

# CAS Handbook

*Inspiring Great Minds*



Queensland Academy  
for Science Mathematics  
and Technology



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# 1.0 OVERVIEW

## 1.1 WHAT IS CAS?

“.....if you believe in something, you must not just think or talk or write, but must act.”  
(Peterson 2003)

CAS is at the heart of the Diploma Programme and compliments a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.



The IB Diploma aims to encourage students to be knowledgeable, inquiring, caring and compassionate. With a strong emphasis on encouraging students to develop:

- Intercultural understanding
- Open-mindedness
- Attitudes necessary for them to respect and evaluate a range of points of view

CAS along with TOK (Theory of Knowledge) and EE (Extended Essay) were introduced as a way to educate the whole person.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways. To grow as unique individuals and to recognise their role in relation to others.

CAS provides balance to students' academic pursuits.

**Theory of Knowledge**

**CREATIVITY  
ACTIVITY  
SERVICE**

**Extended Essay**

### **What is CAS?**

Creativity, Activity, Service is one of the three core components of the IB Diploma and focuses on using experience to develop personal and interpersonal learning

#### **CREATIVITY**

Experiences that involve creative thinking

#### **ACTIVITY**

Physical exertion contributing to a healthy lifestyle

#### **SERVICE**

A voluntary exchange that has a learning benefit

### **Students MUST**

Have ongoing and sustained involvement in CAS across the diploma program. This is achieved through the following steps:

1. Have a **BALANCE** of creativity, activity and service experiences
2. Undertake a CAS Project
3. Use ManageBac to record reflections and evidence
4. Take part in 3 interviews

## 1.2 CAS STRANDS

### 1.2.1 Creativity

#### Exploring and extending ideas leading to an original or interpretive product or performance

Creativity will come from a student's talents, interests, passions, emotional responses and imagination; the form of expression is limitless: Visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Students may showcase their product or performance in a variety of ways e.g. through a recording, a presentation, an exhibition, social media or shared discussion.

Creativity in CAS is not met by appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Examples:

School Activities	Outside School
<ul style="list-style-type: none"><li>• Arts Shed (CCA)</li><li>• Arts Showcase</li><li>• Creative Generation</li><li>• Harmony Day</li><li>• Instrumental Music Ensembles</li><li>• Instrumental Music Tuition</li><li>• Robotics</li><li>• Debating</li></ul>	<ul style="list-style-type: none"><li>• Art Classes</li><li>• Book Clubs</li><li>• Cheer Leading</li><li>• Circus &amp; Clowning</li><li>• Community Music Ensembles</li><li>• Community Theatre</li><li>• Composing Music</li><li>• Cooking Classes</li><li>• Creating a short film or documentary</li><li>• Creative Writing</li><li>• Dance Classes</li><li>• Drawing</li><li>• Music Lessons</li><li>• Photography</li><li>• Pottery</li><li>• Web Design</li><li>• Woodwork</li></ul>



## 1.2.2 Activity

### Physical exertion contributing to a healthy lifestyle

#### Exertion = Effort

The aim of the “Activity” strand is to promote healthy habits related to physical well-being.

Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training and other forms of physical exertion that contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide genuine challenge and benefit.

Examples:

School Activities	Outside School
<ul style="list-style-type: none"><li>• Sports Program</li><li>• Cross Country</li><li>• Gala Days</li><li>• Gym</li><li>• CCA Activities e.g. walking and running club</li></ul>	<ul style="list-style-type: none"><li>• Club sport</li><li>• Hiking</li><li>• Running</li><li>• Swimming</li><li>• Orienteering</li><li>• Dance Classes</li><li>• Fitness Classes</li><li>• Pilates</li><li>• Yoga</li><li>• Tai Chi</li><li>• Cycling</li><li>• Rowing</li><li>• Surfing</li><li>• Martial Arts</li><li>• Rock Climbing</li></ul>



### 1.2.3 Service

#### Collaborative and reciprocal engagement with the community in response to an authentic need

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society.

Service is often seen as one of the most transforming elements of CAS, by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness.

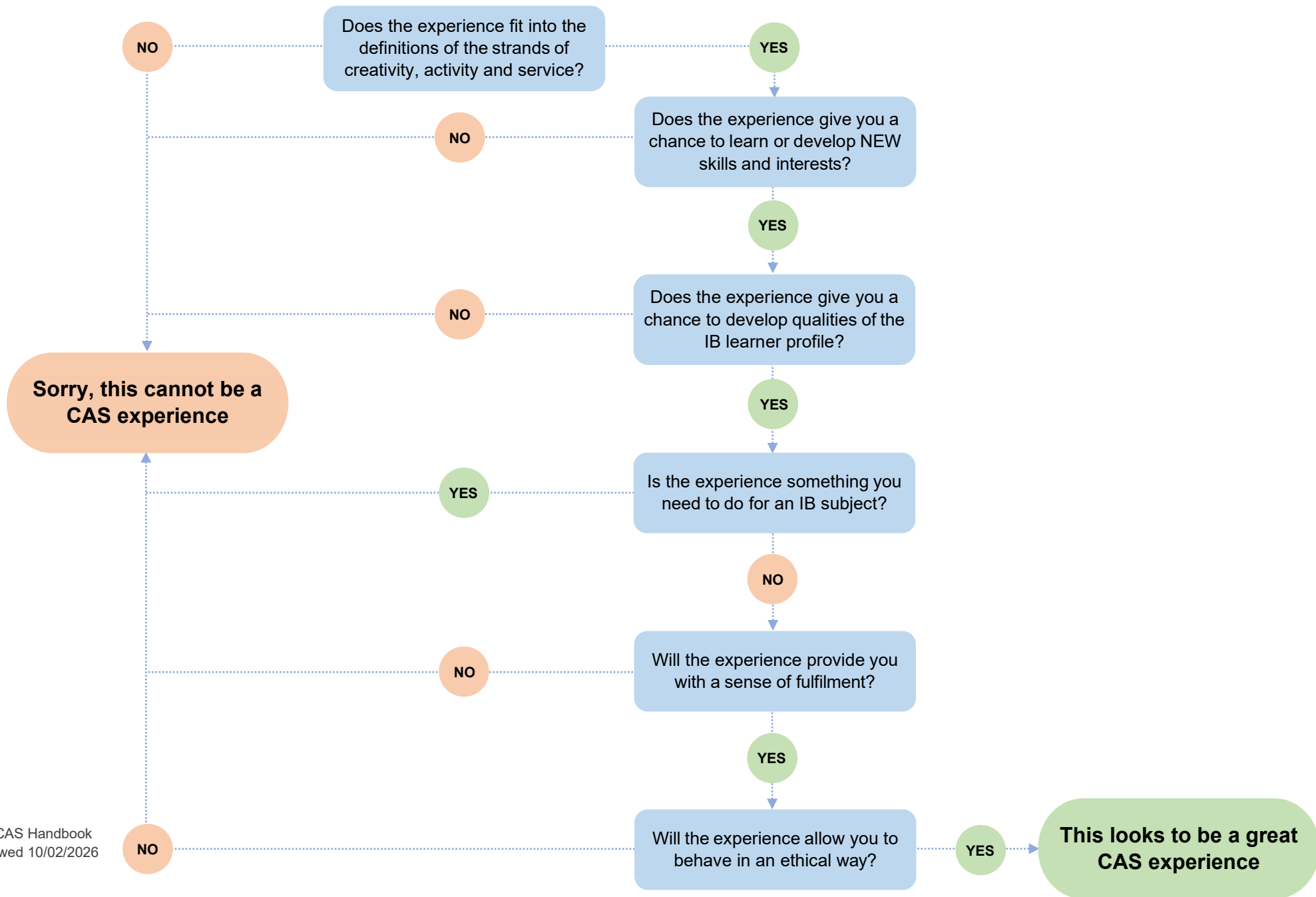
CAS service experiences are **UNPAID**.

