



12th May 2017

Name & Tutor Group:

Headlines by Rachel McGowan

Plashet's Financial Future

Plashet is a really successful school. It is a place filled with ambitious and hardworking young women. When I knew I was ready to lead a school it is the school I wanted to lead. Being Head Teacher of Plashet is utterly fulfilling. I therefore feel I have to make students and parents clear about the difficulties I face as Head Teacher as we move forward. **Lack of funding from government** and the direct impact this will have upon Plashet students and their future life chances is my biggest worry. I feel a top priority for the incoming government is addressing the **funding crisis in schools**. I need you all to be aware of why I feel we are underfunded. Here are my reasons:

- **Schools have been on 'flat cash' for several years** with no prospect of any increase whereas cost pressures continue to rise. In other words the money has stayed the same but costs have grown.
- Pay rises for all staff and general inflation in all costs has been unfunded. This means costs have risen but we have received no extra money.
- **Employer contribution on teachers' pensions** have risen by 2.38% from September 2015 – again this has been unfunded.
- The main band National Insurance employer contributions increased in April 2016 by 3.4% - again unfunded.
- When you hear politicians on the TV or radio saying that the education budget is at the highest level it ever has been this is factually correct BUT - the only reason the government can say the funding for education has gone up is because there are more pupils in the system; the per pupil amount we received has not gone up it is just there are more children at school due to population growth.

You might ask me what this means for Plashet's future. Here are some examples of how this will impact our girls:

- Less money means fewer teachers which means class sizes get bigger.
- Larger classes mean less time available for individual pupil support.
- Less money means a narrower curriculum choice for young people at GCSE level.
- Less money means reducing the amount of support that can be given to individual students who need it such as those with special educational needs, low prior attainment or those requiring support for mental health problems.
- Less money means fewer opportunities for young people to engage in enrichment activities or educational visits.

I urge you all to engage with those candidates running to be your local MP about the need for sufficient funding for schools. If you wish to get involved there is a national parent lobbying group called Fair Funding for All Schools that you could join. You may feel empowered enough to ask candidates from any party standing to be your local MP questions like:

- What would you do to guarantee sufficient school funding for my child?
- What would your party do to recruit more teachers?
- How are you going to ensure that all education policy decisions are based on evidence?

ESafety

Inserted in this edition of Plashet Post is an information booklet produced by the BBC and the UK Safer Internet Centre called '**Share Take Care – Helping you help your child protect their reputation online**'. I would ask all parents take the time to read this as it gives clear guidance as well as links to other useful organisations.

Next Academic Year 2017-18

You will find inserted on the following page our calendar dates for next academic year. The colour coding system is as follows:

Beige	School Holiday
Green	Non-Student Days for Staff professional development
Blue	School days for students & staff
Orange	Public Holidays
Purple	Possible Eid-ul-Fitr holiday possible days

As with this year we are not closing for Diwali on Thursday 19th October with those colleagues and students wishing to observe this day taking religious observance leave of absence. We are closing for Eid-UI-Fitr on either Thursday 14th or Friday 15th June but should Eid-UI-Fitr fall on Saturday 16th June we will finish the academic year a day earlier on Thursday 19th July.

I wish to be completely clear with families that holidays should only be taken during school holidays. Parents should not be taking their daughter out of school on holiday in term time. Plashet School holidays are as follows next year.

- October Half-term: Saturday 21st until Sunday 29th October 2017
- Christmas Holiday: Thursday 21st December until Wednesday 3rd January 2018
- February Half-term: Saturday 10th February until Sunday 18th February 2018
- Easter Holiday: Friday 30th March until Sunday 15th April 2018
- Whitsun Half-term: Saturday 26th May until Sunday 3rd June 2018

Mrs McGowan
Headteacher

Helping You Help Your Child Protect Their Online Reputation

These days most of us regularly use computers, mobiles and the internet and know how quickly **technology changes. As parents we're also aware** our children can often keep up with these developments better than we can. Many of us will breathe a sigh of relief that there is someone in the family that knows how all this stuff works, but **our children aren't as worldly wise as they are** technically savvy and can be at risk of sharing too much information with their online networks.

