



Azhar Academy **الأكاديمية**
Girls School

al-qalam

Spring/Summer 2023

Work Experience
Eid-UI-Adha Glam Day
All About Science
Fun French Club
Islamic Studies
Planetarium Trip Experience
Today I Am Kandinsky!
Our Planetarium Experience!



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Headteachers 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)

Welcome to our Summer 2023 edition of Al Qalam Newsletter. As always our students and staff have managed to compile interesting articles about their Summer Term at AAGS.

AAGS focuses on ensuring that students have an opportunity to develop their skills and talents and the school ensures that this is achieved in the many trips, activities, and opportunities we provide for our students.

An interesting trip this term was the students' opportunity to watch a cricket match at Lords Cricket Stadium this was a thrilling experience for the students. This experience allowed them to learn more about cricket and fuel their interest in such an exciting sport. We hope more opportunities are presented to us so that we can offer these to students.

Year 10 students had their first overnight residential in July and this again was a wonderful experience for them. They had an opportunity to bond with peers and involve themselves in many activities. This was a spiritually uplifting trip for the students.

As we come to the end of this academic year it is time once again to bid farewell to yet another set of Year 11 students. This will be the 11th cohort of students I saw pass through AAGS in my time at the school. Every year we are overcome by the sadness of seeing them leave the comfort of the school they have grown accustomed to. The sadness is then coupled with happiness that they will move forward having benefitted from the unique curriculum opportunities that they were afforded during their time with us. It makes us even more proud when we find out about their success in their studies and the career paths they chose. Even more wonderful is when they return to the school to share their learning and success with current students.

I firmly believe that people pass through our lives in order to help us learn, and grow and our staff and students do

the same. During their time with us, they bring an experience of peace, happiness, and new learning experiences. May Allaah protect our institution and continue to shower his infinite blessings on everyone who passes through the doors of AAGS.

With this thought in mind, I would like to also share our Summer 2023 GCSE results.

The 2023 cohort of students will have spent a major part of their secondary school years being affected by the pandemic, so special congratulations on their results and for overcoming such substantial hurdles. A special thank you also to all school staff, governors, parents, and carers who have helped and supported them during their learning and exam journey. Masha'Allah.

Since the pandemic and its related challenges to education and life in general, grades are slightly lower than in the last few years but still higher than 2019 (pre-pandemic) results.

Summer 2023 pass rate is 98% for students achieving at least five 5+ grades including Maths and English. The attainment 8 score is impressive at 68.15%.

- 95% of all grades were 4+ grades
- 52% of all grades were the highest prestigious 7-9 grades
- 93% of our students passed with 8 or more GCSEs
- 61% achieved a minimum of 4 7-9 grades
- At least 18/46 top students achieved at least 8 7-9 grades

Final results will be confirmed once the Department of Education completes the table-checking exercise.

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

Mrs Rookshana Adam
Executive Headteacher



WORK EXPERIENCE PLACEMENT



During our work experience placement at AAGS, we were exposed to many different opportunities and experiences. We completed many different tasks daily and learnt new skills along the way. We were assigned many different jobs such as making

displays for the classrooms. We had experience using different resources such as the guillotine and the laminator. We helped the Youth Enterprise Club by double checking their profits and creating PowerPoint and certificate awards for their

achievements. We also had responsibility to check payments and hand out new textbooks to the Year 7s and had a lot of experience doing work on computers, such as sending emails and making important documents.

Being part of the school as staff instead of students, allowed us access to areas that were normally out of bounds such as the staff rooms, the meeting room and Apa Anilas office. All the teachers were welcoming and gladly took us as their peers.

We were also given the intimidating task of calling and arranging a class booking at a restaurant. Another job of ours was helping to fill in trip evaluation forms by collecting feedback from teachers and students as well as proof reading worksheets and textbooks to check if there were any changes.



We were very lucky to have someone as generous as Apa Atiya as our boss. She allowed us extra breaks between tasks after completing them and even brought us desserts in return for our hard work. A luxury that most, if not all, our peers were not receiving.

Our work experience placement was an eye-opening experience into both the world of work and the different tasks done by teachers behind the scenes. We were learning new skills every day and completing varying tasks.



This placement taught us the value of hard work and in the future. We definitely will be more considerate to our teachers after spending two weeks in their shoes and witnessing first-hand, the sheer amount of work they do to teach us.

Zainah Amatu-Rob – Year 10

EID-UL-ADHA GLAM DAY AND CELEBRATIONS

الافتح العيد

On Monday, 3rd of July, our school Student Council planned and organised a glam day and a lunch party in celebration of Eid ul-Adha! Students were able to come to school dressed in their glamorous Eid clothes and were allowed to wear makeup and jewellery as well as take off their hijabs and show their hairstyles during school hours. Even earlier in the week there were lots of activities organised by the prefects where we could have our henna done and buy treats! It was a lovely week with the school decorated with balloons and bright colours and we all had so much fun!

The school Student Council also organised an extended-lunch party where students were able to bring in party food (including junk!) and enjoy the long lunch time with our peers and teachers. The day was a wonderful way of encouraging unity and sisterhood whilst celebrating Eid ul-Adha.

Tahiya Tasnim Kalam - Year 9G



YR 9A DRAMA WORKSHOP AT THE UNIVERSITY OF EAST LONDON

Earlier this year my class was given the opportunity to participate in a drama workshop that took place at the University of East London. This was a great opportunity where all students explored the creative side of acting and drama.

Firstly, the UEL Drama students performed a play about poverty. It was innovative and very exciting to watch. They really conveyed their emotions and their acting was brilliant.

Thereafter, we had a workshop with the UEL students. During this workshop, we were each separated into different groups in which we discussed our views and ideas about the cost-of-living crisis. Thereafter after we created a play on which we incorporated each

individual's ideas. We adapted our plays and practiced them a couple of times making sure each individual was involved. Each group then shared their play to the rest of the students which was a very interactive part of the workshop. Then the students in the audience shared what they enjoyed about the play they watched. After each group had presented their play, each individual shared something they had learned from this workshop, whether it was about acting or the cost-of-living crisis. Overall, I really enjoyed this trip as it was a very engaging and interesting workshop I learned a lot and I also learned how to use my facial and body expressions to convey a message.

Hamnah Shahid – Year 9A



CHALLENGES

YOUNG ENTERPRISE CLUB

A young enterprise club was set up with 8S. The students were put into groups and given £10 to invest in a business. The students had to be accountable for every penny they spent and had to be prepared to face unexpected challenges. Alhamdulillah, after just two rounds of selling products the class raised an amazing £500. AAGS is very proud of our young entrepreneurs. Well done to Maryam Hussain, Jumainah Khan, and Zaneera Abdullah who collectively raised £187 in total by selling tasty, refreshing mojitos!

'My apprentice experience which our class had done with Apa Atiya has taught me a lot about business and how to handle my own business. We all got put into groups and had to find our own way in trying to raise money for the school. During this event, everyone had to think very hard about what they could do in order to achieve many purchases. Our group had settled on mojitos since it was a hot day and we knew quite a number of people would buy the mojitos to refresh themselves. In the end, our group had made the most profit. This experience taught many of us, maybe all of us on how we could start our own business as we had already grasped the basic knowledge.'

Jumainah Khan - Year 8S

ALL ABOUT SCIENCE

INTRODUCTION

Last term in science we've been learning about a lot of new and exciting things. This includes topics such as

1. Hazards, acids and alkalis and
2. Solids, liquids and gases
3. Different mixtures/solutions

Let's not forget the amazing experiments we've also done. For example, on the last day before the holidays, we made an experiment using a Bunsen Burner!

ALL ABOUT HAZARDS!

Things I have learned in class about hazards are that the meaning of a 'hazard' is – Something that can burn is a hazard. The different types of international hazard symbols and their descriptions are:

1. **Dangerous to the environment:** This can cause long-term damage to animals and plant life.
 2. **Toxic:** This means that it's poisonous and can cause death if swallowed, breathed in, or absorbed through the skin.
 3. **Corrosive:** These affect certain types of substances such as metals, stonework, and skin.
 4. **Explosive:** This heating may cause an explosive
 5. **Flammable:** These substances can catch fire easily.
- Some pictures of all the different types of hazard symbols I have learned are:



Amaani Ahmed – Year 7A

CENTRE OF THE CELL TRIP

Azhar Academy Girls' School took their students on a trip to the Centre of the Cell trip. We have asked some of the students that have been there for their reviews. Here is one of them:

'As part of science, my class and I had to go to the Centre of the Cell. It was an exciting trip to experience and quite gruesome at some points. When we entered the building, we were escorted to this huge room with amazing portraits of Cells on the walls.