Examples:

School Activities	Outside School
<ul style="list-style-type: none"><li>• Knitting for the Needy</li><li>• Environmental Club</li><li>• Vera Street Gardening</li><li>• Leos Club</li><li>• The Smith Family <i>student2student reading program</i></li><li>• Service Trips</li></ul>	<ul style="list-style-type: none"><li>• RSPCA</li><li>• Meals on Wheels</li><li>• CanTEEN</li><li>• World’s Greatest Shave</li><li>• UNICEF</li><li>• Fred Hallows Society</li><li>• Red Cross</li><li>• Parkrun</li><li>• Vital Connections</li></ul>



### 1.3 IS THIS CAS?



## 1.4 CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the seven CAS learning outcomes (LO). Students develop the necessary skills, attributes and understandings to achieve these outcomes. Some LO may be achieved many times e.g. LO 1, LO 2, LO 4, and LO 5 Others may be achieved less frequently e.g. LO 3, LO 6, and LO 7

**Each LO must be achieved at least once through the CAS programme**

Learning Outcome	The student:
<b>LO 1</b> Identify own strengths and develop areas for growth	<ul style="list-style-type: none"> <li>• Is aware of own strengths and weaknesses</li> <li>• Is open to improvement and growth opportunities</li> <li>• Is able to propose activities according to own interests and talents</li> <li>• Is willing to participate in different activities</li> <li>• Is able to undertake a thorough self-evaluation</li> </ul>
<b>LO 2</b> Demonstrate that challenges have been undertaken, developing new skills in the process	<ul style="list-style-type: none"> <li>• Participates in an experience that demands an appropriate challenge</li> <li>• Acquires new skills and abilities</li> <li>• Is willing to become involved in an unfamiliar environments and situations</li> <li>• Increases expertise in an established area</li> </ul>
<b>LO 3</b> Demonstrate how to initiate and plan a CAS experience	<ul style="list-style-type: none"> <li>• Shows initiative by launching a new idea or process</li> <li>• Suggests creative ideas, proposals or solutions</li> <li>• Is able to develop a coherent action plan taking into account the aim or purpose, activities and resources</li> </ul>
<b>LO 4</b> Show commitment to and perseverance in CAS experiences	<ul style="list-style-type: none"> <li>• Demonstrates regular involvement and active engagement with CAS experiences and CAS projects</li> <li>• Demonstrates adaptability to uncertainties and changes</li> </ul>
<b>LO 5</b> Demonstrate the skills and recognise the benefits of working collaboratively	<ul style="list-style-type: none"> <li>• Shares skills and knowledge</li> <li>• Listens respectfully to proposals from peers</li> <li>• Is willing to take on different roles within a team</li> <li>• Shows respect for different points of view and ideas</li> <li>• Readily assists others</li> </ul>
<b>LO 6</b> Demonstrate engagement with issues of global significance	<ul style="list-style-type: none"> <li>• Recognises the global implications of local issues</li> <li>• Is able to identify global issues in the local or national community</li> <li>• Develops awareness and responsibility towards a shared humanity</li> </ul>
<b>LO 7</b> Recognise and consider the ethics of choices and actions	<ul style="list-style-type: none"> <li>• Recognises ethical issues</li> <li>• Identifies what knowledge is needed to make a plan or ethical decision</li> <li>• Shows accountability for choices</li> <li>• Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences</li> </ul>

## 1.5 COURSE REQUIREMENTS

Students **MUST** fulfil the requirements of CAS to receive their diploma.

The CAS program formally begins at the start of the Diploma Programme (first day of Year 11) and continues regularly, ideally on a weekly basis until the end of Term 3 in Year 12.

Students are required to:

- Take part in a variety of experiences
- Have a reasonable balance between creativity, activity and service
- A minimum of ONE project (see page 10)
- All 7 learning outcomes addressed
- Maintain a CAS portfolio and keep records of CAS experiences (see page 15 - 20)
- Evidence of achievement of the 7 learning outcomes
- Take part in three interviews (see page 12)
- CAS is completed when the CAS Coordinator signs students off (see page 13)

## 1.6 REQUIRED REFLECTIONS AND EVIDENCE

### 1.6.1 Reflections

- At least 1 reflection per learning outcome for each experience

**\*Please note, if a student nominates that 4 learning outcomes will be achieved by completing an experience, then 4 reflections are required.**

Examples of quality reflections appear on page 9

### 1.6.2 Evidence

**Evidence is required for each experience.**

Examples of acceptable evidence:

- Photographs
- Video
- Journal
- Training plans
- GPS data that records distance, speed, time etc. for running, walking, bike riding activities
- Copy of the roll to demonstrate attendance

**Please note, for experiences not completed at school, an external supervisors sheet must be completed and uploaded to ManageBac.**

## 1.7 QUALITY REFLECTIONS

Reflections **must** address how the intended *Learning Outcomes* have been demonstrated in an experience. No narratives!

Below are two examples of quality reflections:

## 2019 Young Einsteins Mentoring

  Reviewed Ongoing School-based Community-based Direct

August 10, 2019 8:33 PM Challenge & Skills Collaborative Skills Commitment & Perseverance Initiative & Planning





**06 / 08 / 2019** - Today was the final session of our Young Einsteins program and in fact, it was the showcase, where all of our buddies had the opportunity to display what they had worked on throughout the last two terms. In the last session, there was another buddy who's mentor had left the program and since I was one of two mentors for my current buddy, I volunteered to change over and be another buddy's mentor. This meant that I still communicated with my previous buddy on occasion to help with planning for the showcase but I was glad to help a buddy who was alone. I found the move a little challenging since the two buddies I was working with were very different. On the one hand, my first buddy had a very scientific mindset and wanted to rigorously and statistically test his hypothesis, in contrast to my new buddy's creative mindset who wanted to display the ideas that she had about an imaginary world and timeline that she had developed, through narrative and creative device. However, through the change, I developed my own mindset as a flexible thinker and was able to rapidly apply a different mindset, quickly allowing me to relate to the ideas of my new buddy. I also had another challenge, since I volunteered to be one of the two student MC's on the showcase night, who would invite the buddy's (who wished to present in front of the audience) to discuss their topics. The night of the showcase was tonight and from the extremely positive results and grateful expressions from MS Davey, I believe our MC'ing helped to give the night a smooth running and it was a great success.

