

Creativity, Activity, Service

A procedural guide for CAS students, advisors, supervisors and coordinators | IB Diploma Programme

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

QUEENSLAND ACADEMIES
Creative Industries Campus

About this handbook

This handbook explains how Creativity, Activity, Service (CAS) works at Queensland Academies Creative Industries (QACI). It sets out what students must do, what staff do to support them, and when each step happens.

It draws on the International Baccalaureate (IB) Creativity, Activity, Service Guide and the CAS teacher support material, and it is adapted for QACI procedures, including ManageBac and OneSchool.

How to use this handbook

Students: read Part 1 to understand the requirements, then use Part 2 as your step-by-step guide for planning, reflecting and keeping your portfolio up to date.

Advisors and supervisors: use Part 2 for interview, checkpoint and monitoring procedures, and Appendix D for ManageBac steps.

Coordinators: use the whole handbook to keep the programme consistent.

> ### Year levels
>
> **IB1** is Year 11 and **IB2** is Year 12. CAS begins at the start of IB1 and continues for at least 18 months

Find what you need

I want to...	Go to	Audience
Understand what CAS is and what is required	1.1 CAS and the Diploma Programme	All
Check what each strand and learning outcome means	1.3 CAS strands 1.4 Learning Outcomes	All
Find out who does what	1.5. Roles and responsibilities	All
Decide whether an idea counts as a CAS experience	2.2 CAS experiences	Students Advisors
Plan and run a CAS project	2.3 CAS Project	Students Advisors
Write a meaningful reflection	2.4 Refletion	Students
Prepare for or hold a CAS interview	2.6 CAS interviews	Students Advisors
Check deadlines and minimum requirements	2.7 CAS timeline	All
Respond when a student is behind	2.8 Monitoring progress	Staff
Find ideas for projects	Appendix B	Students
Send a progress email to students or families	Appendix C	Staff
Use Managebac	Appendix D	Staff Students

Key Terms

Term	Meaning
CAS Experience	A specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events.
CAS Project	A collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands, lasting at least one month.
CAS Stages	A five-stage framework (investigation, preparation, action, reflection, demonstration) that supports planning and carrying out any experience or project.
Learning Outcomes	Seven outcomes that describe what a CAS student is able to do. Each must be achieved at least once.
CAS portfolio	The student's record on ManageBac of aims, goals, experiences, reflections and evidence of the learning outcomes.
Checkpoint	A scheduled point in the QACI timeline when advisors confirm minimum progress. Some checkpoints include an interview and a semester report grade.

Part 1: CAS and the Diploma Programme

1.1 CAS and the Diploma Programme

All IB programmes address students' cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities. CAS represents part of the Diploma Programme's ongoing commitment to the IB learner profile.

Through CAS, students continue to strengthen the approaches to learning they encounter. They develop skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking, and they develop their own identities. CAS also builds the ability to engage in critical reflection and to set challenging goals with commitment and perseverance.

Key Requirement

Successful completion of CAS is a requirement for the award of the IB Diploma.

Students reflect on their CAS experiences and provide evidence in their CAS portfolios that they have achieved the seven learning outcomes.

CAS begins at the start of the Diploma Programme and continues regularly for at least 18 months, with a reasonable balance between creativity, activity and service.



Figure 1: *CAS at a glance: the minimum commitments for every QACI student*

1.2 CAS aims

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS project
- understand they are members of local and global communities with responsibilities towards each other and the environment.

1.3 CAS strands

CAS is organised around the three strands of ***creativity, activity*** and ***service***.



Creativity

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

Activity

Physical exertion contribuing to a healthy lifestyle.

Service

Collaborative and reciporcal engagement with the community in response to an authentic need.

Figure 2: *The three CAS strands, as defined by the IB*

CAS complements a challenging academic programme in a holistic way. Each student has a different starting point and different needs and goals, so every CAS programme is individualised according to the student's interests, skills, values and background.

How students provide successful completion

1. Take part in a range of CAS experiences and a CAS project.
2. Reflect on significant moments and link them to a learning outcome where it fits.
3. Upload reflections and evidence to the CAS portfolio on ManageBac.
4. Agree with the CAS advisor what evidence is necessary for each outcome. Evidence is commonly found in reflections.
5. Show each of the seven outcomes at least once by the final interview.

Remember

Some outcomes may be achieved many times, while others are achieved less often. Not all CAS experiences lead to a learning outcome, an not every reflection needs to discuss one.

1.4 CAS learning outcomes

Students complete CAS by achieving the seven CAS learning outcomes through their commitment to CAS over a period of 18 months. The outcomes describe what a CAS student is able to do at some point during their CAS programme.



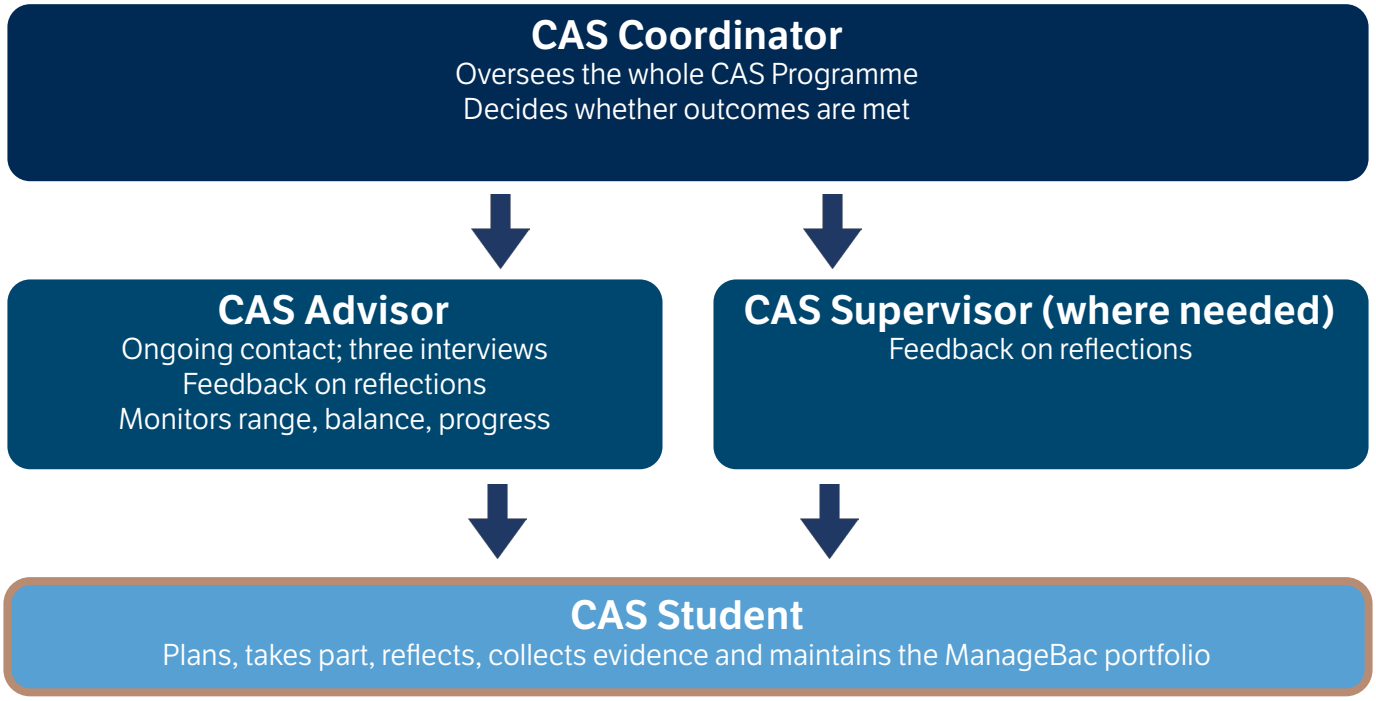
Figure 3: *The seven CAS learning outcomes. The short headings match the labels used in Managebac.*