After a while the activity started; A few volunteers were asked to go to the stage and hold the intestine model. Then we were asked a few questions. After that, we looked at Ahmad's food journey, seeing all the different things he eats and the results. Finally, we played a game. We were split into teams and had to sort out the different foods we were given into the bad or good box.'

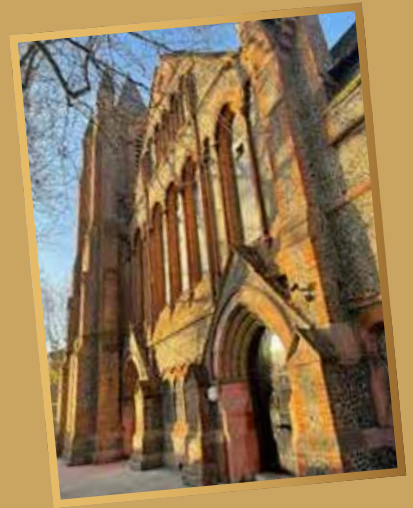
Hawaa Ahmad - Year 7

FAREWELL

Azhar Academy Girls School, 235a Romford Road, E7 9HL. This was our original building for AAGS. Before this building became our school, it used to be a church. When I first started AAGS, I felt so welcome, not only by the teachers and students there but even the building itself! It was so homely – even though we were not at home this building became our second home. It felt like we were all one big family - learning together.

The non-uniform days that we had, the bake sales, the photographs that were taken. We had made so many happy memories which is why it was so hard to leave. Before we the new year 7s came, the school started to raise money for a newer, bigger building, as the school was growing, and the current building was too small. Finally, after a lot of hard work, they had enough money to buy the building although there is still money to pay. Soon, we saw boxes in corners, teachers transferring their things to the new building. It was like we were moving on so quickly. But I was wrong.

It was hard for everyone to say goodbye to the building, even the teachers! Which is why, the school Student Council representatives helped organise a farewell Glam Day. We had this day to wear our best clothes and get a chance to say goodbye to the building. It was a nice day and we got to say a final goodbye. BUT there was a somewhat good and bad twist to the story.



It turned out that the official letter approving that we could move had not arrived which meant that we could not move buildings. We were so happy since we could stay in the old building for a little while longer. But the teachers were a bit worried as they had already packed most of their things and sent them off to the new building! What a twist!

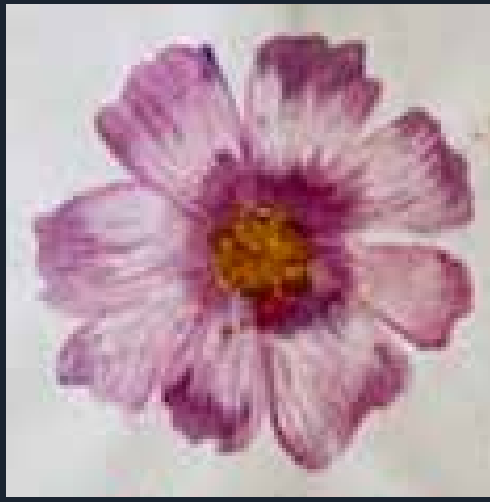
We soon moved into our new building, and we have easily got used to it now. We still do have memories in our old building, and we look forward to making lots of new memories here too! We really like our new building, but we will never forget our old building!

Zakiyyah Uddin - Year 7S



YEAR 9 PROJECT – FLOWER POWER

This year in art we have learnt about a variety of topics. One of these topics included “flower power” where we explored many different types of flowers and recorded a number of accurate observational drawings focusing on the different formal elements as well as using different media.



We then moved on to “pattern” and looked at artists who were famous for their patterns such as William Morris and analysed their work in detail.



Next, we went on to develop our own motif designs and repeat patterns using lino printing inks and foamboards. We produced repeat pattern prints using the poly-board method and they turned out great!



Finally, we studied fashion and researched different fashion designers and their work. We then created many of our own fashion designs and a final piece combining all of our ideas as well as our motif and repeat pattern design. Studying art this year has been extremely fun and memorable.

Saarah Maljee - Year 9



THE MURDER OF THOMAS BECKET

One of the most fascinating topics we covered in History this year was the murder of Thomas Becket. The murder of Thomas Becket, the Archbishop of Canterbury, in 1170 was a pivotal event in medieval England. This tragic incident shook the nation to its core and had far-reaching consequences for both the church and the state.

In this article, we will delve into the circumstances surrounding Becket's murder and explore its significance.

Thomas Becket was a close confidant of King Henry II, but their relationship soured when Becket assumed the role of Archbishop. The conflict between church and state escalated as Becket staunchly defended the rights and privileges of the Church against royal interference. Tensions reached a boiling point when four knights loyal to Henry II brutally murdered Becket in Canterbury Cathedral. The murder sent shockwaves throughout England, leading to widespread outrage and condemnation. It sparked a wave of religious fervor as people began viewing Becket as a martyr who had sacrificed his life for the independence of the Church.

Pilgrimages to his tomb at Canterbury Cathedral became popular, further solidifying his status as a saintly figure. Politically, Henry II faced severe backlash from both domestic and international sources due to his perceived involvement in the murder. He was forced to publicly repent for his actions by walking barefoot through Canterbury while being whipped by monks. Furthermore, this event marked an important turning point in English history as it highlighted the power struggle between church and state. It emphasized that even kings were not above divine authority or immune from punishment for their actions.



In conclusion, Thomas Becket's murder was a watershed moment in medieval England that had profound implications for both religion and politics. It ignited religious fervor among the masses while exposing tensions between church and state. Its impact reverberated through generations, leaving an indelible mark on English history. The fact that the king himself had to repent so publicly was one of the most compelling parts of this topic.

Alveena Asim - Year 7A

THE LONDON DUNGEON

This term, in English, Year 8 have been studying Crime and Horror Writing. To inspire us with ideas for our own stories, we took a trip down to the London Dungeon. Upon entering, we were plunged into absolute darkness and taken via boat to another destination, awaiting our fate. We were to be hung for our role in the plot to kill the King. Before we reached that fate, we were taken on a journey through London's history. We experienced the Great Fire of London, the Black Death and encountered the famed serial killer, 'Jack the Ripper'. He appeared with a knife in his hands, perfectly positioned, ready to attack. Our teacher was tried in court and imprisoned alongside another witch who fled prison at some point in the night



after terrorising us. To end off an amazing day, we went on a free fall ride, and we were dropped from a magnificent height. I seriously recommend this once-in-a-lifetime experience to anyone looking for a good scare! We definitely made some lifelong memories! To anyone having doubts about going, I promise you will make it out alive...or will you?

Janat Bano- Year 8A

WHAT I LIKE ABOUT HISTORY...

History is often dismissed as a boring subject where students are forced to memorise dates and names. However, I have always seen it as much more than that. History is the story of humanity, and it's a story that's still being written today. By studying the past, we can gain a better understanding of the present and the future. We can learn from the mistakes and successes of those who came before us, and use that knowledge to create a better world.



One of the things I love about history is that it's never just black and white. There are always complex and nuanced stories to be told, and it's our job as students of history to try to understand them. This year, we studied some really interesting topics that helped me see the complexity of history. The suffragettes, for example, were a group of women who fought tirelessly for the right to vote. Their struggle was long and difficult, but it ultimately led to a more just and equal society. However, even within the suffragette movement, there were disagreements and divisions. Some suffragettes were more radical than others, and some were willing to use violence to achieve their goals. By studying the suffragettes, I learned that even within a movement that seems unified, there can be deep divisions and



disagreements. We also studied World War I and Nazi Germany, two topics that are often seen as very different. However, by studying them side by side, I was able to see some of the similarities between the two. Both were characterised by nationalism and a desire for power, and both had devastating consequences for the world. By studying these topics, I was able to see that history is rarely neat and tidy - there are always shades of grey that we need to understand.