This can undoubtedly be attributed to the commitment of all buddies and mentors, such that I prided myself on being able to support both of my buddies along their paths to finish their projects. It was a great experience and throughout the program, I was able to see how their ideas developed and how they refined their thinking to produce a final, presentable project. By turning up every meeting, I provided more support than I can imagine to the development of these students and as Ms Davey put it, "the buddies look up to [us] and [we] have helped them to develop a life-long memory". I am just so glad that the showcase ran smoothly and it was incredible to see the amount of development that can be facilitated and the calibre of these students' projects, after 2 terms of commitment and hard work.

This goes well with the level of planning that was required, and I feel honoured that I was able to be a part of the planning and project development of my buddies. This was aided by the effectiveness of our collaborative work. I, by no means, influenced the decisions of my buddies and instead, I found it effective for me to be there, offer support where necessary and answer questions about the process and their designs. Further, when I saw it appropriate, the feedback and suggestions that I offered helped the coherence of their work. I have attached the first page of my script for MC'ing on the night as well as the final certificate I received for my extended commitment to the program as evidence.

## Hosting Trivia Competition

  School-based Indirect

November 21, 2019 5:40 PM Initiative & Planning



### **Demonstrating how to initiate and plan a CAS experience**

Prior to the Trivia Competition, there were many things that my committee needed to plan in order to execute the competition. Therefore, we met regularly to plan. In our first meeting we planned which roles everybody would undertake to prepare for the event and on the day. Next, we planned which questions to ask the participants. We collectively decided which rules we were going to impose upon contestants and consequences of breaking these rules. Moreover, we created a sheet to print and give to each team for them to write their answers upon. Additionally, we realized that participants might forget the question or ask for it to be repeated if we say the question out loud only; therefore, we created a PowerPoint to display the question. Furthermore, we created advertisements such as poster and stuck these up across the school campus. Moreover, leading up to the event, we raised awareness for the event by making announcements at house assemblies. Ultimately, in order to execute this CAS experience, we first needed extensive planning.

## 1.8 COMPLETING DOCUMENTATION IN A TIMELY MANNER!

It is the responsibility of the student to complete documentation and request supervisor reviews in a timely manner.

Once an experience is finished, the following should be finalised within 2 weeks:

- Reflections written on ManageBac
- Evidence uploaded to ManageBac
- Request a Supervisor Review sent

If after a month, your supervisor has not completed the supervisors review. You will need to approach your supervisor and ask them (in person) if they are able to complete the review.

## 1.9 PROJECT

**Students must be involved in at least 1 project during their CAS programme.**

The purpose is to ensure participation in sustained collaboration and discover the benefits of teamwork and achievements realised through the exchange of ideas and abilities.

A project involves collaboration between a group of students (3 or more) OR with members of the wider community.

A project can address a single strand of CAS, or combine two or all three strands.

A **minimum of 1 month** is required for a project, from planning to completion.

Students need to complete the CAS Project Proposal Form (page 33-35) before embarking on their project. Once complete, this form needs to be signed by the project supervisor.

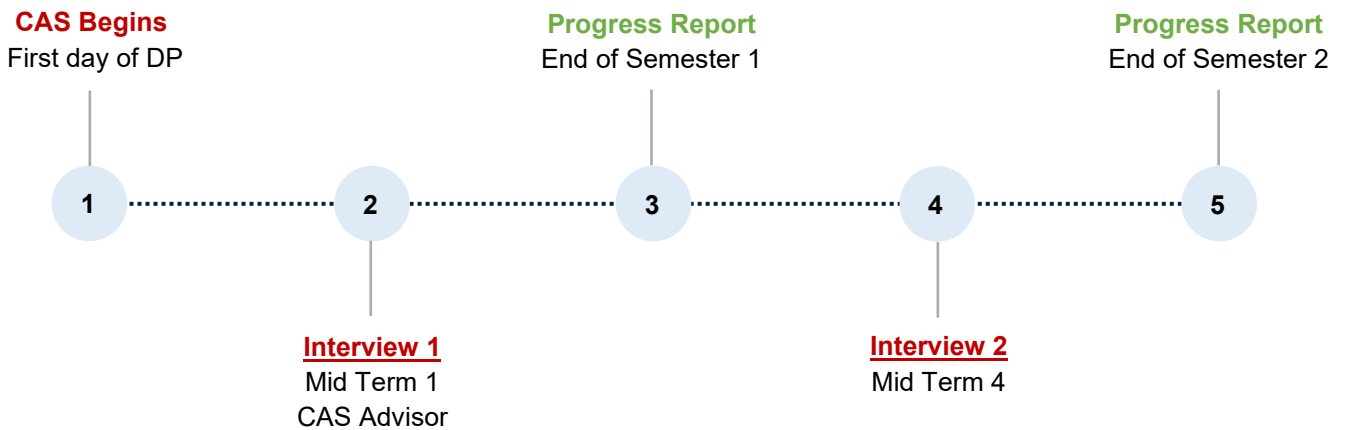
Examples:

- Plan, design and create a mural.
- Organise and participate in a sports team including training sessions and matches against other teams.
- Students set up and conduct tutoring for students in need in younger cohorts.
- Choreograph and perform a routine for Arts Showcase.
- Plan and participate in the refurbishment of the school herb garden.
- Organise a food drive for a local charity.
- Organise for the Red Cross blood bank to come to the school to allow staff and students to donate blood.
- Research why bees are dying and educate the school community.
- Organise a charity concert.
- Make a documentary film.
- Plan and organise a sponsored fun run.

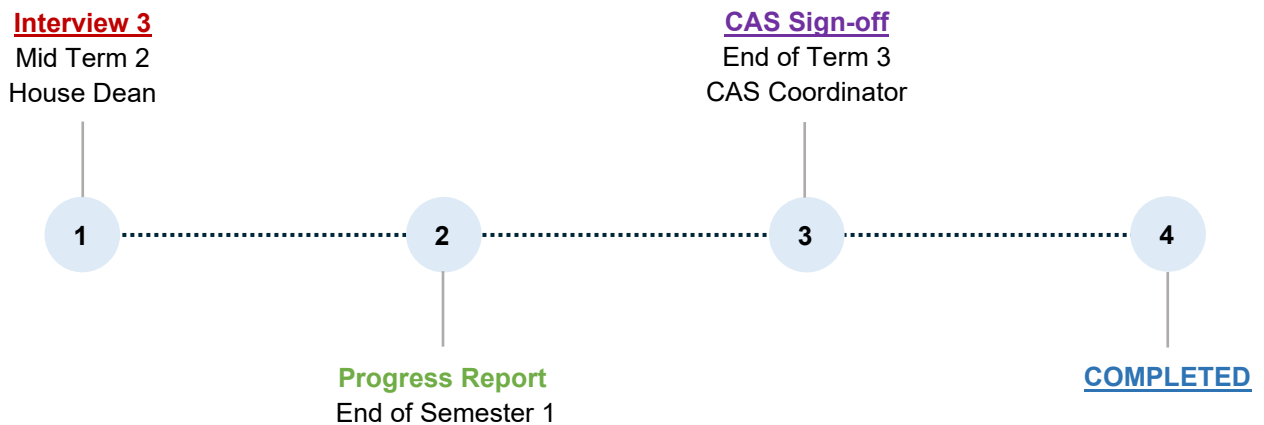
## 1.10 TIMELINE ACROSS DP1 AND DP2

Grade	Key Junctions	Time	Responsibilities
Year 11	CAS Begins	First day of DP1	
	Interview 1	Mid Term 1	<ul style="list-style-type: none"> <li>Students complete the CAS Goals form</li> <li>CAS Advisor conducts interview with student</li> </ul>
	Progress Report 1	End of Semester 1	<ul style="list-style-type: none"> <li>CAS advisor completes report in ManageBac</li> </ul>
	Interview 2	Mid Term 4	<ul style="list-style-type: none"> <li>House Dean conducts interview with student</li> </ul>
	Progress Report 2	End of Semester 2	<ul style="list-style-type: none"> <li>Report completed by House Dean</li> </ul>
Year 12	Interview 3	Mid Term 2	<ul style="list-style-type: none"> <li>House Dean conducts interview with student</li> </ul>
	Progress Report 3	End of Semester 1	<ul style="list-style-type: none"> <li>Report completed by House Dean</li> </ul>
	CAS Sign-off	End of Term 3	<ul style="list-style-type: none"> <li>CAS coordinator</li> </ul>