Learning outcomes and descriptors

	Learning Outcome	Descriptor
L01	Identify own strengths and develop areas for growth	Students can see themselves as individuals with various abilities and skills, of which some are more developed than others.
L02	Demonstrate that challenges have been undertaken, developing new skills in the process	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
L03	Demonstrate how to initiate and plan a CAS experience	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
L04	Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS.
L05	Demonstrate the skills and recognise the benefits of working collaboratively	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
L06	Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally
L07	Recognise and consider the ethics of choices and actions	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

1.5 Roles and responsibilities

CAS works because students, advisors, supervisors and the coordinator each know their part. Figure 4 shows how the roles connect.



The CAS Coordinator

The CAS coordinator is the nominated member of staff who facilitates understanding of CAS and oversees its effective implementation, working directly with students, staff, CAS advisors and CAS supervisors. The coordinator reports on the progress of CAS students to the Diploma Programme (DP) coordinator and is ultimately responsible for determining whether students have met the CAS learning outcomes at the end of the Diploma Programme, as required by the Handbook of procedures for the Diploma Programme.

The CAS Coordinator:

FOR STAFF

- **Communicates and promotes CAS**. Familiarises students, colleagues, parents and the wider community with CAS, educates students on the meaning and purpose of the learning outcomes, and promotes and publicises student achievements.
- **Keeps students safe**. Identifies safety issues, including risk assessment and child protection.
- **Develops policy and resources.** Develops and maintains CAS policy statements and this school-specific handbook, and administers the CAS budget.
- **Manages records**. Manages CAS records in ManageBac and OneSchool reports, and periodically engages in interviews with students.
- **Leads the team.** Provides leadership and professional development for CAS advisors, supervises them where appropriate, and ensures consistency across the programme through ongoing contact with advisors and supervisors.
- **Works with others.** Informs and works with CAS supervisors and outside providers involved in CAS experiences.

The CAS Advisor

FOR STAFF ADVISORS

CAS advisors, with the support of the CAS coordinator, provide the vital ongoing contact for a student. Advisors need to be aware of the importance of CAS in the Diploma Programme and be familiar with all of its elements.

The CAS Advisor:

- assists students to clarify and develop the attributes of the IB learner profile
- supports students to understand ethical concerns and international-mindedness
- develops purposeful reflection skills through individual interviews, group discussions and teaching strategies, and provides feedback on student reflections
- assists students to identify personal and group goals, and discusses goals and achievements in regular meetings
- provides ongoing guidance and support
- monitors the range and balance of experiences undertaken by each student
- advises on and monitors progress towards meeting the learning outcomes, and periodically reviews students' portfolios
- meets each student in three formal, documented interviews
- reports on student progress to the school, parents and the CAS coordinator.

The CAS Supervisor

FOR STAFF

The CAS supervisor assists, offers guidance and oversees students' CAS experiences or projects when needed. A supervisor may not be necessary if a student can undertake an experience without assistance or supervision, for example outside school. Students should take responsibility for their own CAS experiences where possible and have opportunities to report on their own attendance and participation.

Depending on the nature of the experience, the school decides whether a supervisor is required to guide and assist the student, ensure safety and give feedback on the student's involvement. Supervisors can be teachers, non-teaching members of the school or wider community, or volunteers with the skills or knowledge relevant to the experience.

The CAS supervisor:

- is familiar with the elements of the CAS programme that apply
- is responsible for student safety and risk management procedures
- provides students with guidance, support and feedback on the CAS experience
- encourages reflection
- comments on the student's engagement with the experience if required.

The CAS Student

FOR STUDENTS

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences and projects. Throughout the Diploma Programme, students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also complete at least one CAS project of a minimum of one month. Students reflect at significant moments and maintain a CAS portfolio on ManageBac, using evidence from it to show the advisor they have achieved the seven learning outcomes.

CAS students are expected to:

- approach CAS with a proactive attitude and a clear understanding of its expectations and purpose
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals and discuss plans for experiences with the CAS coordinator or advisor
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of their interests, skills and talents, and observe how these evolve
- maintain a portfolio on ManageBac with records of experiences and evidence of the seven learning outcomes
- understand the reflection process and identify suitable opportunities to reflect

- demonstrate their accomplishments within their CAS programme
- communicate with the CAS coordinator, advisor or supervisor in formal and informal meetings
- keep a suitable balance between creativity, activity and service
- behave appropriately and ethically in their choices and behaviours.

Part 2: Implementing the CAS programme

2.1 CAS stages

The CAS stages offer a supportive framework for students as they consider what they would like to do in CAS, make plans and carry out their ideas. They apply to all three strands and to the CAS project. Students investigate an interest, prepare by learning more, take action, reflect along the way, and demonstrate their understanding and the process. This gives them a reliable yet flexible structure they can use with confidence in future situations.

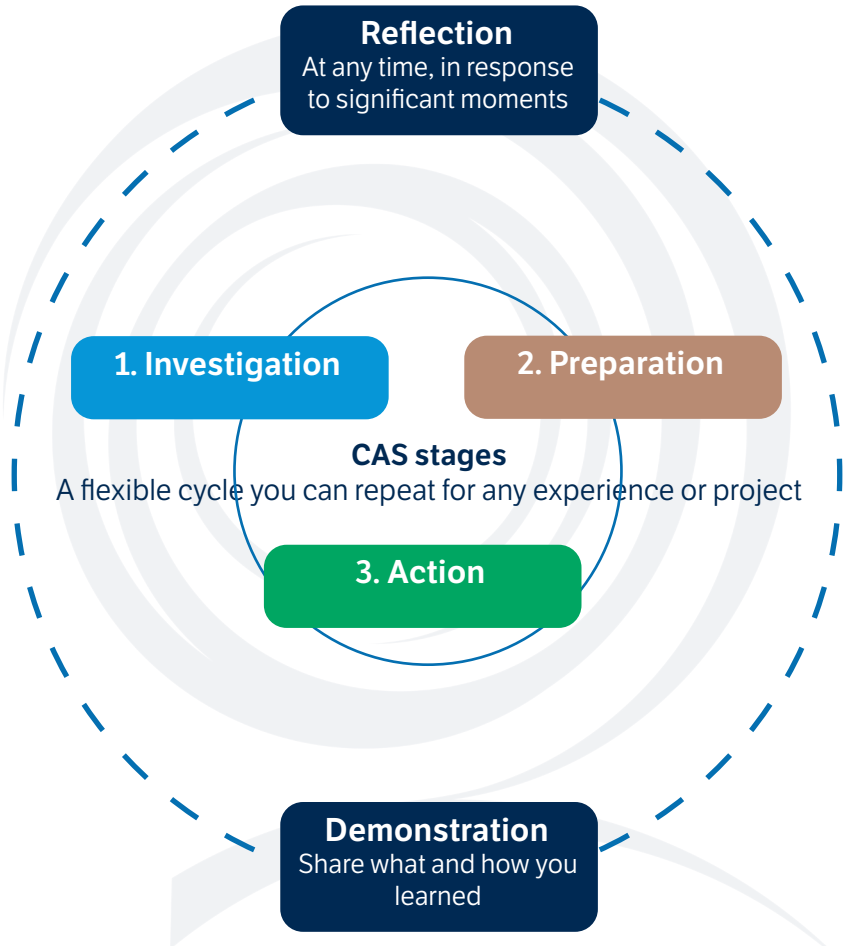


Figure 5: *The five CAS stages. Reflection can occur at any time; demonstration shares the learning.*