Overall, I think history is one of the most important subjects we can study. It helps us understand the world around us, and gives us the tools we need to create a better future. I'm so glad I had the opportunity to study the suffragettes, WWI, and Nazi Germany this year, and I can't wait to see what other fascinating topics we'll learn about in the future.

Azka Ali – Year 9G

ISLAMIC STUDIES

(Tirmidh, Hadeeth 108)

MY ISLAMIC STUDIES EXPERIENCE.

MAYA RAHMAN YEAR 9A

As this academic year has flown by, I have tried many new things and learned new stories. This year, I have been blessed with the chance to expand on my Islamic Studies knowledge. From Tajweed to Stories of the Prophets, I have been able to explore Islamic History and its teachings. Although most of us may already know things like the story of Adam's (AS) descent on earth or how to give zakat, in Islamic Studies, I am able to go in-depth about all the prophets and learn about all the important rulings of zakat, or about the leadership of The Sahabahs.

Seeking knowledge is an obligation upon every Muslim, but it is fulfilled only by some, those chosen from Allah hold that opportunity, whilst others have none. At the end of the day, nothing can ever please our hearts, but we are not those who need to be pleased, Except for the creator who has created us. So, we should seek knowledge, not just because it is an obligation, but because it is something we need.

Additionally, I have discovered that my progress in Islamic Studies has also positively impacted my performance in other subjects, particularly in my NC subjects. Through the discipline and structure of studying Islamic Studies, I have learned effective study techniques, such as time management and organization, that have carried over into my other academic areas. By



“Who ever treads a path, seeking in that path knowledge, Allah will make easy for him the path to paradise.”

implementing these strategies, I have been able to improve my focus, productivity, and overall academic performance.

Furthermore, the moral values and teachings I have gained from my Islamic Studies have instilled in me a sense of responsibility and empathy towards others. This has allowed me to develop strong appreciation for diversity and inclusivity. As a result, I have been able to better collaborate effectively with my classmates, and contribute meaningfully to group projects.

In conclusion, my journey in Islamic Studies has not only enriched my understanding of Islam and its teachings but has also provided me with invaluable life skills and a foundation for success in other academic subjects. I am grateful for the opportunity to continue expanding my knowledge and personal growth in Islamic Studies, and I look forward to applying what I have learned to further excel in all areas of my education.

TOP TIPS FOR ISLAMIC STUDIES:

1. Stay enthusiastic and punctual: Approach your lessons with an open mind and a positive attitude. Being punctual shows respect for your teacher and the subject matter.



2. Ask questions: If you're unsure about something, don't hesitate to ask for clarification. It's better to clear your doubts and understand the material fully.

3. Engage in daily remembrance and supplication: Start your day by reciting the morning Dhikr and offering Duas. Seeking Allah's assistance and blessings can have a positive impact on your learning process.

4. Maintain good intentions and mindset: Intend to learn for the sake of Allah and to increase your knowledge. Approach your studies with a sincere desire to benefit and grow as a Muslim.

5. Practice self-discipline: Set goals, manage your time effectively, and have a dedicated study routine for Islamic Studies. This will help you stay focused and make the most out of your learning experience.

6. Be an active participant: Engage in class discussions, participate in group activities, and seek opportunities to apply your knowledge outside of the classroom.



Maya – Year 9A



PLANETARIUM TRIP EXPERIENCE

On Tuesday July 2023, Class 7A went to the Peter Harrison planetarium in Greenwich for our science trip. We left at around 11:30 am and took public transport. Once we reached the park, we had to walk up a very high, steep hill which tired everybody out.

When we finally arrived, we were led to a dark room full of seats and sat down. A kind lady who was our guide gave us an introduction to what we would be learning and told us the safety precautions. We sat comfortably in our seats which leaned back so we could look up at the ceiling.

The show started off showing all the types of planets and stars in our solar system. The show discussed galaxies, meteoroids, satellites, and many more interesting facts. The show lasted a little less than an hour and after it finished, we headed outside to explore more.

Next, we went on the prime meridian line where east meets west and then headed to the museum where there were pictures, cartography, manuscripts, and other things. We looked around for a while until it was lunchtime.

We found an area in the park and decided to sit there until it sadly started to rain, so we then had to eat under umbrellas. We ended the trip there and began to return to school. We arrived at around 2.30 pm and prayed salaah at school.

Overall, I would rate the trip an 8/10. The reason for this was because the show was very interesting with lots of fun facts and images. However, the trip would have been even better if we understood more about the history of the museum and if the show had been a little longer.

Israh Choudhury – 7A



TODAY I AM KANDINSKY!

Allow me to inform you about one of history's greatest, most renowned abstract artists I have been learning about in Art and Design - Wassily Kandinsky. Born in 1886, Kandinsky came into a world where abstract artists were few and far, if there were any at all, and realistic landscapes and portrait paintings were the only form of 'acceptable' art. He was initially a teacher and composer but took the courageous step of introducing abstract art into the world. He had the condition Synaesthesia which meant that when he listened to compositions and music he would see different shapes and colours which he then painted. He was shunned at the time for such an 'outrageous' art style but he is now known as one of the most well-known artists in the world.

We did a project to create art work inspired by Kandinsky and learnt about both how and why he did it what he did. Initially, I experimented and practised. I would listen to a range of different sounds, varying from birds chirping to traffic in South East Asia. Then I incorporated those lines, shapes and colours into abstract art of my own, using a wide range of media. Each time I focused on different elements. Sometimes I worked carefully and sometimes spontaneously, I chose different colours and shapes which I felt suited the mood of the sound. In more recent art works, I focused more on composition and refinement.

I started off with 6 small compositions that only really had one colour scheme each. I then developed this further in my next 3



pieces and focused on using a variety of colours and shapes. For my final composition, I listened to a nasheed and really paid attention to composition and colours. I really enjoyed the project- for a while I was Kandinsky. Not having synaesthesia, myself, I gained a lot of admiration for Kandinsky for his incredible ability and talent. I would go so far as to say I found abstract art more difficult than realistic or observational art. Such was the talent of Kandinsky and now I realise that abstract art is not at all as easy as people think it is. This was a really interesting project- maybe you should give it a go. Grab a sheet of paper, some watercolours, play a sound or nasheed and tell yourself, 'Today I am Kandinsky!'

Fariha Zannat - Year 8S



THE BRITISH MUSEUM

YEAR 9 MATHS CHALLENGE

Overview

On Wednesday 17th May, year 9 had the fantastic opportunity to do a maths challenge at the British Museum. They were split into groups of students and rotated through up to 10 activities in different galleries.

Aims

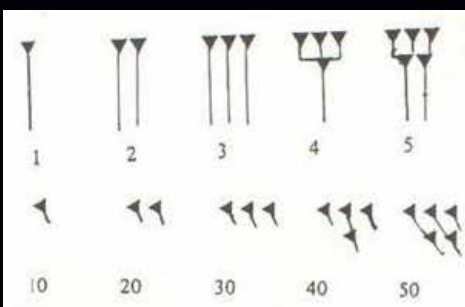
The challenges are designed to focus on developing students' mathematical thinking by using key processes and applying a variety of mathematical concepts to unfamiliar challenges.

Itinerary

Once we arrived to the British Museum, we were welcomed by the beautiful architecture of the building and the intricate interior ceiling. We were given our lockers and handed the maths pack for our challenge. We began queuing through the Museum completing our different maths challenges (attached on the next page, for you to take a look!). Once we had completed that, we had our lunch outside the Museum on the grass area, enjoying the spring breeze. After lunch, year 9 had an art task of sketching the interior ceiling (as seen in the picture). After that eventful day, we made our way back to school.

'We faced many mathematical challenges that were mind-boggling. Using historical artefacts, we compared using maths in terms of size and interpretation. We used scaling, estimation and cognitive thinking. From these challenges, we learnt how to think and react fast. I found the Chinese currency from ancient China the most interesting as the size was intriguing (it was quite large!) yet it looked modern.'