### DP 1 – Year 11



### DP 2 – Year 12



## 1.11 INTERVIEWS

Students will participate in three interviews across their CAS journey. These interviews take place with either the CAS Advisor or House Dean. The purpose of the interviews is to make sure that students are having ongoing and sustained involvement in CAS and are on track to fulfil the requirements of the course.

### At a glance:

Grade	Key Junction	Term	Interviewer
Year 11	Interview 1	Term 1	CAS Advisor
	Interview 2	Term 4	House Dean/CAS Coordinator
Year 12	Interview 3	Term 2	House Dean/CAS Coordinator
	Final Sign-off	Term 3	CAS Coordinator

### 1.11.1 The First Interview

#### Purpose

To make sure students understand the CAS requirements and have a plan for the year ahead.

#### When, where, and with whom

Mid Term 1 during InStep with CAS advisor.

#### Students Responsibility

- Complete and upload the **CAS Interview No. 1 – CAS Goals form** (see page 27-28) to ManageBac prior to the interview.

#### Advisor Responsibility

- Check that the **CAS Goals form** has been completed and uploaded to ManageBac
- Make sure the student has a clear plan for the next 18 months
- Approve CAS experiences
- Ascertain that the student understands the CAS requirements

### 1.11.2 The Second Interview

#### Purpose

To assess that the student is having ongoing and sustained engagement with CAS.

#### When and with whom

Mid Term 4 with the House Dean or CAS Coordinator.

#### Student Responsibility

- Completed a minimum of 6 experiences (2 creativity, 2 activity, 2 service).
- Involved in an ongoing CAS experience.
- Started planning a CAS project.
- All completed experiences have been documented correctly on ManageBac with the following:
  - A description outline when, where and how often and key tasks.
  - Learning Outcomes selected.

- At least 1 reflection per learning outcome.
- Evidence.
- Request Supervisor Review sent.

### **CAS Coordinator/House Dean Responsibility**

- Check ManageBac to make sure all documentation is up to date according to the student responsibilities stated above.
- Complete and upload the CAS Interview 2 Checklist to students ManageBac page (see page 29-30).
- Give the student an **On Track** or **Of Concern** rating.

### **1.11.3 The Third Interview**

#### **Purpose**

To make sure that students are on track to be signed off by the CAS Coordinator at the end of Term 3.

#### **When and with whom**

Mid Term 2 with House Dean or CAS Coordinator.

#### **Student Responsibilities**

- Completed a minimum of 9 experiences (3 creativity, 3 activity, 3 service).
- All reflections and evidence uploaded to ManageBac and supervisor reviews completed.
- Nominate the ongoing CAS experience that they will be involved in until final signoff.

### **CAS Coordinator/House Dean Responsibility**

- Check ManageBac to make sure all documentation is up to date according to the student responsibilities stated above.
- Complete and upload the CAS Interview 3 Checklist to students ManageBac page (see page 31-32).
- Give the student an **On Track** or **Of Concern** rating.

## **1.12 FINAL SIGN OFF**

It is the role of the CAS coordinator to sign-off each Year 12 student. Across Term 3, the CAS advisors and House Deans will work with the Year 12 students to make sure they are up to date with their portfolio and on track for sign-off.

Once the last experience and the student's portfolio has been completed, the student will notify the CAS coordinator and sign-off will take place.

If the work is incomplete or not of a high enough standard, the coordinator will ask students to make amendments to their portfolio.

## 2.0 KEY STAFF AND THEIR ROLES

### 2.1 CAS COORDINATOR

The role of the CAS Coordinator is to oversee the entire CAS programme, provide support and professional guidance to supervisors/advisors and plan the delivery of CAS learning.

- Developing and maintaining documentation and resources.
- Providing leadership for staff.
- Supervising the professional development of CAS advisers.
- Ensuring that staff, parents and students are kept informed about CAS.
- Overseeing the reporting process.

### 2.2 CAS ADVISOR (INSTEP MENTOR)

The CAS advisor is the students' InStep Mentor whose role is to monitor, oversee and provide feedback on CAS progress. The CAS Advisor is the first point of contact for the student for all matters pertaining to CAS.

- Monitoring the range and balance of activities undertaken by students.
- Approving activities.
- Developing students' powers of reflection through group discussion and individual consultation.
- Checking individual progress through ManageBac.
- Conducting the first interview with Year 11 students mid-Term 1.

### 2.3 EXPERIENCE SUPERVISOR

The CAS supervisor's role is to oversee and assist individual CAS experiences e.g. CCA, Music ensembles, Sports teams, debating teams, science week activities, etc.

- Facilitate specific activities.
- Monitor attendance.
- Complete supervisors report.

### 2.4 PROJECT SUPERVISOR

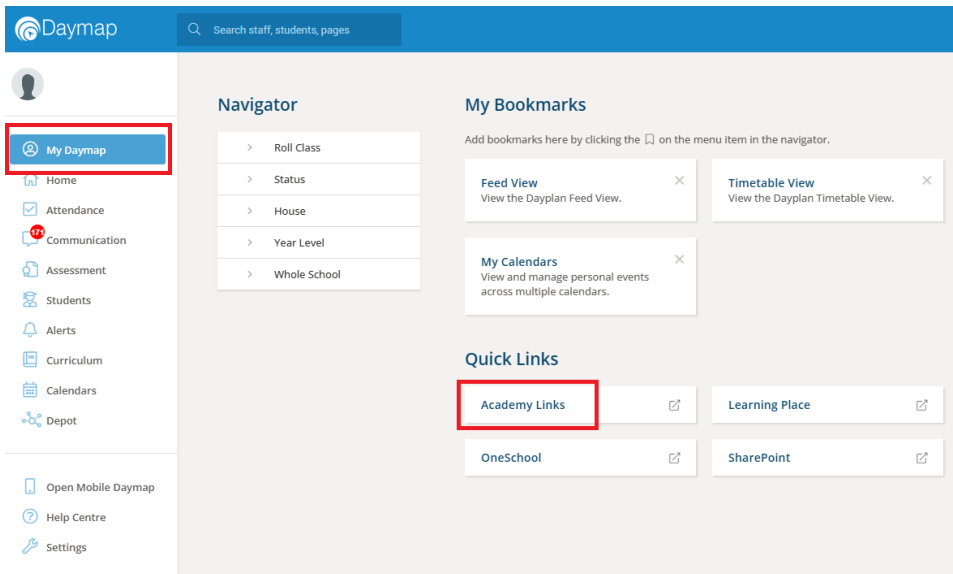
Similar to an Experience Supervisor with the addition of oversight in the planning and delivery of their project.