Stage	What students do
Investigation	Identify their interests, skills and talents, and areas for personal growth. Decide what they want to do and the purpose of the experience. For service, identify a need they want to address.
Preparation	Clarify roles and responsibilities, develop a plan of action, identify resources and timelines, and acquire any skills needed.
Action	Implement the idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups
Reflection	Describe what happened, express feelings, generate ideas and raise questions. Reflection can occur at any time to deepen understanding, revise plans, learn from the experience and connect growth to the learning outcomes. It may lead to new action.
Demonstration	Make explicit what and how they learned and what they accomplished, for example by sharing the experience through the portfolio or with others, informally or formally.

Where to start

- For a **single** CAS experience, students may begin with investigation, preparation or action.
- For an **ongoing** CAS experience, begin with investigation. The action stage may lead back to investigation or preparation as students develop new or related ideas.

The CAS stages help students to increase self-awareness, learn about learning, explore new and unfamiliar challenges, employ different learning styles, communicate and collaborate with others, recognise personal development and develop the attributes of the IB learner profile.

2.2 CAS experiences

FOR STUDENTS ADVISORS

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. The CAS coordinator and advisor help students to understand what may or may not count. Apply the four guidelines below to every proposed experience.

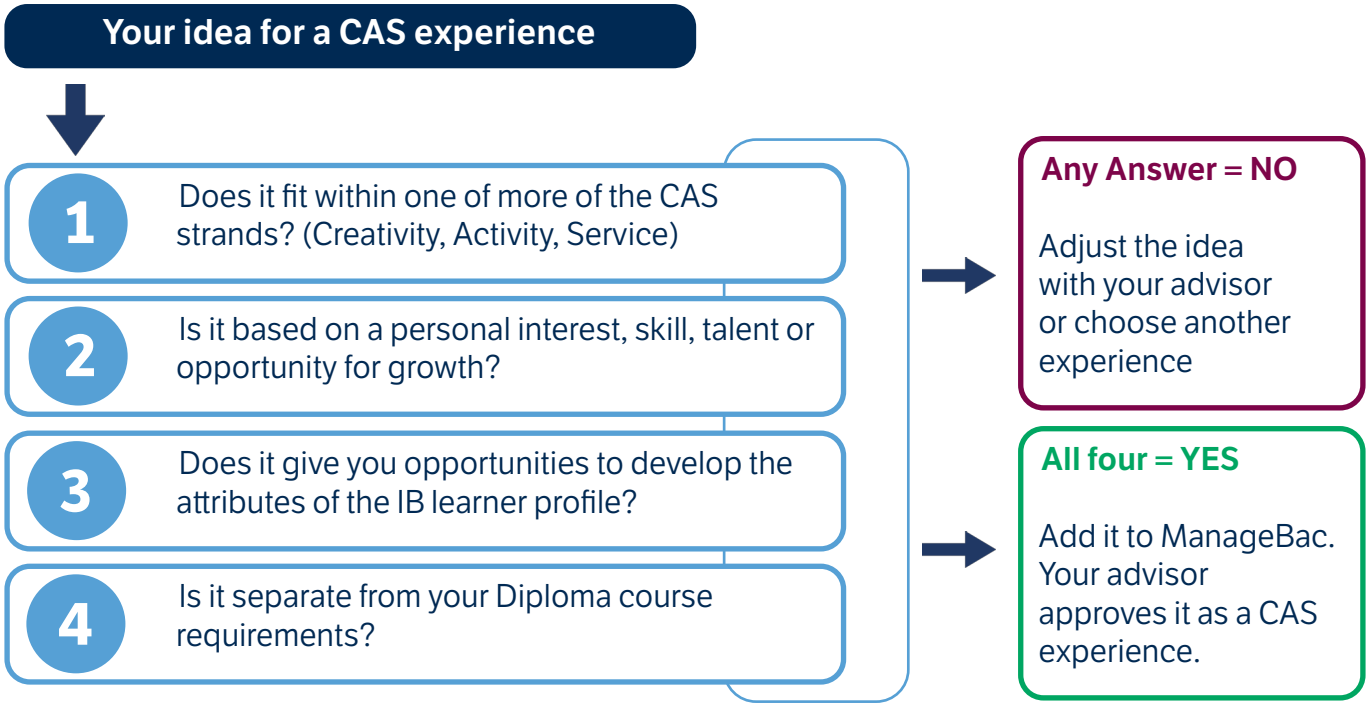


Figure 6: *Is it a CAS experience? Apply the four IB guidelines.*

A CAS experience must:

1. Fit within one or more of the CAS strands
2. be based on a personal interest, skill, talent or opportunity for growth
3. provide opportunities to develop the attributes of the IB learner profile
4. not be used or included in the student's Diploma course requirements.

Questions to ask before choosing an experience

- Will the experience be enjoyable?
- Does it allow development of personal interests, skills or talents?
- What new possibilities or challenges could it provide?
- What might be the possible consequences of the experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

Procedure: adding and completing an experience

1. Check the idea against the four guidelines and the questions above.
2. Discuss the plan with your CAS advisor or the CAS coordinator.
3. Add the experience on ManageBac, completing all required details (Appendix D, step 3).
4. Wait for your advisor to approve the experience.
5. Take part in the experience, using the CAS stages as your framework.
6. Reflect on significant moments and upload at least one reflection and one piece of evidence.
7. Ask your advisor or supervisor to complete the review. The advisor then marks the experience as **completed.**

2.3 CAS project

For STUDENTS ADVISORS

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands. Every student must complete at least one CAS project with a minimum duration of one month.

The primary purpose of the project is to ensure participation in sustained collaboration. Through this, students discover the benefits of teamwork and of achievements realised through an exchange of ideas and abilities. A project challenges students to show initiative, demonstrate perseverance and develop skills such as cooperation, problem-solving and decision-making.