Tasneem Howlader 9A



Chinese Ming Banknote Room 68

- Students could estimate the dimensions of the Ming banknote and a British banknote.
- For accurate calculations, the Ming banknote measures 22.2cm x 34cm and a British £5 note is 65mm. Students will need to convert one set of dimensions so that they are in the same unit.
- Students could work out the scale factor between the two banknotes either as an enlargement or a reduction.
- Students could also work out the area of each banknote and calculate the percentage difference in size.

Babylonian numbers Room 55 & 56

Converting numbers

- Students use the biggest number units they can first and then move to the next biggest and so on until the number is finished, like a place value system.
- When number units look the same and could get confused, students need to use spaces to make things clearer, for example with 60 and 602 in Babylonian.

Additions, subtractions, multiplications and divisions

- First try subtracting small numbers using Babylonian numbers – is this easier than our system in some ways?



YOUNG WRITERS COMPETITION FOR POETRY NEWSLETTER

This year in the summer term, the Young Writers started a competition for students to write a poem regarding an issue they were passionate about. The options for the poem's topic were limitless, it could have been an acrostic, haiku, free verse, a sonnet, it just goes on. Some girls at Azhar wrote about love, mental illness, loneliness, heartbreak, and many more. This just goes to show the endless amount of ways you could get your voice heard. Students had to plan out their poem, and then write it up on a sheet which was handed to Apa Aminah and then sent off to Young Writers.

Young Writers is a well-known company in the UK that hosts many competitions related to the creative writing aspect of English. It began in 1991 by Ian Walton who wanted to make sure that it was possible for all writers, and poets of all ages a-like were able to share their work with the world and inspire many hearts while also letting them soak up knowledge regarding topics like a sponge to create and inspire change for the many and introduce creative writing for the better. This was seen through this competition.

Nafisa Efa- Year 9A



This year in Geography, we have explored many topics including volcanoes, earthquakes, and monsoon climates. In my opinion, the topic of earthquakes was the most informative and helpful topic because we learned about the signs of an earthquake, how it happens, and how to decrease the amount of damage caused by an earthquake. We also learned about tectonic plates and their movements which helped when we were learning about volcanoes because the two topics include the movement of tectonic plates underneath the Earth's crust. The earthquake topic helped our class to prepare for an earthquake and showed us which tools and equipment we would need in order to survive an earthquake. Overall I learned a lot about survival in different situations and the signs of dangerous weather which I found very enjoyable.

Marvah Hateme – Year 9G



LONDON MAYORS FOURTH PLINTH COMPETITION 2023

Alhamdulillah, the AAGS Art and Design department participated in the London Mayor's Fourth Plinth Competition - an annual competition that invites all of London's school children to create artworks inspired by the contemporary art commissions for the Fourth Plinth in Trafalgar Square.

Our students participated in the competition with some amazing and creative entries inspired by many themes including the environment, conflict and war



Alhamdulillah by the Grace of Allah swt, one of our students Khadijah C Hussain won a special prize from over 2000 entries and was invited to attend the special ceremony held at London City Hall where Andria Zafirakou, winner of the 2018 Global Teacher Prize, and Justine Simons OBE, Deputy Mayor for Culture and the Creative Industries, announced the winners.

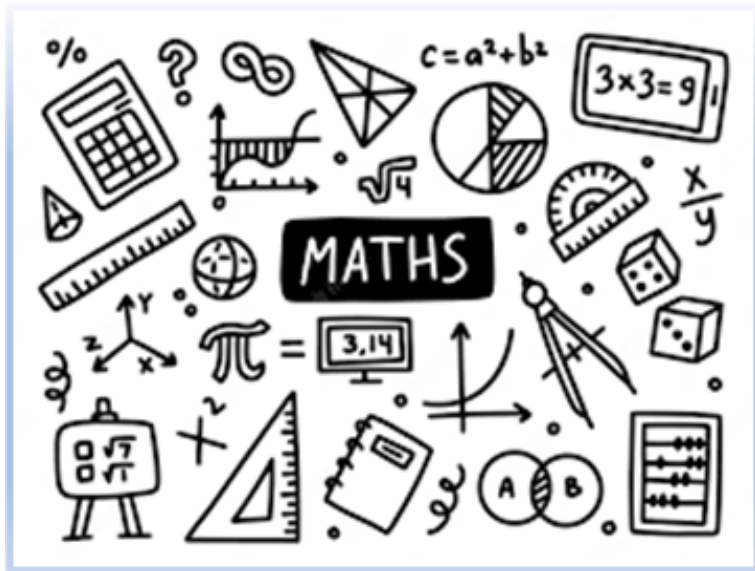


The competition was open to all primary and secondary schools in the capital for students aged between 5 – 15. Those entering could use any medium, including drawing, painting, sculpture, collage, and digital to create an artwork inspired by past and present Fourth Plinth commissions. There were many people at the event including the competition winner, parents and teachers from all over London.

It was a wonderful event and Khadijah attended alongside Ms Adam and Ms Mahmud. There were so many wonderful art works but Khadijah's art work really stood out! Well deserved!

As a school, we are so proud that not only did Khadijah win but out of all the categories winners she was the only Muslimah with hijab to win – a proud moment for not only AAGS but Islam too. Masha'Allah is a wonderful example of how practicing muslimahs are capable of anything and are paving the way in the creative world too! Well done Khadijah!





Mathematics is often viewed as an intimidating subject but has the power to evoke a sense of fascination and excitement, while it may be challenging at times. Mathematics has a unique way of captivating our minds and revealing the beauty of logical thinking and problem-solving. Despite its reputation for being difficult, maths is a subject that offers many benefits and opportunities for personal and intellectual growth. When we think of fun subjects in school, mathematics may not be the first thing that comes to mind. At Azhar Academy Girls school, girls think Mathematics is not just about numbers and equations; it is a fascinating realm of patterns, logic, and problem-solving that can ignite our curiosity and creativity.

Is Maths enjoyable?

One of the reasons why math can be so enjoyable is it's a universal language. It transcends cultural barriers and connects people from all levels of society. Whether you are in a classroom in New York or a village in Africa, the principles of mathematics remain the same. This shared understanding creates a sense of unity and opens doors for collaboration and communication.

Why do we need Mathematics?

Math provides us with essential life skills that we use every day without even realising it. From calculating expenses to measuring ingredients for a recipe, mathematical concepts are deeply embedded in our daily routines. By embracing math as a fun subject, we can enhance our practical problem-solving abilities and become more confident individuals.

Another aspect that makes math exciting is its inherent beauty. Just like an artist creates masterpieces on canvas or a musician composes symphonies, mathematicians create elegant solutions to complex problems using logic and reasoning. Elegance lies not only in finding the right answer but also in discovering innovative approaches to reach that solution.

Moreover, math teaches us resilience and perseverance. It encourages us to tackle challenging problems head-on instead of shying away from them. Through trial and error, we learn valuable lessons about patience, determination, and critical thinking – qualities that are crucial for success not only in academics but also in various aspects of life.

Zernab Qayyum Year 8A



MATHS FEAST TRIP- OAKS PARK 07/03/23

On Wednesday, 1st March 2023, selected year 10 students had the fantastic opportunity to take part in the Maths Feast competition at Oaks Park High School. This was a maths competition with other schools that involved various problem solving and thought-provoking questions divided amongst groups of four.

Overview

Maths Feast is a fun educational challenge for Year 10 students which tests problem-solving and teamwork skills. Teams of four students test their maths skills with our all-you-can-eat feast of problems!

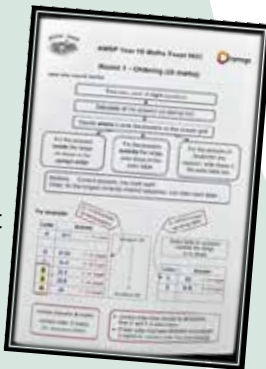
There are several rounds requiring different skills and strategies for success. Each event takes between two and three hours.

Aims

- Improve problem-solving skills using recreational maths
- Improve teamwork and communication skills

Maths Feast is open to all Year 10 students who want to improve their mathematical and teamwork skills. Below, you can look and attempt some of the questions that came up during the challenge specifically round 1, as well as check with the answers attached.