## 3.0 MANAGEBAC HOW TO GUIDES

### 3.1 STUDENT

#### 3.1.1 Opening Managebac

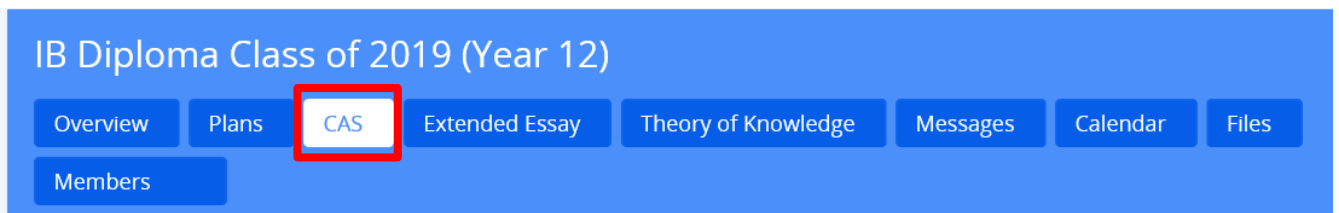
1. Go to <https://gasmt.eq.daymap.net/daymap/staff/dayplan.aspx>
2. Click on the *hamburger* in the top left-hand corner of the screen, then select **Academy Links**



### 3. Open ManageBac

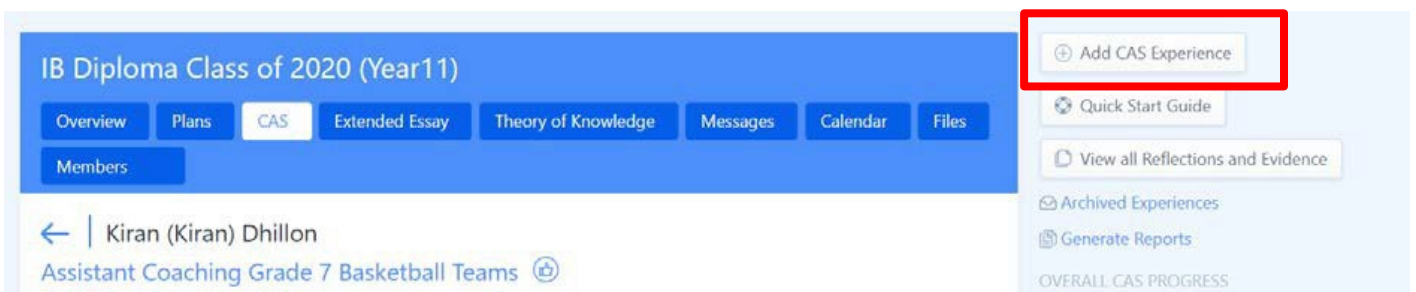


### 4. Click on the **CAS** tab



### 3.1.2 Adding An Experience

#### 1. Click **Add CAS Experience** located at the top right-hand corner of the screen



## 2. Fill out the form

← | New Experience

Experience Name\*   CAS Project

Strands  Creativity  Activity  Service

Approaches  Ongoing  School-based  Community-based  Individual

Type of Service Action  Direct  Indirect  Advocacy  Research

Start date\*  End date\*

Supervisor Name  Supervisor Title

Supervisor E-mail  Supervisor contact number

Description and Goals

Please select your targeted learning outcomes:

Strength & Growth  Challenge & Skills  
 Initiative & Planning  Commitment & Perseverance  
 Collaborative Skills  Global Engagement  
 Ethics of Choices & Actions

or

## 3. Write an Experience Name

Bollywood Dance Stall- Harmony Day

School-based  Direct 1 reflection

Experience Name\*

## 4. Select which strand/strands the experience is

Strands  Creativity  Activity  Service

## 5. If it is a service experience, you will need to nominate the type of service action – Direct, Indirect, Advocacy or Research

Strands  Creativity  Activity  Service

Type of Service Action  Direct  Indirect  Advocacy  Research

6. Nominate a start and finish date.

Start date\*   End date\*  

7. Insert supervisor details

**Please note**, the supervisor is the person who is involved in an official capacity with the experience. This may be your music teacher/conductor, coach, CCA supervisor, etc. You need to approach your supervisor and ask them if they are willing to be involved.

**DO NOT** default to writing your InStep teacher's details.

Supervisor Name  Supervisor Title   
Supervisor E-mail  Supervisor contact number

8. Your description needs to provide your CAS advisor with a concise account of the experience. The following detail is needed:

- Description of the experience.
- Length (e.g. 1 day, Term 2).
- Frequency of involvement (e.g. once a week, training sessions on Tuesday and Thursday, game on Saturday).
- Goal: What new skill are you developing by taking part in this experience?

Description and Goals

9. Select the targeted learning outcomes.

Please select your targeted learning outcomes:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Strength & Growth    | <input checked="" type="checkbox"/> Challenge & Skills |
| <input type="checkbox"/> Initiative & Planning           | <input type="checkbox"/> Commitment & Perseverance     |
| <input checked="" type="checkbox"/> Collaborative Skills | <input type="checkbox"/> Global Engagement             |
| <input type="checkbox"/> Ethics of Choices & Actions     |  |

10. Click **Add CAS Experience**

or

### 3.1.3 Uploading Evidence and Reflections

Reflecting is an important component of the CAS program. Once you have completed an experience, you will need to upload your reflections and evidence to ManageBac.

#### Reflections

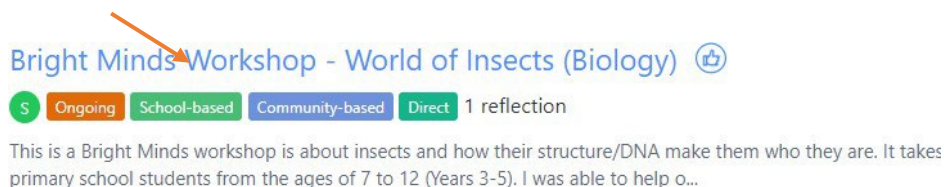
The depth and length of your reflection will depend on experience.

- For ongoing experiences e.g. involvement in a music ensemble for a year with multiple performances, would require multiple reflections at key junctions throughout the year.
- You must address how you have achieved your learning outcomes.