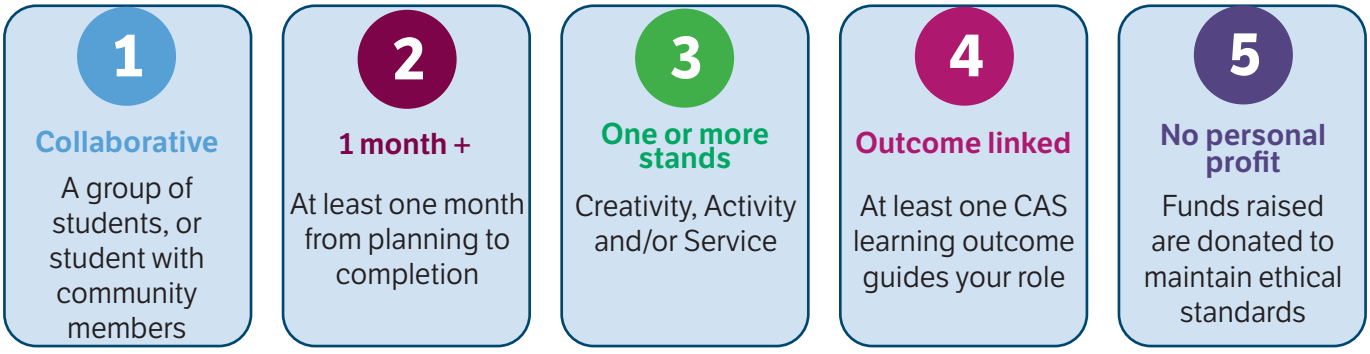


Figure 7: *Five requirements every CAS project must meet*

Procedure: running a CAS project

1. **Investigate.** Identify a shared interest or an authentic need. Form a team with other students or members of the wider community, and aim to work locally.
2. **Prepare.** Agree a purpose and goals. Choose the strand or strands, and choose at least one learning outcome to guide your role. Set roles, resources and a timeline. Complete the CAS project form (Appendix A). If you will handle money on school grounds, set up a QR code before the project starts.
3. **Act.** Carry out the plan. Every team member is a contributor, and each student can be responsible for, or initiate, a part of or the whole project.
4. **Reflect.** Reflect individually and with your team. Reflecting with others can reveal insights into the process and into personal growth. You may identify more outcomes, or modify expected ones, during or after the project.
5. **Demonstrate.** Share what the team achieved and learned, for example through your portfolio or an event.

Rules and Tips:

- **No personal profit.** Students must not make money for themselves from a CAS project. All funds must be donated to maintain ethical standards.
- **Timing.** A minimum of one month is required, from planning to completion. Longer projects offer greater scope and are encouraged, and students are encouraged to complete more than one project if possible
- **Finish early.** Completing your project in Year 11, ideally in Semester 1, leaves one less thing to manage in Year 12. Your project proposal must be started by mid Term 4 of IB1 at the latest.

2.4 Reflection

FOR STUDENTS ADVISORS

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

- IB Learner Profile: Reflective

Reflection is central to building a deep and rich experience in CAS. It helps students to recognise their skills, strengths, limitations and areas for development, to apply prior learning in new contexts, and to explore how CAS experiences may influence future possibilities. Reflection is also the primary evidence used by coordinators and advisors to decide whether students have achieved the seven learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.

The four elements of reflection

Four elements assist the CAS reflective process. The first two form the foundation, and the second two add depth and expand perspectives.

THE FOUNDATION

1 Describe what happened
Retell memorable moments; what was important, what went well or was difficult, obstacles and successes.

2 Express feelings
Articulate your emotional responses to the experience.

ADDING DEPTH

3 Generate ideas
Rethink or re-examine choices and actions to increase awreness of yourself and the situation

4 Ask questions
Ask about people, processes or issues to prompt further thinking and ongoing inquiry.

Moving to deeper reflection

Students can extend their reflection by moving from simple questions to deeper ones. The theory of knowledge (TOK) course supports this by building critical thinking skills.

5 **What did I do?**

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

6 **How did I feel?**

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

Feedback

After reflection, feedback from the CAS coordinator or advisor, and from peers, is beneficial and necessary. Feedback acknowledges, confirms or clarifies the student's understanding and insight, and opens opportunities for further development. It can be given in an informal or formal discussion, as a written response to a blog post, in a group discussion or in a paired peer conversation. Students may advise on their preferred method.

When to reflect

Purposeful reflection is about quality rather than quantity. Students are not expected to reflect on every CAS experience. They choose the moments, amount and method that suit them. Requiring a set number of reflections, or a reflection for every experience, turns reflection into an obligation, which is contrary to its purpose in CAS.

Students can choose to reflect on significant moments, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

Other helpful approaches:

- reflect during or at the end of an experience or series of experiences to identify important moments, discuss a possible learning outcome, recognise growth and plan the next experience
- reflect with peers in a group to discover shared insights
- reflect at the beginning, during and at the end of a series of experiences to consider planning, opportunities, expectations, challenges, progress and personal growth.

Forms of reflection

Students choose the form of reflection. It may be a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance or another form of expression. Students find greater value when they apply their own interests, skills and talents. Reflection can be internal and private or external and shared, and students may keep some reflections private.

2.5 CAS portfolio

For STUDENTS ADVISORS

All CAS students maintain and complete a CAS portfolio on ManageBac as evidence of their engagement with CAS and their achievement of the seven learning outcomes. Students use the portfolio to plan their CAS programme, reflect on experiences and gather evidence. It should also showcase their CAS programme and be a source of pride.

- Students keep the portfolio up to date, including aims and goals, experiences, reflections and evidence.
- Advisors check the portfolio regularly and ensure students keep it up to date.
- At each interview, the advisor and student discuss the portfolio. The advisor briefly records notes and recommendations in the portfolio.
- If concerns arise, especially about whether a student will successfully complete CAS, they are noted in the portfolio and in OneSchool reporting, and communicated to the student or family by email (see section 2.8).

2.6 CAS interviews

For STUDENTS ADVISORS

Each student has a minimum of three interviews with their CAS advisor. In these, student progress is discussed and appropriate encouragement and advice is given. The interviews are held at least twice in the first year of the Diploma Programme and once in the second. The advisor records feedback, and the interviews are documented in ManageBac (Appendix D, step 6).

Interview	When	Purpose
Interview 1	Checkpoint 1, late Term 2 of IB1	Confirm the student understands the requirements for CAS, the learning outcomes and the CAS stages. Discuss the student's interests and ideas for experiences, and decide what form the portfolio should take. If students already know CAS, use the interview to confirm their understanding and assist with plans and ideas.
Interview 2	Checkpoint 2, mid Term 4 of IB1	Assess progress. Check that the student has committed to a range of experiences and is achieving the learning outcomes. The student may have completed, or be planning, a CAS project. Use the portfolio as a reference and review it for gathered evidence.
Interview 3 (final)	End of Term 2 of IB2	A summative discussion of the student's engagement in CAS and achievement of the seven outcomes. The student outlines how they achieved each outcome, evaluates their overall programme and reflects on personal growth. It may also inform how CAS develops for future students.

Suggested interview questions are in the timeline in section 2.7. After the final interview, the CAS coordinator records the completion decision for each student on IBIS with the IB coordinator, as specified in the Handbook of procedures for the Diploma Programme.

2.7 CAS timeline

For STUDENTS STAFF

Use the timeline to see what is due and when. The first table sets out the minimum requirements, Figure 9 gives the overview, and the detailed table lists the focus, actions and suggested questions for each point.