For teens the internet is a fantastic, creative and fun resource, allowing them to keep in contact with their friends, develop their own identities, find out about their interests and connect with others who share those same interests. Most young **people don't run into any trouble but how much do** they think about their online behaviour? Do they consider how over-sharing online could affect themselves, their reputation, their friends and family away from the screen in the offline world? They need to know how over-sharing can lead to some unpleasant situations – even the breakdown of relationships with friends and family, bullying, expulsion from school, loss of employment and identity theft.

If your child uses popular sites and services such as Facebook, Blackberry Messenger and Twitter, they might be at risk of sharing too much personal **information. These aren't the only places where** care should be taken; also consider photos and videos, emails, instant messages, chatrooms, games, blogs, YouTube, and texts. This short guide will help you to make sure your teen stays safe and happy online.

Tips and advice for keeping your child safe:

- **Talk to your teen don't be afraid to ask your** teen about what they do online. As a parent you help and support them to develop. Just as you know a great deal about their offline **life, you also want to know where they're going and who they're meeting online. It's** important to keep having these discussions as technology changes and your child grows up
- Choose what you share what personal information should you protect? A good way to think about this is what details would you be happy to reveal about yourself on a poster in your high street? How could a stranger use that information? Your teen needs to think carefully before they reveal their details online such as full name, address, passwords, email address, age/date of birth, photos, videos, school, phone numbers, bank details, future plans, location, **membership details of clubs etc. It's** surprising how much can be found out about an individual by gathering details from lots of different sites.
- Stay private social networking sites have privacy settings which allow the user to **control who can see what's on their profile,** so talk to your teen about how they use **these. Check they've been honest about their** age as some services have tighter privacy settings for under 18s. Get them to think about who they are sharing with. Chat to other parents about how they use privacy settings and parental controls
- Get smart about social media As a parent, if **you aren't on any social networking sites it's** a good idea to have a look and even set up your own profile. This will remove some of the mystery. Get your teen to help - perhaps asking them for tips on privacy settings as this could be a good way to initiate a discussion. If you already have an account you might want to befriend your teen - bear in mind they may want to maintain their independence and might reject or unfriend you!
- Online forever as well as thinking about the type of information your child puts online, also encourage them to think about who has access to it and how long it will stay online. **It's not unusual for teachers, employers or** university and college admissions to search online for details about prospective **candidates. It's worth remembering that** information can be re-posted by others so even if your teen has deleted something **they've uploaded, it's possible it may already** have been re-posted somewhere that they have no control over.

- **Respect others it isn't just about being careful with your information, it's also important to respect information about others too.** Your child could affect their friends or family by something as simple as a careless comment, forwarding an email, or uploading or tagging photos and videos. It is good practice to ask permission of other people in any images that they post.

Remember that this works both ways - do **you really need to post your teen's baby photos with the dodgy haircut and bad outfit? It's easy for these things to be found and forwarded** - the whole school could see it in minutes.

- Keep it under wraps socialising, developing relationships and exploring sexual identity is a big part of being a teenager. Online technology has helped remove some of the awkwardness we may remember from teen relationships by allowing them to communicate easily, remotely and cheaply. Try not to forget in most cases this constant messaging is harmless fun. However, teenagers have been known to take, send and receive messages of a sexually explicit nature often containing images. This is known as sexting and is usually done via mobile phones. It is important to be aware that it is illegal to take, possess or share indecent images of under 18s. It may be an uncomfortable conversation, but highlight **the risks of sexting (or sharing any 'risky' images)** to your teen. Encourage them to think before they send as they lose control of an image or any content the second they press send.
- Know who knows where they are. Some sites and services allow users to update their location showing where they are at any time of the day. Ask them who can view this information and find out how many of their **online friends they don't know in real life.** Discuss with them how easy it is for someone with this information to piece together their routines, for example from home to school, to clubs, on specific nights. **It's also worth pointing out that these services have been used by burglars as they can show when there's no-one at home**