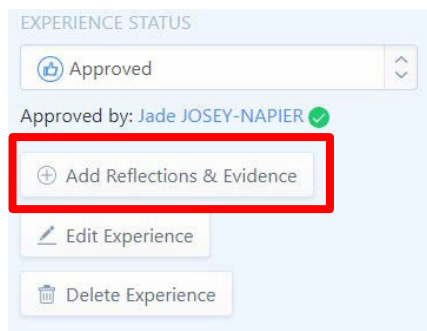
There are two options to presenting a reflection:

- At least 1 reflection per learning outcome
- A long reflection with each paragraph addressing the different learning outcomes
- **Bold** the learning outcome to make it obvious

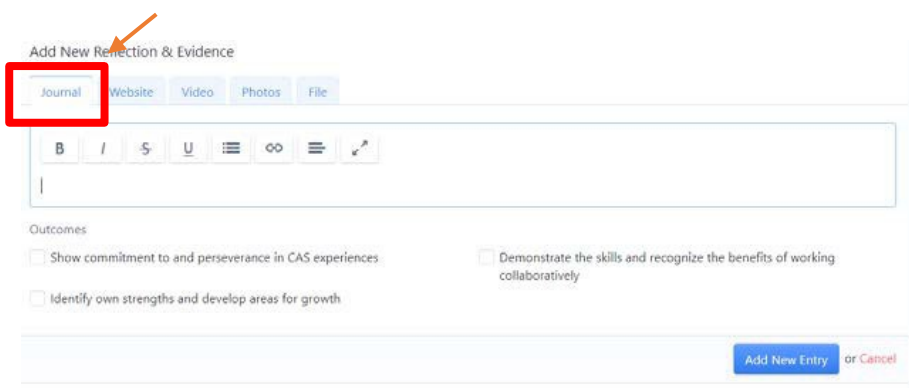
1. Click on experience name



2. Click on **Add Reflections & Evidence**



3. Write a reflection under the **Journal** tab



#### 4. ManageBac provides questions and pointers to help guide your reflection

For each of your activities, you will want to show evidence of:

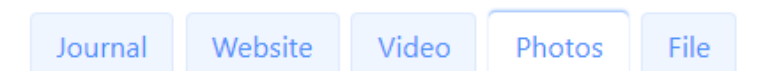
- planning and organization
- effort and commitment
- active reflection
- personal development and achievements

To guide your reflection, you may consider the following at different stages of an activity (prior to starting, during, and after completion):

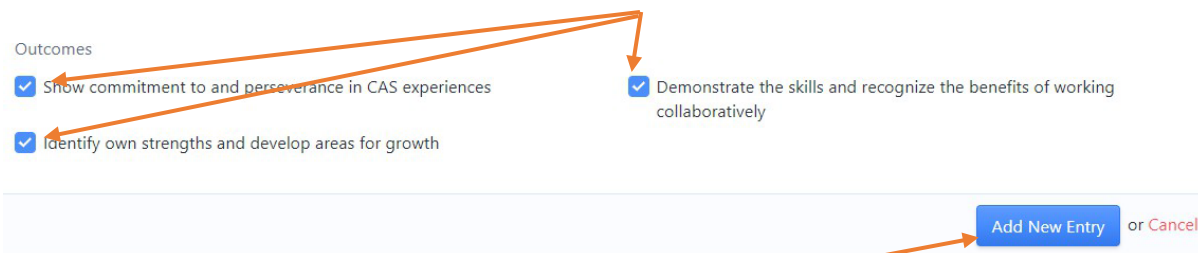
- What do you perceive and notice?
- How you feel being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?

#### 5. Upload evidence under appropriate sections – Website, Video, Photos or File

Please upload ALL evidence under this section and NOT on the general homepage



#### 6. Check which learning outcomes were achieved

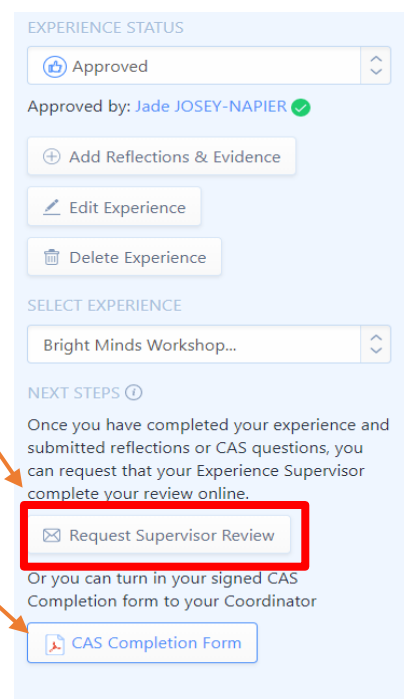


#### 7. Click **Add New Entry** when completed

### 3.1.4 Sending A Supervisor Review Request

Once an experience is finished, reflections written and evidence uploaded. You will need to send your supervisor a review request.

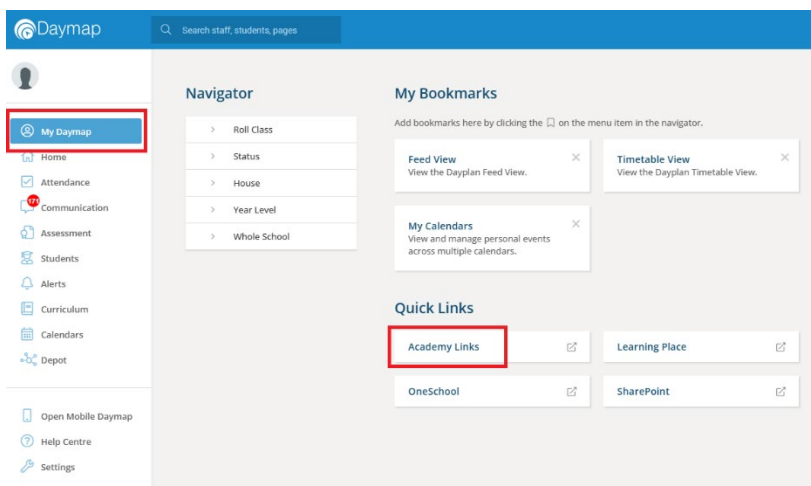
1. Click **Request Supervisor Review** located halfway down on the right-hand side. this will send an email to your supervisor with a link to complete the review.
2. Alternatively, you can download or print a **CAS Completion Form** to email or give to your supervisor to complete.



## 3.2 CAS ADVISOR

### 3.2.1 Opening Managebac

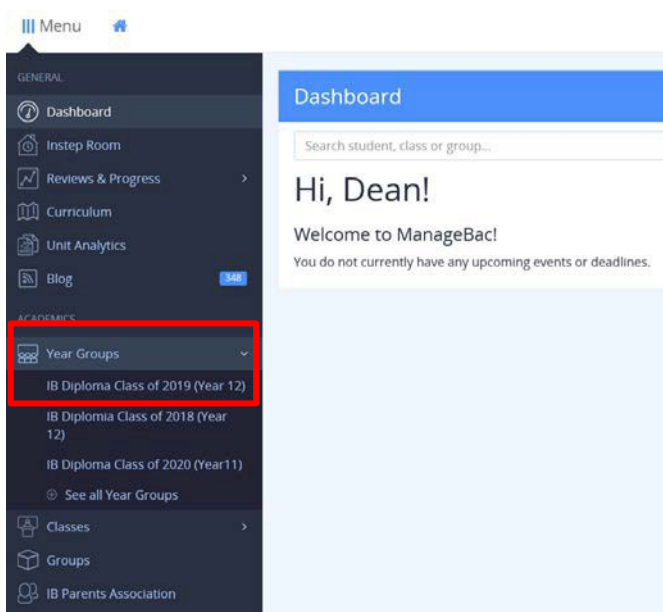
1. Go to <https://qasmt.eq.daymap.net/daymap/staff/dayplan.aspx>
2. Click **My Daymap** in the top left-hand corner of the screen, then select **Academy Links**