Minimum requirements at each checkpoint

Checkpoint	Minimum expected in the ManageBac portfolio	Outcome
Checkpoint 1	At least 3 experiences (one each of creativity, activity and service), with reflections and evidence. Aims and goals entered. Responses to CAS questions completed	Interview 1 and semester report grade (Satisfactory or Unsatisfactory)
Checkpoint 2	At least 6 experiences with reflections recorded. Project proposal started at the latest	Interview 2 and semester report grade
Checkpoint 3	Portfolio of evidence and reflections up to date.	Advisor check
Checkpoint 4	Project complete or completing. Portfolio near completion, with all evidence and reflections uploaded.	Semester report grade
Final Interview	At least 9 experiences (3 creativity, 3 activity, 3 service) plus a project. All reflections and evidence uploaded and all supervisor reviews complete	Interview 3 and completion decision

IB1 (Year 11)

EARLY TERM 1
CAS Launch
Learn the strands, roles and ManageBac; start experiences

MID TERM 1
Aims and goals
Enter aims and goals on ManageBac; begin project thinking

LATE TERM 2
Checkpoint / Interview 1
3 experiences (1 C, 2 A, 1 S) with refelctions; semester report

MID TERM 4
Checkpoint / Interview 2
6 experiences; project proposal started at the latest; report

IB2 (Year 12)

END TERM 1
Checkpoint 3
Portfolios and reflections up to date; review of balance

END TERM 2
Checkpoint 4
Project complete; portfolio near complete; semester report

END TERM 2
Final interview 3
9 experiences and project; all evidence and reviews complete

Detailed timeline

When	Focus	Action
IB1 early Term 1 CAS Launch	Introduce the nature of CAS, the three strands and ManageBac for recording experiences and reflections. Define the roles of the CAS advisor, supervisor and coordinator, and what does and does not count as an appropriate experience or project. Students start experiences within the school and community. ***Reflection questions:*** • What are you interested in? • Are you already doing something that could be part of CAS? • About what issues do you feel most passionate? • What skills or talents would you like to develop? • What would you like to learn more about? • Are there any existing projects you could become involved in? • Are there any local clubs or community associations you could join?	**Students** familiarise themselves with ManageBac, think about their passions and interests, and reflect on their CAS aims and goals.
IB1 mid Term 1 Aims and Goals	Students continue experiences, meet their advisor and clarify their understanding of CAS. They consider their aims and enter them on ManageBac by the due date. They begin thinking about planning at least one CAS project using the CAS stages: investigation, preparation, action, reflection, demonstration.	Students enter their aims and goals on ManageBac.
IB1 late Term 2 Checkpoint 1 and Interview 1	Monitor progress. Students should have completed a minimum of 3 experiences (one each of creativity, activity and service) with reflections, and responded to the CAS questions. Interview questions focus on how students are progressing in CAS. • Do you have any questions or concerns about CAS? • Which aspect excites you most? Which seems most challenging? • What do you most hope to achieve from CAS? • How will your CAS programme help you grow, and how do these areas of growth relate to the IB learner profile attributes? • What have you learned about the CAS stages, and how can they help you? • How will you plan an equal distribution of CAS strands across your experiences? • What organisation and time-management strategies will keep CAS an ongoing focus of your IB journey?	**Checkpoint 1** and semester report grade (Satisfactory or Unsatisfactory). **Interview 1**, conducted by CAS advisors.
IB1 mid Term 4 Checkpoint 2 and Interview 2	Students should have completed a minimum of 6 experiences (creativity, activity, service) with reflections recorded on ManageBac. Students meet their advisor to consider the balance of their activities. • Which experiences are you engaged in, or have you been engaged in, this past term? • Are you keeping a good balance between creativity, activity and service? • What challenges have you met, and how did you overcome them? • What are you enjoying most about your experiences? • What did you learn from these experiences? • What did others get from the experience? • How would you change things next time or next term?	**Checkpoint 2** and semester report grade. **Interview 2**, conducted by CAS advisors. ***Students:*** project proposal started at the latest.

When	Focus	Action
IB2 end Term 1 Checkpoint 3	Students are up to date with their portfolio of evidence and reflections, and reflect on experiences so far. • Is there a good balance of activities? • Have you met all the CAS learning outcomes at least once? • Are you getting everything you can or want out of your CAS experiences? • Is there anything you want or need to change about your CAS programme?	**Checkpoint 3,** conducted by CAS advisors.
IB2 end Term 2 Checkpoint 4	Students are completing their project, or it is complete. The portfolio should be near completion, with all evidence and reflections uploaded to ManageBac. • Who do you have to thank? • Are you passing responsibility to someone else to finish your project? • Is there an experience you will continue after your exams, perhaps at university or college?	**Checkpoint 4** and semester report grade.
IB2 end of Term 2 CAS completion milestone	Students reflect on how they achieved the seven learning outcomes and discuss their overall CAS programme. They also reflect on personal growth from multiple perspectives, including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how the experience might affect future choices and actions. ***Questions students respond to:*** • What did you enjoy most about CAS? • Did you manage to reach your goals? • What was your greatest challenge in CAS? How did you overcome it? • What have you achieved through CAS? • What have you learned about balancing your time with your choices and commitments? • What did you learn about yourself and others? • What have you learned through working in collaboration with others? • What abilities and skills did you develop most significantly in CAS? • Did CAS help you to consider issues of global importance? How? • Which learning outcome did you find easiest to achieve? Which was most difficult? • What advice do you have for upcoming CAS students about making CAS enjoyable, sustained and meaningful? • Five years from now, what will you remember most about your CAS programme?	**Final CAS interview** conducted by CAS advisors. Advisors check that students have completed a minimum of 9 experiences (3 creativity, 3 activity, 3 service) plus a project, have uploaded all reflections and evidence to ManageBac, and that all supervisor reviews are complete.

2.8 Monitoring progrss and responding to concerns

FOR STAFF

At each checkpoint, advisors compare each student's portfolio with the minimum requirements in section 2.7 and update the student's overall status in ManageBac.