Here is what some of the students thought about the event:



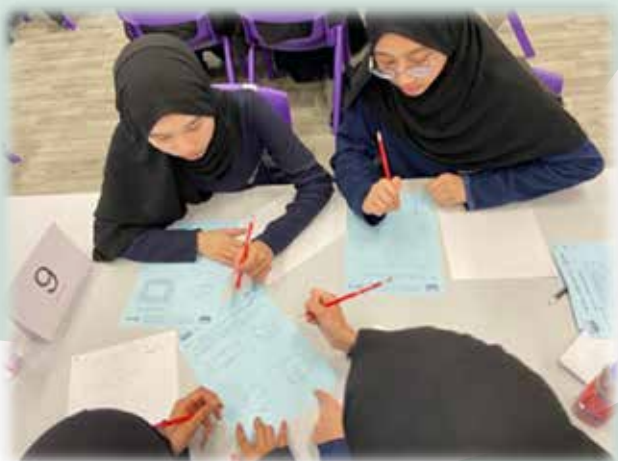
'We started the event off with a logical starter that challenged our brains and prepared us for the upcoming activities.'

The day consisted of 4 rounds. In round 1, we were set to solve challenges based around all aspects of maths. Round 2 was composed of difficult true or false scenarios that stimulated our minds for the next round. Round 3 was a calculator round in which we were tasked with complex pi-related formulas to evaluate. The last round was a unique relay activity, where we were split in groups of two and one pairs answers was the building block to the solution of the other pairs question.

Throughout the event, we were hosted with great hospitality including refreshments like juice, pastries and more.

The overall experience was enjoyable and one to remember.'

Aisha Alam & Amara Habib (10G)



YEAR 7 ART - ME PROJECT

Art is a wonderful subject. It's creative, and it can be manifested from absolutely anything! There are many techniques and perspectives in Art, and out of everything I've learnt, from visual elements to mark making, analysing works of different artists to looking at buildings, my favourite part was the 'Me Project'!

This project lasted about 7 weeks (about 1 and a half months) and was focused on you as a person. Who am I? What do I like? How can I express myself? I started asking these questions when drafting my art pieces, and it brought out different sides of me, things that I wouldn't think



of if asked to talk about myself. The first activity we did to start us off was a mind map about ourselves. We could put down anything we thought of, like our hobbies, personality, who we live with, fun facts about us etc. We could also talk about us as a Muslimah!

We did an observational drawing of our favourite items in our possession, and then looked at portraits of the artists Frida Kahlo and Giuseppe Arcimboldo. We compared their art styles, how Kahlo painted self-portraits with elements to represent her feelings and her situation; Arcimboldo made portraits of others using objects associated with the person



and arranging them in such a way that the same painting could look like something else from another perspective. How clever!

We then made text posters inspired by the Art styles of the two artists, packed with words from our mind maps, and we could arrange them in a shape that resonated with us! For example, a mixing bowl if you enjoy cooking!



After that, we started on our final piece idea development - or making drafts you could say. We drew out two different layouts with our silhouettes, then added words and images that represented ourselves. We needed to include the flag of Britain and our home country, and we also wrote something about us in our mother tongue. Everything, from the style of writing to even what medium we used mattered. To represent certain words, you could use an object to create it or fonts and colours you associate with it! For mediums, depending on if you're confident and bold, or shy and soft, you'd use bold, bright, contrasting colours or subtle, harmonious, and lighter shades respectively.

Finally, we started on our last piece. Our silhouette shadows were drawn using a



torch, and we combined our favourite parts of our drafted ideas on to an A3 sheet of paper. That was enjoyable!

And that concluded the 'Me Project'! Analysing the artworks of different artists also taught me a lot. I had a wonderful experience learning how to express myself through different ways and styles, images and words, even the mind map showed so much about what makes me... me!

I found this very fascinating! What do you think of it? Interesting?

Khadijah Sheik - Year 7S



OUR PLANETARIUM EXPERIENCE!

On Tuesday 4th July 2023, Year 7 went to an amazing Royal Observatory Planetarium in Greenwich. There were really nice sceneries to admire whilst traveling to the planetarium, although it was a very long and exhausting walk, it was definitely worth it and was probably my favourite science trip of the year!

Once we arrived at the top of the hill, we were taken inside where we could read all sorts of information and facts about our very own galaxy and universe.

Us students had the privilege to even look through a telescope and see the planet Saturn!

The most exciting part was next, inside the actual planetarium itself! The staff were funny, nice and had a very relaxing voice. The lights went off and the wonders of the galaxy appeared above us. It was as if I was looking toward the stars and planets directly in space! We were so relaxed that the majority of the students were falling asleep! One thing I would love to see in the future if we ever go again is to experience the beautiful galaxy for a while longer, in my opinion, and my classmates, I believed the planetarium was too short as we enjoyed it that much.



Next was lunchtime, our favorite time of the day. We made our way down the hill, and it was extremely fun! It felt as if our body wasn't in control, and we were floating on air. We had lunch on the grass and enjoyed the nature around us. It then started to rain, but it made it even more amazing than it had already looked. Sadly, that was the day finished so we made our way back to school.

Overall, I really enjoyed this trip and would love to experience even more trips like this one in the future Insha'Allah!

Nazirah Uddin – Year 7A

WORK EXPERIENCE IN YEAR 10

For my work experience, I decided to go to a local law firm that specialised in immigration. This was an amazing opportunity for me, as I have aspirations to become a solicitor when I am older. On my first day, I arrived early and was waiting apprehensively. After a quick introduction, they put me at reception for the first half of the day. I was surprised at how many people came and went. In the afternoon, I was given a real case to read and had to report back what I had learned after. This was my first time reading such a big file, and it was quite overwhelming! Nevertheless, I persevered and at the end of the day, they were really happy with me. The following two weeks flew by, as I was always occupied with some sort of work - work for real clients too! Whether I was drafting emails, taking phone calls, or submitting visa applications, there was always something to do.

I believe my work experience was very beneficial to me, as I gained insight into a profession I am eager to encounter. My supervisor gave me a real work-life experience - something I am very grateful for. Although at times I felt as if they gave too much work (for a year 10 student!), now looking back, I have realized that I have gained a lot of experience in trying to multi-task and meet deadlines. I have gained a lot of knowledge about immigration law and visas, and I have also read big 100-page files for the very first time too! My advice to anyone starting or thinking about completing a work experience - is never to say no! Be open to new opportunities, and explore different professions.

Tahani Muhaimin – Year 10A



BASKIN ROBBINS

During my work experience at Baskin Robbins, I had the opportunity to learn a lot about the ice cream industry. I was responsible for helping customers, preparing ice cream, and managing the cash register. I quickly learned how to work efficiently in a fast-paced environment while still providing excellent customer service. I also had the opportunity to learn more about how ice cream is made and how to create different flavours. One of the other things I learned during my work experience was how to apply for discounts. This was a key skill as it would not only help in the future but would also be a small gift to the teacher who came to visit me: Ms Nabeela!

What I enjoyed most about my work experience was working with my co-workers. Everyone at Baskin Robbins was incredibly friendly and supportive, and I felt like I was part of a team. We worked together to make sure that every customer had a great experience and that the store ran smoothly. I also enjoyed interacting with customers and seeing their reactions when they tried our ice cream. It was always fun to hear their feedback and see them smile!

One of the challenges I faced during my work experience at Baskin Robbins was learning how to manage my time effectively. There

were often multiple tasks that needed to be completed at the same time, and it was important to prioritize them to ensure that everything got done. I learned how to stay organized and focused, and I became more efficient at completing tasks. This is a skill that I know will be valuable in any future job or career.

Overall, my work experience at Baskin Robbins taught me a lot about myself and helped me develop new skills that I can use in the future. I learned how to work hard and stay focused even when things get busy. I also learned how to communicate effectively with customers and how to work well with others. Finally, I learned that I love working in a fast-paced environment and that I enjoy interacting with customers. I would highly recommend Baskin Robbins as a great place to start work and learn new skills!

Mariya Memi -Year 10A



GEOGRAPHY AT AAGS

My name is Nusaybah Khalifa and I am in 8A. Alhamdulillah I have really enjoyed this year's geography lessons including the riveting content, wonderful teacher, and unique style of learning.