- Know where to go for help if things do go wrong there are places you can go to report or seek help. For example in cases of bullying the school or college; the provider of the service if the law or rules of the service have been broken; or the police in serious cases. Ask your teen to show you where you can report something to the service provider. Also remember that asking the person who posted the offending content to take it down can be an option.

Organisations and Links

There are lots of organisations that provide information and advice. Take a look at the following sites.

FOR PARENTS

- **BBC Share Take Care VISIT** bbc.co.uk/sharetakecare Helping you help your child protect their online reputation.
- **Childnet VISIT** childnet.com A non-profit organisation working to help make the internet a great and safe place for children. Major partner in the UK Safer Internet Centre, organising Safer Internet Day. Also produced a range of factsheets and resources for parents offering safety advice. Childnet also has sites aimed at specific subjects.
- Know IT All for Parents **VISIT** childnet.com/kia An interactive, internet safety resource that contains helpful videos and activities.
- **Social Networking VISIT** childnet.com/blogssafety Information and advice for parents **around their children's use of social networking.** There are lots of organisations that provide information and advice. Take a look at the following sites.
- **UK Safer Internet Centre VISIT** saferinternet.org.uk The UKSIC is a hub of information, research, and advice for children, parents, and schools on internet safety issues.
- **Think you know VISIT** thinkuknow.co.uk/parents Offers a range of engaging materials to raise awareness of the risks to children in the online world. Lots of help and advice is available in a dedicated area for parents, brought to you by CEOP, the Child Exploitation Online Protection Centre.
- **CHIS VISIT** chis.org.uk Promotes safe and equal access to the internet and associated digital technologies for all children and young people.

• Parentport **VISIT** parentport.org.uk Seen or heard something unsuitable for children? At ParentPort you can find out about the standards you can expect from the media and find out how to address concerns.

FOR TEENS

• Digizen **VISIT** digizen.org Provides information and advice about being a responsible digital citizen.

• Chatdanger **VISIT** chatdanger.com A site highlighting the potential risks using interactive services like chat, IM, online games, email and mobiles.

BULLYING

• BBC Radio 1 **VISIT** bbc.co.uk/radio1 The Surgery's help and advice pages have a section on bullying.

• Beatbullying **VISIT** beatbullying.org Aiming to create a world where bullying, violence and harassment are unacceptable, the website has sections offering help and advice to parents and teens.

• Bullying **VISIT** bullying.co.uk A site offering lots of helpful advice about bullying, also runs a support service.

COMPUTER PROTECTION, SECURITY AND FILTERING

Check your internet service provider's website. Most of them offer advice about internet security and filtering. The sites listed below may also help you to choose the best settings for you and your family.

• BBC WebWise **VISIT** bbc.co.uk/webwise This BBC site has a useful section covering privacy, security and child safety.

• Get Net Wise **VISIT** getnetwise.org A website reviewing filtering tools.

• Get Safe online **VISIT** getsafeonline.org Government website focusing on internet security and protection.

REPORTING

Start by contacting the person or content provider responsible or your service provider may help. You can go to the police to report something that may be illegal or the following organisations can help with specific issues.

Childline **VISIT** childline.org.uk Counselling service for children and young people also has a section offering advice on online safety.

• CeoP **VISIT** ceop.police.uk If your child has experienced sexual or offensive chat while online which has made them feel uncomfortable, or someone is trying to meet up with them, you can report this directly to the CEOP Centre by using the ClickCEOP button which can be found on CEOP's main website.

• Internet Watch foundation **VISIT** iwf.org.uk The UK's hotline for reporting illegal content found on the internet. It deals specifically with child abuse and criminally obscene images.