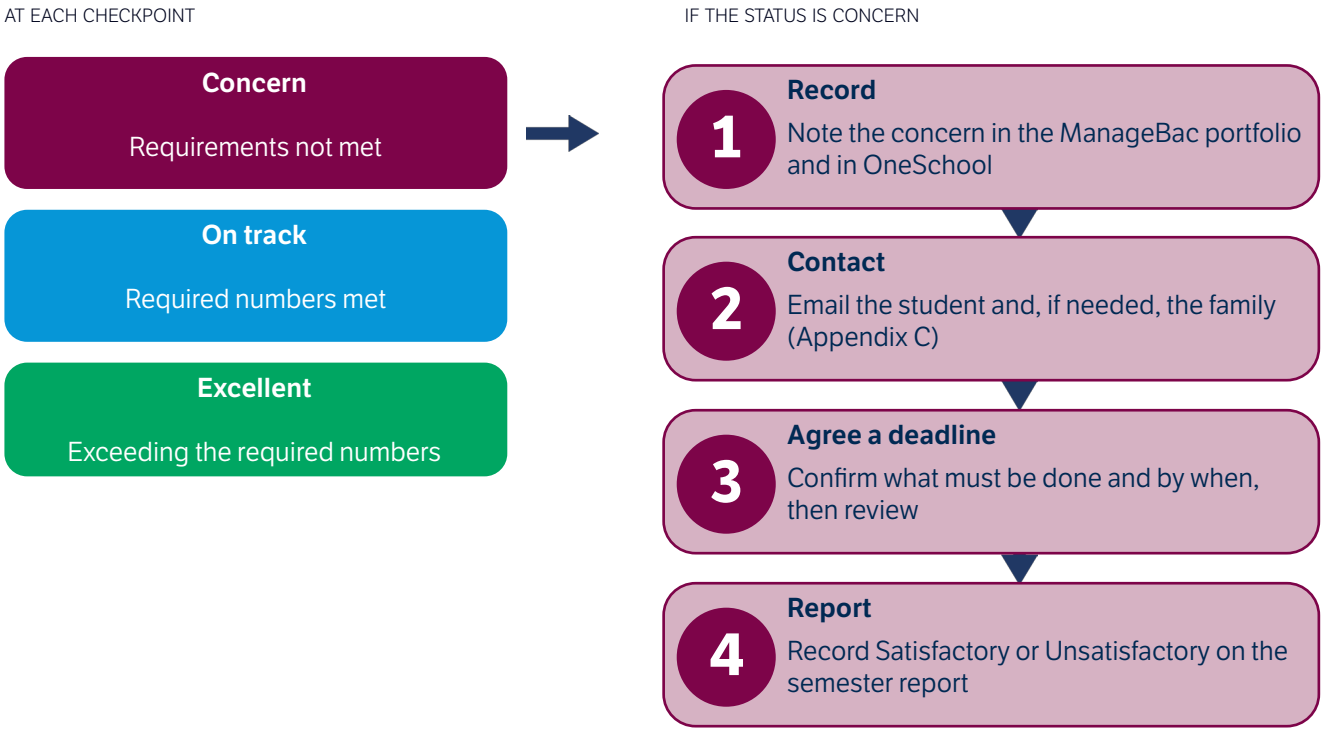


Figure 10: *Monitoring statuses and the response when a student is at Concern*

Status	Use when	Action
Excellent	The student is exceeding the required numbers at this checkpoint	Update the overall status to Excellent
On track	The student has met the required numbers of experiences, outcomes, reflections and evidence, and interviews.	Update the overall status to On track
Concern	The student has not met the minimum requirements for the checkpoint	Follow the procedure below.

Procedure: when a student is at Concern

1. Update the overall status in ManageBac to Concern.
2. Record the concern in the student's CAS portfolio and in OneSchool reporting.
3. Email the student and, where needed, the family. Use the templates in Appendix C.
4. Agree what the student must complete and by when, and ask them to show you the changes to their portfolio.
5. Review the portfolio by the agreed date.
6. Record Satisfactory or Unsatisfactory on the semester report. A student who has not met the checkpoint requirements by the report date receives Unsatisfactory.

Appendix A: CAS project form

FOR STUDENTS

Complete the CAS project form during the preparation stage of your project and submit it to your CAS advisor before the project starts.

This form must be completed if students are **organising a project at QACI** that involves the whole school or a large group in a manner **that interrupts normal business or involves money.**

CAS PROJECT FORM	
Student organisers and relevant Connect groups	
Name of organisation the project is organised with/for	
Contact person at organisation, contact phone and email.	
Teacher supervisor(s)	
External supervisor and contact details (cannot be a relative, must be over 18)	
Focus of the project	
Details of project	
School date required	
Reason for request	
Awareness raising strategies planned	
Is fund-raising required? How will you increase your reach to target the external community?	
Alternatives to fund-raising e.g. donation of goods or time, competition, making goods, etc?	

Do you intend to collect money for this experience/project at QACI? **Yes** **No**

If **yes**, the student **must create a QR Code** linked to the organisation they are fundraising for. This is to ensure safe and ethical procedures are followed, and the money is delivered where intended.

*Stage 1: Teacher Supervisor*_____

*Stage 2: CAS Supervisor*_____

*Stage 3: Senior Leadership Team*_____

Appendix B: CAS experience and project examples

FOR STUDENTS

A CAS project can address any single strand of CAS, or combine two or all three strands. These examples are provided to help generate ideas without limiting the scope and direction of a project.

Strands	Example
Creativity	A student group plans, designs and creates a mural.
Activity	Students organise and take part in a sports team, including training sessions and matches against other teams.
Service	Students set up and conduct tutoring for people in need.
Creativity and Activity	Students choreograph a routine for their marching band.
Services and Activity	Students plan and take part in planting and maintaining a garden with members of the local community.
Service and Creativity	Students identify that children at a local school need backpacks, then design and make them from recycled materials.
Creativity, Activity and Service	Students rehearse and perform a dance production for a community retirement home.

CAS Project Ideas

Things to remember about CAS projects

- **Everyone** must complete at least one CAS project during the IB. You can do more if you are keen.
- Projects must fit into one or more of creativity, activity or service, and must meet at least one CAS learning outcome.
- Projects must be collaborative and must run for at least one month, including planning.
- You cannot make money for yourself from a CAS project. All funds must be donated to maintain ethical standards. If you are handling money on school grounds, set up a QR code before the project starts.
- Hint: finish early. Completing your project in Year 11, leaves one less thing to worry about in Year 12.

Please note: the below list is not exhaustive. You are welcome to alter any of these projects or start a completely new one. CAS projects are bound only by your own imagination and passion. For more ideas, find out what is happening in your community and explore online resources and idea forums.

Project Ideas	Creativity	Activity	Service
Collect dog toys and other items for the RSPCA.			S
Start a school publication or newsletter for QACI students.	C		
Organise a choir and perform at a retirement home.	C		
Research, plan and complete an exercise regime which you stick to and adjust over an extended period.		A	
Start a Model United Nations club.			S
Run an Enrichment activity.	C	A	S

Appendix B: CAS experience and project examples

FOR STUDENTS

A CAS project can address any single strand of CAS, or combine two or all three strands. These examples are provided to help generate ideas without limiting the scope and direction of a project.

Project Ideas	Creativity	Activity	Service
World Book Day: organise a local or larger-scale event collecting books for children in hospitals.	C		S
Run an Easter egg hunt for children in a hospital (or for another cause).	C		S
Organise a beach clean-up day.		A	
Start a club or team for something you are passionate about.	C	A	S
Run the Ponytail Project or World's Greatest Shave			S
Fundraise for, or advocate for, an organisation such as Beyond Blue.			S
Form a team to run and fundraise in the International Women's Day Fun Run.		A	S
Collect toiletries for a charity which supports people experiencing homelessness.			S
Collect food or other items for charities which need them.			S
Organise an event outside school, or during an Enrichment club at school, for something you are passionate about (such as the Poetry Club or the Korean Club).	C		S
Start a community garden.		A	S
Write a research paper on something you are passionate about which adds to a body of knowledge.			S
Organise a book swap in a community you are part of.			S
Host a movie screening where profits are donated to a charity you care about.			S
Film a short film which raises awareness about a social issue.	C		S
Organise a QACI Push-Up Challenge team.		A	S
Run a survey to find out students' concerns in the school, then brainstorm tangible ways to address them.	C		S
Start a school-wide debating competition.			S
Create a pen pal program, for example with other IB students	C		
Run a bake sale in your local community for a cause you support.			S
Run free dance classes or theatre workshops.	C	A	S
Organise a 'Guessing Teacher's Baby Pictures' event which fundraises for a cause you love.			
Organise a sport competition or run sport classes.		A	
Offer free tutoring in subjects you are good at.			S
Organise Harmony Day or Harmony Week, with performances, screenings and stalls.	C		S
Create a performance or set of artworks which addresses a local or political issue to raise awareness.	C	A	S

Appendix C: Email templates for monitoring unsatisfactory progress

FOR STAFF

Use these templates when a student's overall status is Concern (see section 2.8). Replace the text in square brackets before sending.