Everything I have learned in geography has had an advantageous effect on me. I now understand the ways of living in countries around the world, the benefits and disadvantages of their system whether it be economically or environmentally. The topics we studied were discussed in class to ensure a better understanding of the subject. Three concepts we explored in detail were coastlines, the development of Africa and climate change. My favourite one was the development of Africa because we zoomed into a specific country: Ethiopia.

I found this very beneficial for me because I am half Ethiopian so it was amazing to learn more about my country.

I really enjoyed learning about climate change because in those lessons we watched a few interesting documentaries and short clips regarding this so the lesson was more entertaining, engaging and pedagogic.

Overall I have had a fantastic experience throughout the year in geography and I look forward to studying more next year with my teacher Apa Sabiya Insha Allah.

Nusaybah Khalifa – Year 8A

CAREER PATH

Over the past term, 7G partook in a workshop designed to help us think about our career path. At first, the very idea seemed quite absurd! I mean, not many 12-year-olds put much thought into their career so soon. However, the more sessions we had, the more we were able to dive into aspects of ourselves that we don't normally voice out loud. We participated in tasks like the 'Buzz Animal Quiz' (a quiz devised to give us an idea of our personality and jobs suited to us) and the 'Find My Tribe' activity – this helped us reflect deeply about which career path we wanted to take. These were only a few of the many things we did. By the end, we had a vague idea (not completely clear – this is only a beginning stage for us) about what kind of things we might be interested in for the future.

Yumna Alam – Year 7G



CAREER PATH

I think that the activities given to us by Headstart helped us to realize factors and elements about ourselves that we normally wouldn't think about. It also helped us recognise what we want and what might suit us best. It also showed how much we saw in each other, how we thought of them, and how much we knew about them. It makes us see them in a different way, as what they want to be and not as what others think. It helped us acknowledge what we want, and our skills and weaknesses, and the benefits of what we choose, and will help us further in our lives.

Adeeba Farah – Year 7G



And We have certainly made the Qur'an easy for remembrance, so is there any who will remember?

[Quran 54:17]

Whenever you thank Allah for anything good, he will give you more.

QUIZ!

What should you do if you are struggling to memorise the Qur'an?

Will the last 10 Juz you learn be easy or hard? Explain why.

What happens when you thank Allah?

Reflection question: How do you feel when studying the Qur'an?

What Surah is known as the heart of the Quran?

How Many parahs are there in the quran?

Where was the Quran first revealed?



My Hifz experience.

My experience in Hifz studies at Azhar Academy is something that I would like to reflect on. In my first year, I found it very challenging to learn new memorization. Even though I had been doing it for most of my life, I struggled to make progress. I would spend a lot of time trying to learn, but would only manage to memorize a small amount. However, as the year progressed, I started to find it a bit easier. My teachers at Azhar Academy were very supportive and encouraged me to keep going. They believed in my abilities and helped me build confidence. Additionally, my classmates also played a role in my improvement. We would exchange tips and techniques for studying the Qur'an, and this collaborative effort helped me immensely.

Overall, my experience in Hifz studies has been a journey of growth and

self-discovery. It has taught me the importance of perseverance, patience, and seeking help when needed. I am grateful for the guidance and support I have received from my teachers and classmates, and I am determined to continue my Hifz journey with dedication and sincerity.

I would like to advise other hifz students to concentrate when learning the Qur'an. If they are struggling with learning, here are a few tips below:

1. Ask Allah for help and ease.
2. Before reading, praise Allah and ask for ease.
3. When doing well in memorization or revision, thank Allah.

Aafia Tufail – Year 7G

My favourite topic which I learned in geography this year was definitely "a single story"

This topic talked about the way the world views Africa through a single, incomplete perspective of the continent which is heavily based on stereotypes. For Africa, the story tells of poverty, famine, and corruption. It focuses on the specific parts of Africa that are dealing with these problems and overlooks many countries within the continent that have thriving economies and successful trade relationships. Some countries of Africa may have their share of economic problems however as a whole, Africa is a vast land with many opportunities and advantages for economic growth. Which is why it's so important to look beyond that single story.

Dua Umer - Year 8G



Aalimah Studies

QUIZ

Test Your Knowledge!

- 1) What is the virtue of reciting Ayatul Kursi before going to bed at night to sleep?
 - a. Takes away hunger
 - b. Gives you strength
 - c. You are protected from harm till sunrise
 - d. House in Janna
- 2) What 2 things does a person lose if he/she misses Asr salah intentionally?
 - a. Friends
 - b. Family
 - c. Property
 - d. Time
- 3) What issue was Imam al-Bukhari (rh) born with and how as it fixed?
 - a. Deaf & fixed with medicine
 - b. Blind & fixed with medicine
 - c. Deaf & fixed with mother's dua
 - d. Blind & fixed with mother's dua
- 4) What was the relation between Prophet Musa (alayhi as-salaam) & Prophet Haroon (alayhi as-salaam)?
 - a. Cousins
 - b. Brothers
 - c. Father & son
 - d. Friends



"Ask Allah for beneficial knowledge and seek refuge with Allah from knowledge that does not bring benefit."

Prophet Muhammad s.a.w. (Sunan Ibn Majah)

MY AALIMAH STUDIES EXPERIENCE.

Embarking on the journey of an Alimah course can be a transformative experience for students. As an Alimah student, I've had the privilege to be part of this enriched course, and I'm excited to share valuable tips for aspiring Alimah students.

Understanding the Alimah Course:
This course holds a special place in my heart as it serves as a nurturing and empowering environment for students, like myself, who are passionate about pursuing knowledge as an Alimah. Within this course, we have the invaluable opportunity to seek guidance and wisdom from experienced Apas, creating a supportive community of learners.

The curriculum of the Alimah Course is truly comprehensive and covers a wide range of subjects. From studying the the Quran to delving deep into the profound teachings of Hadith, we explore various aspects of Islamic knowledge. Additionally, we delve into the fascinating world of Fiqh (jurisprudence), gaining insights into the practical application of Islamic principles in our daily lives. We also cover the Islamic history, which allows us to appreciate and understand our faith within a broader context.

It's truly remarkable to be part of a course that not only equips us with the necessary knowledge but also creates personal growth and spiritual

development. I am thankful for the opportunity to learn from distinguished scholars and engage in thoughtful discussions with my classmates, creating a space where we can collectively grow and flourish on our journey towards becoming knowledgeable Alimahs.

Tips for Alimah Students:

1. **Set Clear Goals:** Begin your Alimah studies by setting clear goals and establish realistic targets to achieve them. This will help you stay focused and motivated throughout your journey.
2. **Develop a Study Routine:** Consistency is key when it comes to acquiring knowledge. Create a study routine that suits your schedule and stick to it. Dedicate specific time slots each day to study and revise your course material. Establishing a routine will enhance your productivity and ensure steady progress.
3. **Actively Participate:** Engage actively in class discussions, ask questions, and seek clarifications whenever needed. Active participation not only deepens your understanding but also fosters a sense of community within the Alimah Course.

Siddiqa Ammaturahman - Year 8

PREFECTS 2023

Assalamualaykum, firstly I would like to begin with praising Allah the almighty for letting us accomplish so much this academic year even with the biggest challenge we face of moving and transitioning into the new building at Tennyson Road. As schools are asked to do more and more in safeguarding young children I as a Student mentor feel satisfied that everyone at Azhar Academy does just that, I feel privileged to work with such a good team of both staff and students who work extremely hard in organising such beneficial events. Thank you for everything you have done and may you have a restful summer break and recharge those batteries for the next academic year to come Insha'Allah.

I would like to reflect on the amazing year we have had at AAGS. We participated in Anti-Bullying Week, an annual UK event held in the third week of November which aims to raise awareness of bullying in schools and elsewhere, and to highlight ways of preventing and responding to it.

We had Purple Day, where everyone dressed in purple to support victims of bullying, we collaborated with Odd Day, where everyone wears two different socks which encourages people to express themselves and celebrate their individuality. #Hello Yellow, which is organised by Young Minds on World Mental Health Day to raise awareness and money and it is when everyone wears something yellow to show support. As prefects, we wanted to make this an enjoyable event for everyone, so we collaborated with the Student Council to put together a successful Hello Yellow day.