Mrs McGowan
Headteacher

Year 8 Netball League Results

The Year 8 netball team came 4th overall in the Newham Borough Netball League. There were a total of 11 teams in the league. Overall they won 5 games and lost 4. This is an improvement on their position from last season. Well done!

The following students all took part in matches towards the league:

Hasinah Abid 8T
Monica Argyo 8G
Nidhi Ben 8E
Jasmine Hall 8N
Misbah Hussain 8G
Kulsom Jan 8N
Hafeja Khanam 8G
Fatima Khatun 8P
Charu Kuganantharajah 8N
Nafisa Maliat 8A
Harini Nagarajah 8E
Samiyah Naznin 8G
Fatima Noor 8G
Farah Rekada 8A
Farhana Shajan 8A
Nila Shajan 8G
Gauri Shaji 8E
Sarah Sufi 8N
Jalwa Zakie 8G

Well done girls! A great season!



Miss Lee

Junior Maths Challenge

On 27th April, 80 students from Year's 7 and 8 took part in this year's Junior Math's Challenge. The challenge involves answering 25 multiple choice questions in one hour. Questions from the Junior Challenge are designed to test student's Mathematical fluency and problem solving skills. They are then sent off and marked by UKMT using an optical mark reader. The top 40% of students nationally receive a gold, silver or bronze certificate in the ratio 1:2:3. Around 1200 of the highest scorers are invited to participate in the Junior Mathematical Olympiad. A further several thousand students from across both year groups will be invited to sit the Junior Kangaroo paper.

Below are some comments made by this year's participants:

'The Junior Math's challenge was quite difficult as it tested our logic as well as our Maths. However, I am proud of myself for getting through it and it gave me the determination to try even harder.'
Maryam Khan 7N

'I liked completing the Junior Math's Challenge. It was challenging and improved the speed I work at. I got to answer challenging questions that made me think. It is an amazing experience to have.'
Nabeeha Nainar Mohamed 7L.

'The Junior Math's Challenge has taught me a lesson, to think and NOT to guess!'
Harini Nagarajah 8E

'A thrilling experience enabling us to try out different ways of answering questions and giving us a chance to take our Math's skills to a new level. It makes Maths fun as well as exciting'
Nidhi Ben 8E

Well done to all students who took part. We eagerly await your results!

Mrs Harvey

Poems about Gender and Equality

I recently had the opportunity to work with Year 8 on poems to do with gender and equality. I continue to be astounded by the depth, imagination and social awareness of the work **being produced, and I'm very proud to share some examples with you.** I hope lots of you feel inspired by these poems.

Poem by Elaynath Patel 8S

Low expectations
Bad opinions
Bad reputations
You aren't allowed
To meet their high expectations

Be modest
Be kind
You don't need to know how to drive
Because you can wait for your husband
To take you out on a ride

To the shop you go
Buy make up
Buy clothes

Don't get a job
Just learn how to mop
Let him control you
While he happily makes a fortune

Let him enjoy
You're just his toy
You're not allowed his kinda life
Because you aren't a boy

Trapped by Elisha Ahmed 8S

As the wind hits my cheeks
I stare at the boys outside.
I stand there watching my friends get beaten up
by the men that brought us here,
but I can't help,
because I'm trapped.

They think they are better and wiser.
They think they know what the future holds for
me,
but they don't.
They are as dumb as a dog.
They have no heart, no mind.
But I can't do anything,
because I'm trapped.

I wish I had a family.
I wish I had a place to call home.
I wish I was standing in school
breathing in the fresh air with my friends
by my side.
But I have no tongue,
I can't say a word,
because I'm a refugee.

The Difference Between Boys and Girls by Leotie Clairmont 8S

Girls:
They wake up each morning, they're natural.
No make up, no hairspray, no product at all.
Straight to the bathroom to freshen up.
They're out of concealer so they're out of luck.
They worry 'bout spots and scars all day,
Wondering what everyone else will say.
To be a girl in this world,
There's a big price to pay.