Template 1: Student notice (checkpoint or semester report)

Subject: CAS Portfolio: action required by [date]

Dear CAS students,

If you are receiving this email, your CAS portfolio is at a Concern status. This means you have not yet met the minimum requirements for the [Year 11 / semester] timeline.

To receive a Satisfactory grade on your report, you must have the following completed in your CAS portfolio on ManageBac:

- your CAS aims and goals, entered under Aims and Goals in ManageBac, responding to the questions in the [link to the Year 11 CAS Teams post: Aims and Goals]
- a minimum of 3 experiences (one each of creativity, activity and service), each with at least 1 reflection and 1 piece of evidence
- your learning outcomes demonstrated in your reflections and evidence.

Without your aims and goals, 3 experiences, and reflections and evidence, you will receive an Unsatisfactory grade on your report for [semester and year]. It is your responsibility to complete this by [week 9, or the agreed date] and show me the changes to your portfolio.

Attached are additional documents to support your reflections and help you understand the timeline of your CAS journey. Please let me know if you have any questions.

Kind regards,

[Name], CAS advisor

Template 2: Parent or carer notice

Subject: CAS Portfolio progress for [student's name]

Dear [Parent or carer],

You are receiving this email because [student's name] has not made sufficient progress on their Creativity, Activity, Service (CAS) portfolio.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing, and it is individualised according to student interests, skills, values and background.

Successful completion of CAS is a requirement for the award of the IB Diploma. All IB Diploma students maintain and complete a CAS portfolio on ManageBac as evidence of their engagement with CAS. The portfolio is a collection of evidence that showcases CAS experiences and student reflections.

The programme begins at the start of the Diploma Programme and continues regularly, ideally weekly, for at least 18 months with a reasonable balance between creativity, activity and service. At this stage, we expect to see evidence of a number of experiences, including written reflections, photos, emails and journal entries.

It is important that [student's name] dedicates time and effort to completing the portfolio satisfactorily. Your support in encouraging them to attend to it is greatly appreciated.

Kind regards,

[Name], CAS advisor

Appendix D: ManageBac guide

FOR STAFF STUDENTS

This guide shows the main ManageBac tasks for CAS. Steps for staff are marked Staff, and steps students complete themselves are marked Student. Figure 11 shows how an experience moves through ManageBac.

1 — Add CAS Experience
Student adds the experience

2 — Status: Approved
Advisor approves it

3 — Reflections & Evidence tab
Student adds reflections and evidence

4 — Outcome YES/NO
Supervisor review

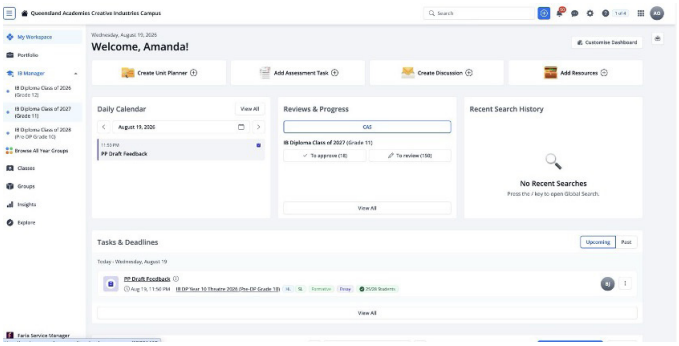
5 — Status Complete
Advisor marks it completed.

At the end of IB2, the advisor also finalises the portfolio once every experience is complete

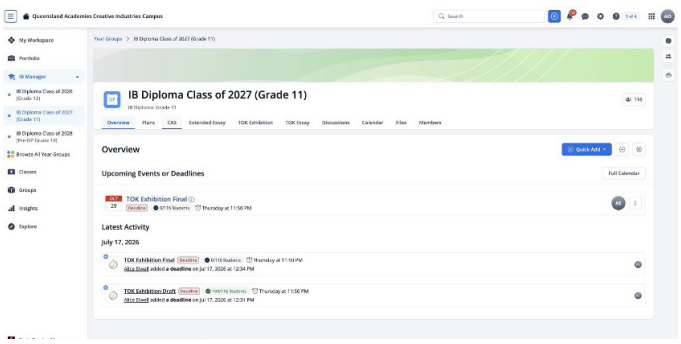
Figure 11: *The life of a CAS experience in ManageBac*

Step 1: Find you CAS class STAFF

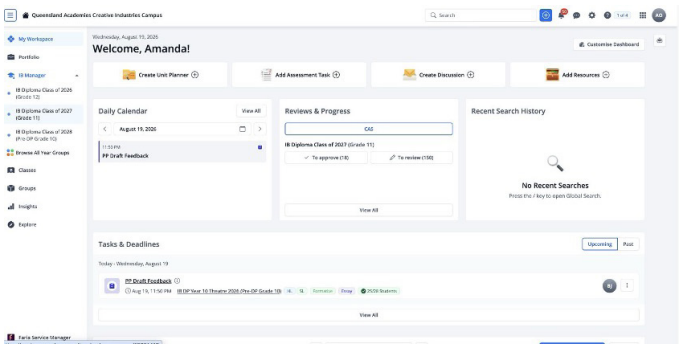
1. Click the IB Diploma Class of 2027 tab
2. Click the CAS tab
3. Locate your class



Open the IB Diploma Class tab



Click the CAS tab



Locate your class

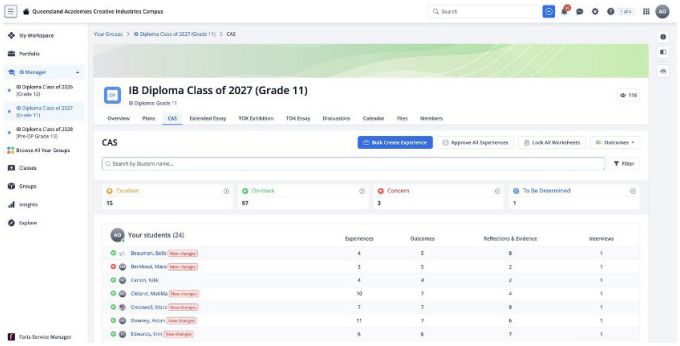
Appendix D: ManageBac guide

FOR STAFF STUDENTS

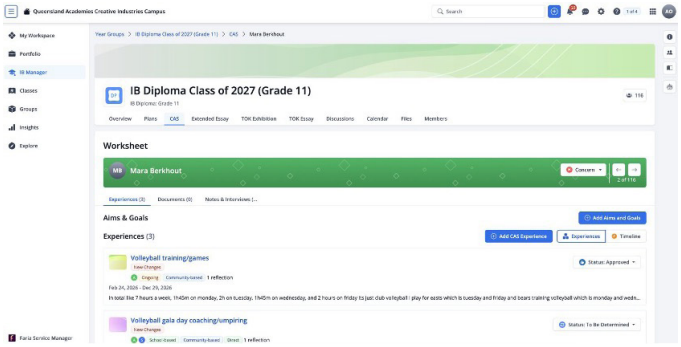
This guide shows the main ManageBac tasks for CAS. Steps for staff are marked Staff, and steps students complete themselves are marked Student. Figure 11 shows how an experience moves through ManageBac.