We held a bake sale, cake-making competition, henna stalls, a non-uniform day, and bracelet-making stalls. We collaborated well with the Student Council and overall had a productive and efficient day.



During Form Time lessons, we were taught the importance of e-safety and how to stay responsible online. It was encouraged to be aware when online as being online plays a big part in modern society and young people's wellbeing. The school also organised well-being clubs to ensure that students were always able to express themselves and their individuality. Organisations such as Kooth, young minds, Inspired Minds and Newham Talking Minds workshops or handout materials displayed around school just gave that little bit of information that helps us to know how to access and to be safe wherever we are!!

Here are some coping mechanisms for good mental health: (poster designed by Mehjabeen Kamran yr9)

We've had a fruitful and productive year this year with a new selection of prefects to introduce to the school:

Year 9	Year 10
Hamnah Shahid	Aamilah Zaman
Saarah Maljee	Mariya Memi
Nafisa Efa	Nafisa Aswat
Mehjabeen	Aishah Mahmud
Kamran	Iffat Ahmed
Asiya Naeem	

Head Girls from Year 10:
Aamilah Zaman and Mariya Memi

Deputy Head Girl from Year 10:
Nafisa Aswat

Throughout the year, I have learnt a lot from the previous Head Girl, Sara Cilmi. Me and my co-Head Girl have a lot to live up to after the aspirational and spectacular work Sara did for our school. As prefects, we hope to hold more fun events such as tea parties, trips and more for the next academic year. Me and my co-Head Girl wish for everyone to be able to look up to us and feel comfortable around us despite our titles as Head Girls because we are all students of Azhar Academy who strive to be better Muslimah's each day and are all equally responsible for taking care of each other and our school. Inshallah, I pray that the next year will be one of the best years we have had at Azhar Academy and I am privileged to be playing a leading role in our wonderful school and overcome any difficulties with resilience. We strive to be active and zealous in everything we do and remember to stay humble with every action we make.

Aamilah Zaman Year 10

SPORTS DAY 2023

This year was our first sports day after Covid and also the first Azhar Academy sports day that has been hosted in 4 years! It was even more enjoyable as it was held at Cricklefields athletic stadium. The day was a great success and memorable all the students participated and enjoyed it. The weather was really lovely and warm which put everyone in a pleasant mood.

There were stalls that were placed in the field for us to treat ourselves. The stalls had refreshing ice creams, sweet cones, and more goods to buy. Some students volunteered to run mendhi and

face-painting stalls which showcased their artistic talents. The Azhar Academy staff partook in the three-legged race and the tug of war which displayed their determination and their value for this day. They were awarded as: 'the tug of war champions'. We hope to see the staff participate in more activities next year!

We participated in the balloon race, egg and spoon race, long jump, and dodgeball tournament. The balloon race was different and helped me overcome my fear of popping balloons! The egg and spoon race was good however it was a shame that our group did not cooperate and just walked instead of running. The long jump was very enjoyable and spectacular! I HAD WON FIRST PLACE!

At lunchtime, we went onto the fields and sat with our friends and we had lunch and bought goods from the stalls. The results were announced in the school assembly the next day. We are proud to say that our group, the blue team had won! Congratulations to everyone in the blue team and JazakAllah Khayr to Apa Nazia and Apa Salma for organising the event and JazakAllah Khayr to everyone for participating on the day. We look forward to future sports events like this Insha'Allah!

Khadijah Hussain, Iffah Al Nur and Mehjabeen Kamran - Year 9A

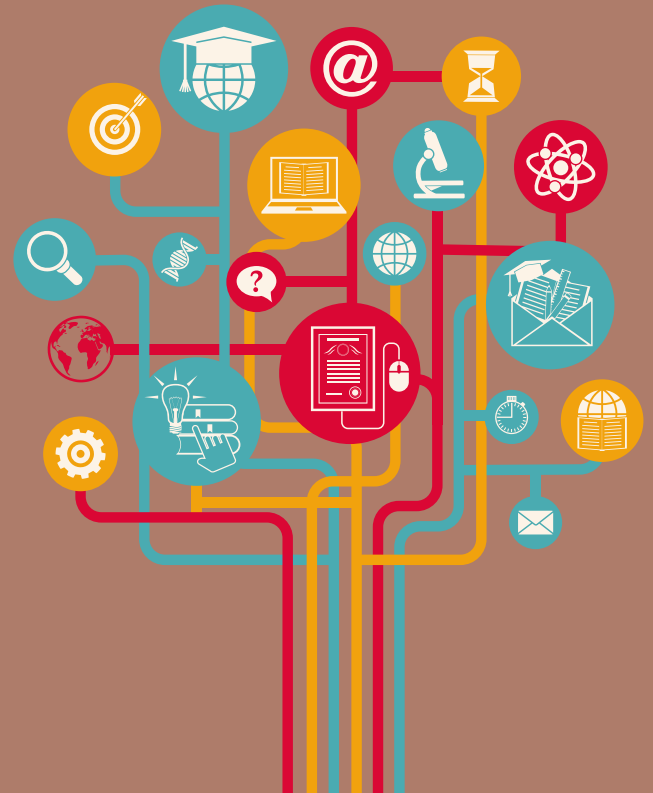


MEETING ANGIE THOMAS!

The Angie Thomas Workshop was in the Stratford Youth Centre. During the trip, I learnt a lot about writing books. It was an opportunity to see, and meet, an author in real life; we got the chance to discover a lot about her life, her craft, and the process of drafting and writing a book. Not only that, but we were also able to buy a signed copy of her new book *Nic Blake and the Remarkables*. It was a beneficial workshop, and I think all the year 7's enjoyed learning about her work.

Angie Thomas encouraged us all to embark on our own exciting writing journey. She really inspired me and spoke about the positive things that writing can achieve. She made me realise that writing is an especially important and exciting part of life and her words of advice about not giving up were great. This trip was definitely inspiring and taught me a lot.

Manha Khan – Year 7G



STUDENT COUNCIL ACHIEVEMENTS 2022-2023

Alhamdulillah by the Grace and Mercy of Allah swt, our amazing Student Council representatives planned and organised many projects this year! Here is a list of our wonderful representatives:

- 7A YUSRA MOHAMMED
- 7A HANIFA WILSON
- 7G HAJERA KHATUN
- 7G ZAYNAB EMRAN
- 7S SAMEEHA NESSA
- 7S ZAKIYYAH UDDIN
- 8A JARIN MUKTA
- 8A MAHDIYA MOHAMED
- 8G FATIMA BOUKABACHE
- 8G FATIMAH TALATI
- 8S YUSRA KHAN
- 8S EFFAT CHOWDHURY
- 9A NAFISA EFA
- 9A MAHNAZ NAZEEM
- 9G TAHIYA KALAM
- 9G NAJAT MAJUMDER
- 10A ZAINAB BINT RAYHAN
- 10A TAHANI MUHAIMIN
- 10G AISHA ALAM
- 10G MAHREEN SULTANA
- 11A MARIHA MATIN
- 11A AYESHA AYYUB
- 11G MARYAM SHAHAB
- 11G SAEEDA HAQUE

Here are just some of the wonderful projects they organised and planned:

Pakistan floods fundraising
non-uniform day Jummah Joy
Student survey and clubs
Student Suggestion box



Classroom Cleaning Competition
Launch good fundraising
competition for new building
Human Appeal Winter Wrap Up
campaign



Article writing
Open Evening speeches and assistance
Last Glam Day in old building
Feedback on new building (test day)
Newham Community Project – food bank
collection



Wellbeing reminders
Eating Disorders school assembly with
year 10 Citizenship students
Children's Mental Health Week –
wellbeing box
Children Mental Health charity
non-uniform day

Secret Sister planning,
assembly, and gift exchange
day



Eid party and Glam Day

Baton of Hope – Suicide
awareness charity
non-uniform day

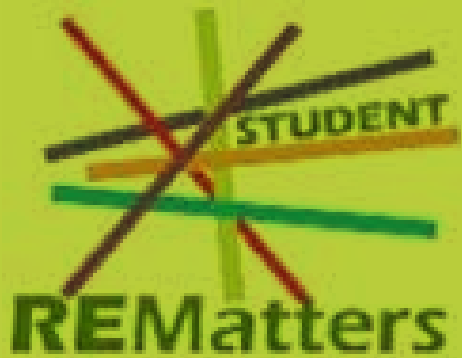
Eid-ul-Adha celebrations and
Glam day

Starlight Children Foundation
(Play in Hospital charity)
fundraising non-uniform day

And loads more!