Boys:
They wake up each morning with no care in the
world.
Not insecure, don't even care about girls.
Mess up their hair,
Walk out the door.
Throw on some clothes, they don't care anymore.
No more feelings,
Bottle it up, nothing to say.
To be a boy in this world,
There's a big price to pay.

(NB Poetry and Biscuit club, run by Josh in association with the CMD, is on Tuesday lunchtimes in room G07. All are welcome!)

Mr Seigal

Careers Junction

On Wednesday 19th April the Year 9 students were **off timetable all day taking part in 'Careers Junction'**. The day began with an engaging and entertaining performance by Actorshop, which helped the students to think about the types of decisions they will need to be making over the coming years. This was followed by an inspiring talk from entrepreneur Jessica Huie, who encouraged the students to always do what they love, because if you do what you love, you will love what you do! The students attended 5 seminars in total, facilitated by some excellent volunteers, which opened their eyes to the many career paths available to them.

These included volunteers from the following organisations: Testhouse, RAF, Macfarlanes, Emirates Experience, Kyles Collection, Metropolitan Police, London City Airport, London Borough of Newham Planning, Actorshop, Atos, and the Museum of London Docklands.

"I enjoyed the RAF and Civil workshops. They were the most interesting part of the day for me. It got me to think about my career further."

"Kyles Collection piqued my interest in fashion."

"The engineering one explained it all in detail."

"It was very engaging and a lot of information was given."

The day was brought to a close by Actorshop who, through excellent content and humour, left the students with plenty to think about.

Ms Clark
Head of Careers Education Information
Advice and Guidance and Work Experience

Work Experience

The Year 10 have been in the world of work for the beginning 2 weeks of term, Tuesday 18th April – Friday 28th April 2017. They went to a variety of work placements, schools, offices, shops, health centres, dentists and the Home Office.

The resilience and determination that the Year 10 showed was second to none and noticeable in the 16 years that I have been organising work experience in the school!

"Work experience was a great opportunity to gain some valuable insight into the workplace as well as improving key skills, such as: communication, teamwork and independence in particular. I worked at Shoe Zone for 2 weeks and learnt many things about this line of work. My tasks included stocktaking, tidying, sweeping, helping customers etc so I did not realise the huge amount of work that goes into providing a service for the public. Thus, it has definitely increased my empathy for the staff and I have a newfound respect for them because even though they had to work such long hours; deal with discourteous customers and had multiple shifts within a day, they were extremely patient and still had a smile on their faces! My least favourite moment was when there **weren't any customers in the shop as it was so** quiet and boring. The highlight of my experience was interacting with the customers and dealing with their enquires – especially the little kids as I found it very satisfying. Also, it was amusing hearing people spill their whole life stories and **have 'family feuds', assuming that the manager and I couldn't understand a word they were** saying, when that was certainly not the case! I realised that men and women were treated slightly differently as I did less practical work compared with the boy who had to do most of the heavy-lifting and hoovering.

Overall, I think I have benefited from this experience greatly by being more patient and responsible for my actions. In the future, I would like to have a job that involves interacting with many people, though not in a shoe shop as the dusty, pungent shoes made me sneeze! This experience has really motivated me to strive harder to fulfil my aspirations as I have a better **idea of the kind of things I want or don't want to do; I appreciate that no job is too small and have learned that a simple 'thank you' can brighten up someone's day!"**

Adeebah 10H

"Work experience. These words have different meanings for everyone, some people hated it and never want to go back and others love it and want to stay there forever, but everyone learnt something from it. Every year millions of teenager go on a journey into an unknown world: the world **of work."**

And, I was one of those fortunate people who went on their work experience and loved it! I did my work experience in Altmore Infant School as an Office Receptionist. When people hear that they immediately think that the job would be tedious

and uninteresting. However, you should never judge a book by its cover! I chose to work there as I wanted to work somewhere new and different and I wanted to put myself out of my comfort zone.

