Ruqayyah Bashir, Lutfiya Ali 11A, Ahlam Habib 11G, Aazra Ahmed



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Girls School