Jazakallah Khair to all our wonderful student representatives this year!
May Allah swt reward you for your efforts and hard work, aameen!



STUDENT RE MATTERS 2023 PROJECT

We have met twice since SACRE met in February and have been continuing to work on our project

'Challenging religious Stereotypes'

At our meeting at St Bonaventure's on March 7th we were joined by representatives from different religions and worldviews. This was a very busy but great afternoon! The aim of the session was to listen to the representatives talking about stereotyping from their point of view and to make some films to be used to produce assemblies.

We began our meeting with hearing from Sami Rhymes who is a spoken word artist who read a poem about faith.

We were joined at the meeting by Brother Sam, Lenna Rosenberg, Chetna Gandhi Pradeep Singh, Sir Stephen Timms MP, Paul Kaufman and Rev Cornelius Henry.

We then filmed both student members of the Executive Committee and the representatives which was a lot of fun, as we learned how to set up for an Interview.

We thought about the following questions:

- What is religious stereotyping?
- How can we overcome religious stereotyping?
- Have you experienced stereotyping?
- What can be harmful about stereotyping?
- Can stereotyping ever be positive?

The films will soon be available on the RE Matters YouTube Channel!

Alifa Khan – Year 9A





THE ART OF SHIBORI

This year one of the many textile art techniques we have explored is Shibori. Shibori means 'to wring, squeeze and press'. It is one of the oldest fabric dyeing techniques in Japan. It was first introduced in China as a style of dress. While this style is often associated with the fabric dyeing method of Japan, there is also a wide range of fabric manipulation techniques found worldwide. The traditional violet dye comes from the soaked fermented leaves of *indigofera tinctoria* (commonly known as 'True Indigo'), which is a plant found across Asia and Africa.

One of the Shibori techniques I looked at was 'Itajime' where fabric is fan-folded vertically and horizontally to create a geometrical pattern. To create a triangular design, you have to fan fold in a triangle shape. You then apply dye to the edge of the folded fabric which creates a regular pattern and adding other colours can create a striking colourful piece. In my work, I used Itajime as a background and hand-painted a leaf on top. I have really enjoyed learning about Shibori and exploring the Itajime technique and look forward to further experimenting with it for my GCSE work Insha'Allah!

Amara Habib - Year 10G



OUR V&A MUSEUM TRIP!

Where did we go and what did we do?

On Tuesday 7th March, the whole of Year 7 went on a trip! It was a very exciting day for me because it was a museum about architecture and maths, which are things that I'm very interested in! I hope one day; I can become an architect myself! Do you want to become one too? Anyway, back to the trip! During the trip, we learned about the history of many works and the amount of effort that was put into them by the people back in the day; even my words can't explain how wonderful it was, to see and learn about all the different types of architecture! At first, we looked around, discovering places; and exploring them. We looked at some very intriguing patterns that people made a long time ago. We saw some different art that went way back in time, so just seeing a copy of it was awesome. After that, we looked at some unique structures which were also very fascinating. We did go to a gift shop but the items there were quite expensive. Finally, we went upstairs to do an exciting art task. All we had to do was sit and pick something that was part of the building e.g. the patterned ceiling, the moldings on the railings, etc. to draw in our art books. It was a very challenging task, but also very relaxing. We wandered around some more and eventually went back to school.



How was this trip linked to maths?

Well, you may now think, how does this link to maths? Well, I say that this was related to maths a lot! Geometry, algebra, trigonometry etc. play a significant role in architectural design. This maths is applied to plan their blueprints. Even calculations can predict the issues that the construction may find when bringing the design to our three-dimensional life.

Whether you're really amazed or not, at least you may have learned something new!

Overall, visiting the Victoria & Albert Museum was inspiring for me, seeing all the fantastic designs. I'd love to go again.

Zakiyyah Uddin - Year 7S





My overall experience of science so far...

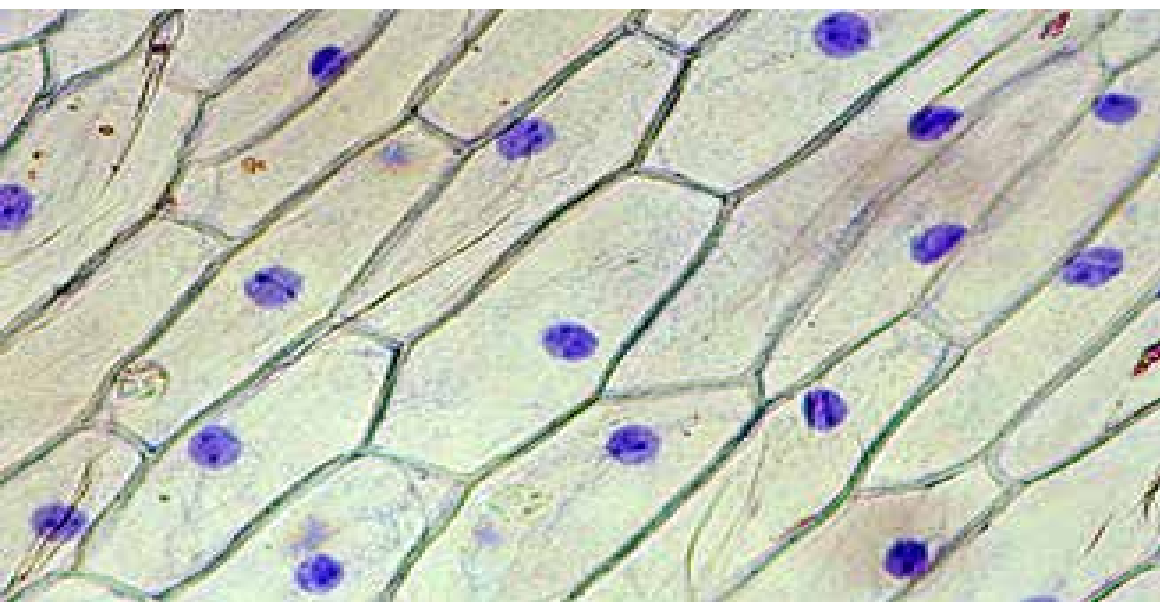
My first term at Azhar Academy I feel was a successful one. But one subject I struggled in was science. At the start of the year, I felt that I lacked in science and when we did our baseline assessment my result wasn't great. After receiving my result, I started doubting myself but then realisation hit me that I should not allow mistakes to hold me back. I used the mistakes as an opportunity to learn and improve, I realised that if I doubted myself for longer it would weigh down on me and hold me back from achieving more and progressing. If I carried on doubting my abilities, I don't think I would have achieved what I have today; getting higher scores and participating more in class.

One thing I enjoyed thoroughly in science since the beginning was going to the lab. Alhamdulillah, we had loads of opportunities to go and experiment in the lab. In our first half term, we went to the lab, and we had the opportunity to look at an onion cell through a microscope. After doing this we then had to do an observational drawing of what we had observed in the lab. This really helped me to understand the difference between a plant and an onion cell and the functions of the different parts of the cells.

Another exciting thing we did was experimenting with a Bunsen burner. We watched what happened when you added more oxygen to the flame, and we watched the colour of the flames change from yellow to eventually blue. The practical part of science provided us with the opportunity to get away from the classroom and experience the more fun element of science, and act like real scientists. This really helped me to consolidate the concepts we studied better.

Although at the start of the year, I found science quite difficult and didn't really enjoy it, I realise now that I need to approach science more positively and embrace it as a challenge. Now Alhamdulillah, my confidence in science has been boosted and I am more eager to participate and answer questions in class. My mistakes have helped me learn and excel more in class and I hope I can stay motivated and develop my interest in science further, Insha'Allah.

Yusra Mohammed - Year 7A





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