My job was anything but uninteresting. I learnt how to confidently interact with people and I learnt how to deal with issues with conviction, not only that I learnt how to manage my time and take pride in my work. I did everything from printing to photocopying, laminating, unboxing packages and filing. Undoubtedly, there were some things which I hated, but none the less I had to cope with it as it was part of the job. I think that a lot of us who went on work experience learnt that work experience wasn't easy, but it's not supposed to be.

Furthermore, I met many helpful and incredible people, one of whom was my supervisor. She supported me throughout my work experience and always encouraged me to do more. And because of this, I learnt how to challenge myself and I learnt how to be adaptable because in life not everything goes your way.

Overall, work experience is a time where we stop thinking as a student but start thinking as young adults. This is the time where we gain knowledge about the things that we want to do and the things we don't.

And whether or not you loved it or hated it, it was a great opportunity to learn more about yourself and your strengths and weakness and I would do it all over again!"

Mooskan 10G

The local employers have also valued our student's contribution to their organisations, emailing in to say...

"I just wanted to write to you to say what a credit your children have been this week. Incredibly well-mannered, enthusiastic, confident, independent: they really did show Plashet at its very best. We thanked them in our whole school assembly today but I also hope you will pass on my personal thanks for their contributions to the school and our children's learning this week."

Ms Clark
Head of Careers Education Information
Advice and Guidance and Work Experience

Year 9 Girl Leading Residential to Somerset

On the weekend of 19th April, a group of Year 9 students took part in the **Girl Leading residential** organised by Mulberry School. The programme is in support of Michelle Obama's Let Girls Learn Campaign, and is aided by National Lottery Funding.

Women today are currently under-represented in top positions in the workplace. On a global scale, girls are more likely to be out of education than their male counterparts; 9 million girls worldwide are currently not in education. The aim of the residential was to address these issues and to help students recognise their own leadership potential by developing skills and building future aspirations.

On Day 1, students arrived at Kilve Court, an outdoor residential centre, in sunny Somerset. On arrival our girls (Sumaiya Mustafa 9H, Thanushika Mathivannan 9N, Ebony Brown 9T and Ria Uddin 9G) dived straight into outdoor team building exercises with girls from London and Somerset schools. This helped students to challenge their own leadership skills by encouraging communication, team work and initiative.



On Day 2, students learned a whole host of new skills and were lucky enough to meet representatives from a range of national and global organisations. The organisations ran interactive workshops for all the students. Kat Banyard, founder and director of UKFeminista led a workshop on "how to run your own campaign", and talked about their own campaign for gender equality in education.

Eliza Ribeiro, founder of Lives Not Knives and Halla Gunnarsdottir, Head of Policy and Partnerships in **Women's Equality Party** talked about what motivated them to begin campaigning and what it means to them to try to bring change to the world. Students also took part in entrepreneurship workshops as well as having a session with a public speaking professional.



Day 3 saw the girls getting ready to return back to school. Before leaving however they took part in discussions about what leadership is and how girls might realise their full leadership potential. One of **the girls commented that "being a leader for me means to take charge, to be heard and work together with everyone"** another student commented **"leadership means to be able to achieve the highest goal and making tough decisions"**.

Two of our girls had the following to say about the event:

"In this programme we gained lots of skills and knowledge about women in leadership. We attended a range of workshops that let us explore a variety of skills and bond with new people. We met many different facilitators who work with young people and are trying to achieve their aims by making positive changes. We also had time to explore the beautiful Quantock Hills. The experience was unforgettable and I am proud to be part of Girl Leading. The skills I have learnt will help me in school to be more confident and take on the role of a leader The weekend was amazing!" **Thanushika Mathivannan 9N**

My participation in 'Girl Leading' was not only fun but it taught me many new skills. I participated in many workshops such as public speaking and team work exercises. I learnt how to speak with more

confidence when engaging with an audience. I also met girls from many different schools so was given the opportunity to socialise. Overall my time at the residential was amazing."