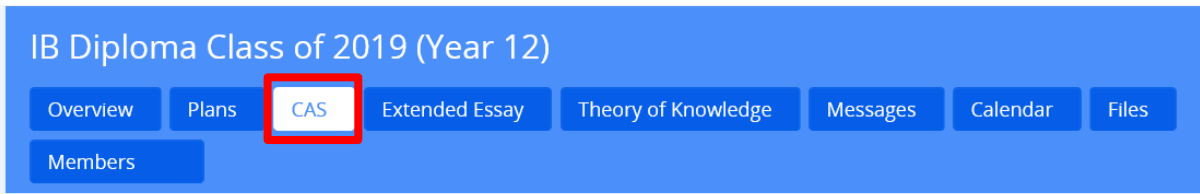
3. Open ManageBac



4. Once on ManageBac. Halfway down the left-hand side of the screen click on Year Groups and select the IB Diploma Class of the relevant year and cohort (e.g. **IB Diploma Class of 2026 (Year 12)**).



- Click on the **CAS** tab

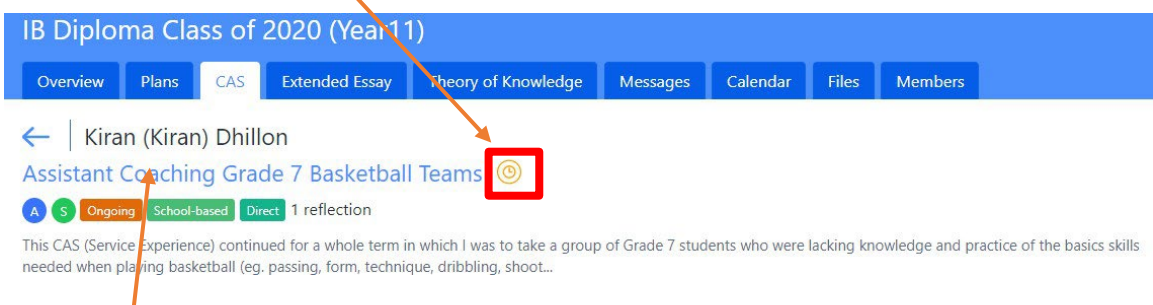


### 3.2.2 Approving An Experience

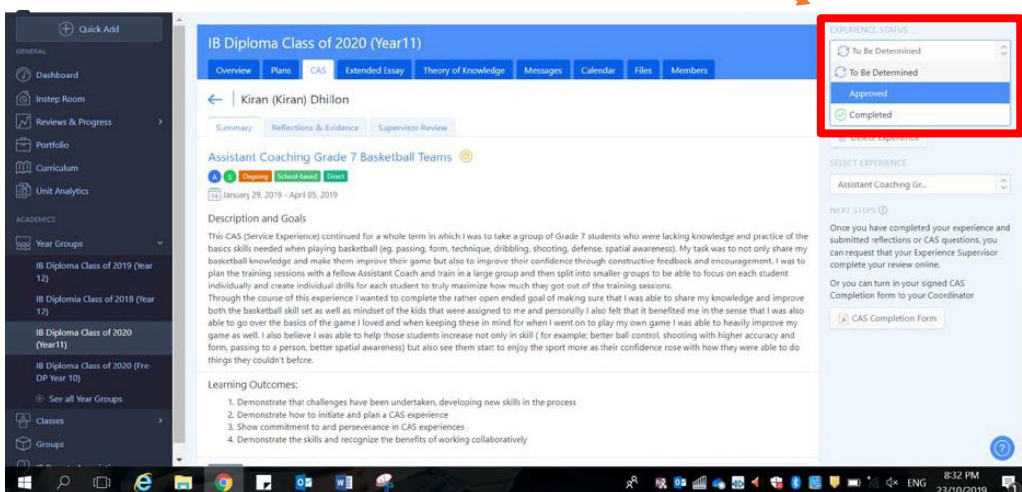
It is the role of the CAS Advisor (InStep mentor) to approve students CAS experiences.

Go to the CAS section of ManageBac.

- The **yellow clock symbol** indicates that the experience does not have approval.



- Click on the activity and determine if the experience aligns with CAS requirements
- If the experience aligns with CAS requirements, select **approved** from the Experience Status dropdown menu.



- The blue thumbs up symbol will appear once the experience is approved



- If the experience **does not align with CAS requirements**, notify student and inform them of the reason/s.

### 3.2.3 First Interview

The purpose of the first interview is to make sure that students understand the requirements of CAS and they have created a plan. The interview will take place mid-Term 1 during an InStep lesson.

The student will complete and upload the *CAS Goals Form* to ManageBac, which will need to be checked.

The interviewer will need to write comments, including the student's goals/plan and whether they understand the requirements for CAS.

### 3.2.4 Writing Comments on Managebac

1. Once you have clicked on the **CAS** tab, a list of your Year 11 students will appear at the top of the page under **Your Students**.

IB Diploma Class of 2020 (Year11)

Overview Plans **CAS** Extended Essay Theory of Knowledge Messages Calendar Files

Members

Experiences Outcomes Filter

The students below are grouped by CAS advisor.

Search |

Your students	Outcomes	Reflections & Evidence	Interviews
KD Dhillon, Kiran (Kiran) <span>New changes</span>	5	0	0
VN Nguyen, Victoria (Victoria Quyen)	0	0	0
YT Tan, Yew (Yew) <span>New changes</span>	2	1	0
MY Yau, Miranda (Miranda) <span>New changes</span>	5	4	0

2. Click on a student's name and it will take you to their page.
3. Scroll down to the bottom of the page to the **CAS Documents** section. If the student has uploaded a file this is where you will be able to locate it. Click on the file to open.

CAS Documents

[CAS\\_Goals\\_Form\\_MirandaYAU.docx](#)  
Uploaded Feb 21, 2019 at 10:06 PM

Add Document

- Under the **Notes & Interviews** section, write CAS Interview 1 in the **Interview title** sub-section

Notes & Interviews

Interview title

CAS Interview 1

**TYPE HERE**

Miranda, you have made a good start to CAS. It is evident that you have taken time to reflect and identify your areas of interest/hobbies and have nominated experiences that you will be involved in across the year. You have identified a number of creativity and service activities, but will need to consider what activity experiences you will participate in. Remember that the *Activity* strand of CAS is all about promoting a healthy lifestyle. How can you do this?? Over the next week I want you to nominate experiences that will fall under the Activity strand, write these on your goals form and show me once completed.

Record as Interview Note

February 23, 2019

Your Interview note will only be visible to faculty. Students will not be able to see the Interview note.

Post Note

- Check the **Record as Interview Note** box
- Click **Post Note** when finished
- Because the **Record as Interview Note** box was selected, this means that the note will only be visible to staff. To share the note with the student via email, click **Post Note**

Notes & Interviews

Dean Fanning Interview February 23, 2019

CAS Interview 1

Miranda, you have made a good start to CAS. It is evident that you have taken time to reflect and identify your areas of interest/hobbies and have nominated experiences that you will be involved in across the year. You have identified a number of creativity and service activities, but will need to consider what activity experiences you will participate in. Remember that the *Activity* strand of CAS is all about promoting a healthy lifestyle. How can you do this?? Over the next week I want you to nominate experiences that will fall under the Activity strand, write these on your goals form and show me once completed.