Sumaiya Mustafa 9H

As the girls move onto the social enterprise stage of the programme, it is important that they, and that every girl at Plashet, remembers that they have the potential to become future inspiring leaders of the world. Perhaps the words of Michelle Obama herself will help encourage us in this:

"Here's the thing – with an education... you all have everything you need to rise above all of the noise and fulfil every last one of your dreams. And it is so important that you do that, not just for yourselves, but for all of us. Because you all have a unique perspective... The world needs more girls like you growing up and to lead our parliaments and our board rooms and our court-rooms and our universities. We need you" – Michelle Obama, June 2015."



Ms Begum (Teacher of History), Miss Forshaw (Whole School Responsibility for Citizenship and Social, Moral and Political Education), Sumaiya Mustafa 9H, Thanushika Mathivannan 9N, Ebony Brown 9T and Ria Uddin 9G

Year 9 Geography Visit to Ingrebourne River, Hornchurch

In the first 2 weeks of the summer term, all year 9 Geography classes visited the River Ingrebourne in Hornchurch Country Park. The visit was to form a valuable part of our learning in Geography as we would be investigating how rivers differ along the course and learning valuable fieldwork and data collection skills.

The experience was fascinating and fun as the volunteers who guided us through were very friendly and helpful. We spent a few hours on an artificially straightened section of the river first. Summoned into two groups, Group one was told to study the river and the second group were told to explore the environment around the river. Whilst exploring the environment, I discovered that in order to maintain the level of water travelling through, a small dam was made; this is why there are barriers of concrete around the river banks in order to prevent subsequent erosion.

In the second half, the groups were swapped and my group and I managed to finally get knee deep into the river! Although the water was shallow, it was an incredibly fun experience. We studied the stones within the river by picking out five stones from the left, middle and the right end of the river, the stones were measured and notes were made of their properties in order to compare load size at different river sites. Studies were also done to measure the depth and width of the river. Lastly we had to find out the velocity of the river and to do that we put sticks on the ground, about a meter or more, apart from each other. Then we placed a floatable object and timed how long it took for it to travel from the checkpoint one to checkpoint two.



To top off the day, we then travelled to the meander area of the river, which we all found to be a lot deeper because a meandering river can hold a larger volume of water. We also found more erosion of the river banks than at the straightened section. This is because when the water travel across a curve of the meander, it

hits against the sides and the water enters any gaps, this then softens the soil around the river and it soon crumbles. This is called hydraulic action. We then repeated the procedure and noted the results. When we arrived back to class, we used our collected results to compare the two rivers by drawing a graph. Overall this trip gave me an understanding of the human uses of a river and the how the depth and velocity of a river changes along its course.

Khalisah Syeeda 9N

Year 8 Residential to Liddington

On Wednesday 19th April, a group of 11 staff and over 100 students departed Plashet School early in the morning and made their way to the PGL Liddington Centre, outside of Swindon. The traffic was kind to us and we kept to our schedule, arriving just as our hot lunch was being served. After a quick bag drop off in our accommodation, the ten groups made their way around the centre to participate in two of the eight activity sessions that were offered to us throughout our stay.

The activities included zip wire - which involved a brave leap of faith out of a tower and an exhilarating ride; abseiling - a similar level of bravery required and good coordination to reverse down a wall; canoeing - a sense of balance and team work to ensure none of the occupants made it into the water (clearly not a strong suit for Plashet girls considering the amount of students who ended up in the lake!) The giant swing required teamwork to pull the two students in the swing up and courage to pull the rope and release the swing. Fencing offered our girls the opportunity to showcase their poise and agility and archery was a calm respite from all of the action. Students also completed a challenge course which required stamina and coordination in good **measure alongside Jacob's Ladder, which tested the nerves and nimbleness over a perilously high course.**



All of the students attacked each challenge with great verve and they were an absolute pleasure to work alongside for the entire two and a half days. They represented themselves and the year group with spirit and even when the weather threatened to change for the worse, they did not lose their enthusiasm. A further highlight was seeing the girls through themselves into the evening activities, particularly the camp fire our PGL Leaders arranged. We were sure that our loud voices had travelled back to East Ham!



"We learnt how to work as a team and to deal with new life experiences. I was able to face my fears, be independent and I got to do it all with my friends. It was very enjoyable." Amirah Rob 8N

"Liddington was a thrilling, once in a lifetime chance which brought us closer as a year group. We were able to showcase all of our talents and it was fun and exciting." Nidhi Ben 8E

"We had an amazing time in Liddington and it really helped me as a person. I found confidence and independence that I didn't know I had and I enjoyed the activities. It was something different than school and the time flew because we were so busy all of the time! The staff and PGL Leaders were helpful and they enabled us to feel like we were a big Plaset family." Kulsom Jan 8N

"Our experience at Liddington was great. We faced challenging activities and had the chance to really see our capacity to attempt new things. The staff were very motivating and the best experience was definitely when Miss Boland and Labisha fell in the water whilst canoeing. It was a very wet experience for them, but extremely funny for us! My favorite activity was the giant swing, because we were pulled up so high in the air and then suddenly dropped." Safa Ahmed 8E

On behalf of all of the staff who accompanied the Liddington group, thank you girls for being fantastic ambassadors and thoroughly fun!



**Miss Sanderson
Assistant Headteacher**

Year 10 Sociology Visit

On 28th March Year 10 Sociology students were given the opportunity to participate in two workshops around crime in regards to understanding how and why it is ever changing.

These workshops were conducted by professionals at the Museum of London. One of the workshops focussed on anti-social behaviour. This was delivered through a theatre performance. During this piece the students learnt that up until the Victorian era it was common place to be hung for crimes big or small and people would go and watch the hangings for entertainment. However, **since 1998 "aggressive, intimidation or destructive behaviour" is now dealt with via anti-social behaviour orders.** These contracts are made between the authority and the individual whereby they may be fined, restricted from entering an area for a certain amount of time or are monitored. The students were then given a scenario and asked how they would deal with the situation. They were very surprised that it was much harder to deal with deviants than they thought. The other workshop comprised of students being given objects from 4 eras; Tudor and Stuart London, Georgian London, Victorian London and Early 20th Century London. Students were then taught that crime changed over time as laws had not been put in place, items had not been invented, the area of London was expanding etc. For instance, in the Victorian era children were employed such as chimney sweeps as education **was not compulsory and children's rights did not exist.** In the Early 20th century it became illegal to show a light after dark as it could let enemies know the whereabouts of civilians during the war.

Furthermore, students were then given the freedom to go and explore various galleries that peaked their interests in regards to the ever changing City of London. The students found the trip very fascinating and useful. Students who also studied History GCSE were able to make connections between the two subjects.



Ms Teles

Year 8 Netball League - Interform

The Year 8 interform netball league has now come to an end. Below is the final league table. The students were committed each week and represented their forms very well. Well done to everyone who took part.

Congratulations to 8N who were the overall league winners!

Form	Played	Won	Drawn	Lost	Goals For	Goals Against	Difference	Total
N	8	7	1	0	20	3	17	22
E	8	6	1	1	28	4	24	19
H	8	4	2	2	14	8	6	14
L	8	4	2	2	10	6	4	14
A	8	3	2	3	11	11	0	11
G	8	3	1	4	8	7	1	10
P	8	3	0	5	7	13	-6	9
T	8	1	1	6	2	14	-12	4
S	8	0	0	8	0	34	-34	0

Miss Boland and Miss Lee