Record as Interview Note

Your note will be automatically delivered via e-mail.

Post Note

## CAS INTERVIEW NO. 1 – GOALS FORM

Student Name: \_\_\_\_\_

Year of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

1. List your hobbies, sports, and other activities/interests. Include information on level of competence and time involved.

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2. In your own words, how would you describe CAS?

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3. Why do you think the IBO has incorporated CAS to be a part of the Inner CORE of the Diploma Program? What do you expect to get from the program besides it being necessary to obtain your IB Diploma?

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4. What type of activities can you immediately identify as being able to be included in CAS? Find examples for creativity, action and service.

	Ongoing	School based	Community based	Individual
Creativity				
Activity				
Service				

List all the experiences that you have engaged in this year:

Creativity	
Activity	
Service	

Think about how the experiences listed above could fit with the CAS outcomes:

CAS Outcome	Activity that addresses the outcome
Identify own strengths and develop areas for growth.	
Demonstrate that challenges have been undertaken developing new skills in the process.	
Demonstrate how to initiate and plan a CAS experience.	
Show commitment to and perseverance in CAS experiences.	
Demonstrate the skills and recognize the benefits of working collaboratively.	
Demonstrate engagement with issues of global importance.	
Recognize and consider the ethics of choices and actions.	

5. What personal skills/qualities would you like to develop as part of your CAS activities?

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6. How/where might you source ideas for CAS projects/activities?

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7. What do you not understand about CAS at the moment?

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8. Develop a plan of what you might do for CAS across the year. Remember you need to have 1 creativity, 1 activity and 1 service every semester

Please indicate if the activity is short or long term AND individual/school/community based

	Term 1	Term 2	Term 3	Term 4
<b>Creativity</b>				
<b>Action</b>				
<b>Service</b>				
<b>Project</b>				

## CAS INTERVIEW NO. 2 – CHECKLIST YEAR 11, TERM 3

Student Name: \_\_\_\_\_

CAS Advisor (Instep Mentor): \_\_\_\_\_

Interviewer: \_\_\_\_\_

### PART A: CAS Experiences

Have you been doing enough CAS?

	Yes	No
Minimum of 6 experiences?		
Is there a balance with a minimum of 2 creativity, 2 activity and 2 service?		
Are they currently involved in an ongoing experience?		
Have they started planning a CAS project?		
If not, do they have an idea/s of what they are going to do?		
<b>Progress:</b>	On Track	Of Concern
<b>Comments:</b>		

## PART B: ManageBac CAS Portfolio

Is your ManageBac CAS Portfolio up to date?

	Yes	No
Are all experiences past the end date reviewed/review request?		
Are there reflections for each experience?		
Are these reflections QUALITY and do they address the CAS outcomes?		
Do all experiences have evidence?		
<b>Progress:</b>	On Track	Of Concern
<b>Comments:</b>		

## PART C: Overall Result

**ON TRACK**

*To qualify for 'On Track' students must have met ALL requirements outlined and be considered "On Track" in Stage A and Stage B. Minor exceptions may be made at the interviewer's discretion **and follow up.***

**OF CONCERN**

*Students who are 'Of Concern' have not met the minimum requirements outlined and are considered 'Of Concern' in either or both Stage A and Stage B.*

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ (CAS Advisor)

Date approved: \_\_\_\_\_

## CAS INTERVIEW NO. 3 – CHECKLIST

### YEAR 12, TERM 2

Student Name: \_\_\_\_\_

CAS Advisor (Instep Mentor): \_\_\_\_\_

Interviewer: \_\_\_\_\_

#### PART A: CAS Experiences

Have you been doing enough CAS?

	Yes	No
Minimum of 10 experiences?		
Is there a balance with a minimum of 3 creativity, 3 activity and 3 service?		
Is there an experience continuing until the end of Term 3?		
Is there a CAS Project?		
<b>Progress:</b>	On Track	Of Concern
<b>Comments:</b>		

## PART B: ManageBac CAS Portfolio

Is your ManageBac CAS Portfolio up to date?

	Yes	No
Are all experiences past the end date reviewed/review request?		
Are there reflections for each experience?		
Are these reflections QUALITY and do they address the CAS outcomes?		
Do all experiences have evidence?		
Are all CAS outcomes addressed?		
<b>Progress:</b>	On Track	Of Concern
<b>Comments:</b>		

## PART C: Overall Result

**ON TRACK**

*To qualify for 'On Track' students must have met ALL requirements outlined and be considered "On Track" in Stage A and Stage B. Minor exceptions may be made at the interviewer's discretion and follow up.\*

**OF CONCERN**

*Students who are 'Of Concern' have not met the minimum requirements outlined and are considered 'Of Concern' in either or both Stage A and Stage B.*

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ (CAS Advisor)

Date approved: \_\_\_\_\_

## CAS PROJECT PROPOSAL FORM

### Requirements of a CAS Project:

- Collaborative – 3 or more people involved in planning and execution
- Minimum of one month in duration
- Uses CAS Stages (Investigation, Preparation, Action, Reflection)

<b>Project Title</b>	<b>Supervising Teacher</b>
<b>Students Involved</b> <i>(Full names and year levels)</i>	<b>CAS Strand/s</b> <i>(If Service, specify Direct, Indirect, Advocacy, Research)</i>
<b>Project Objective:</b>	
<b>Description of Project</b> <i>(include reference to the CAS stages of planning):</i>	
<b>Outline Target Audience</b> <i>(if applicable)</i> <b>and means of communication/advertisement:</b>	
<b>Duration of Project:</b>	
<b>How often will you be meeting:</b>	
<b>Requirements/Resource Requests:</b>	
<b>CAS Outcomes Addressed:</b>	
<b>Contact with outside individuals/organisations</b> <i>Describe intended contact. Seek approval from your project supervisor before contacting outside organisations. Always CC in your supervisor when contacting outside organisations or individuals. Never give out personal details. Do not meet new people alone and stay in a public place. If adults are working with your project, they must have Blue Cards that are sighted by your supervisor.</i>	

**Risk Assessment:**

**Does this project involve:**

*Check all that apply*

- Fundraising
- Collection of money
- A change to the school routine/calendar
- "Red" food
- A change to school uniform

If **none of the above apply** the supervising teacher may approve the proposal in line with the IB requirements for CAS Projects.

**APPROVED by Supervisor**

Print Name: \_\_\_\_\_ (Supervising Teacher)      Date approved: \_\_\_\_\_

If any of the boxes above are checked, please refer to the CAS Coordinator for consideration.

**APPROVED by CAS Coordinator**

**PROVISIONAL APPROVED** pending the following amendments:

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**NOT APPROVED**

Print Name: \_\_\_\_\_ (CAS Coordinator)      Date approved: \_\_\_\_\_

Print Name: \_\_\_\_\_ (Executive Member)      Date approved: \_\_\_\_\_