Step 2: Add aims and goals STUDENTS

1. Click **Add Aims and Goals**
2. Type your aims and goals into the space provided and save



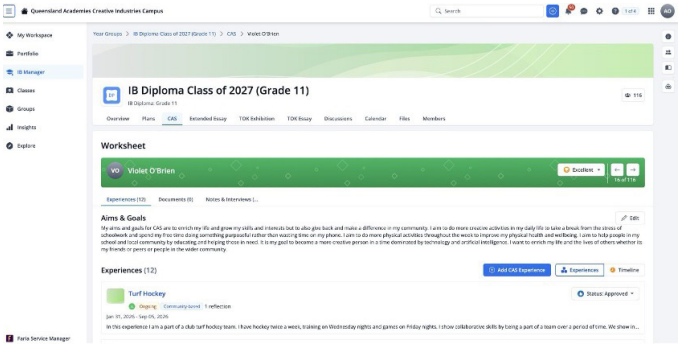
Click Add Aims and Goals



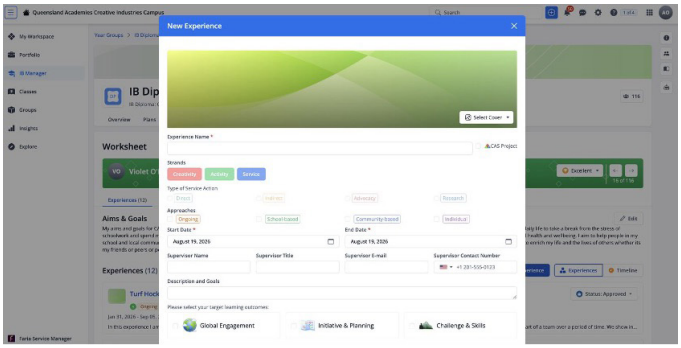
Type your aims and goals and save

Step 3: Add an experience STUDENTS

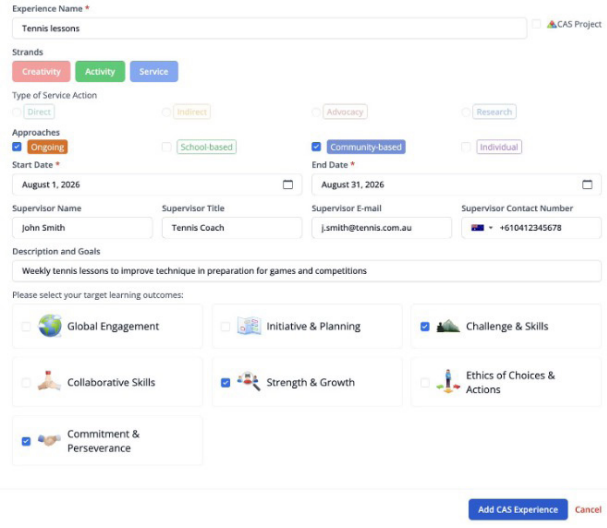
1. Click **Add CAS Experience**
2. A pop-up box appears.
3. Complete the required details and click **Add CAS Experience**



Click Add CAS Experience



Complete the pop-up box



Example of a completed experience form

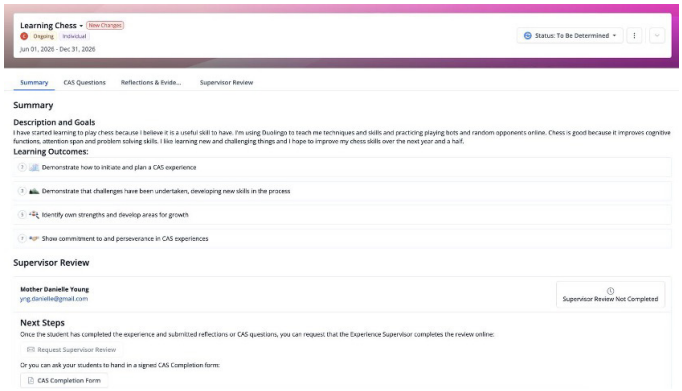
Appendix D: ManageBac guide

FOR STAFF STUDENTS

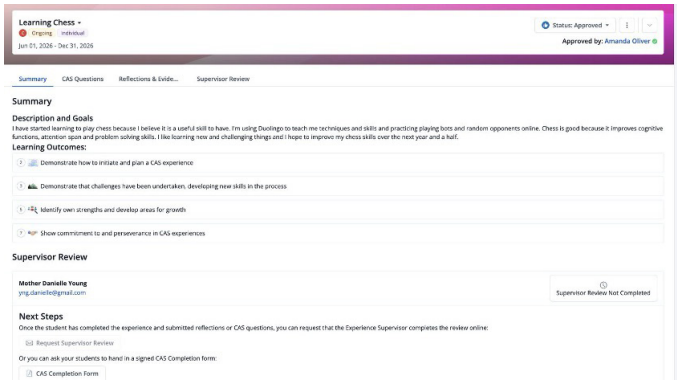
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Step 4: Approve and experience STAFF

1. Read the details provided
2. If the experience meets the requirements of a CAS experience, change the status to **Approved**.



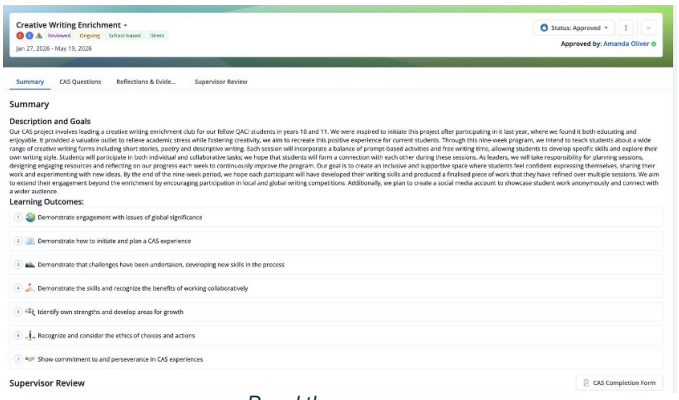
Read the details of the experience



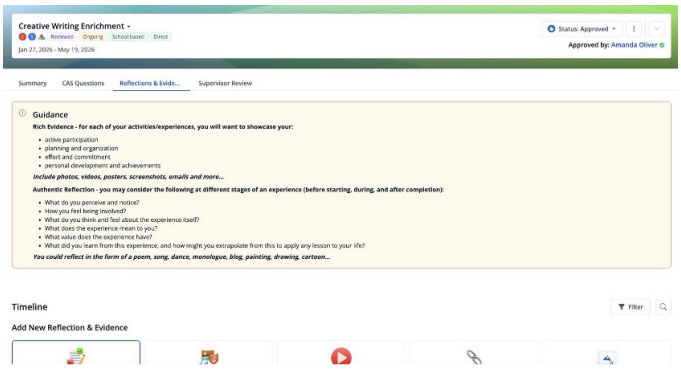
Change the status to approved

Step 5: Mark an experience as Completed STAFF

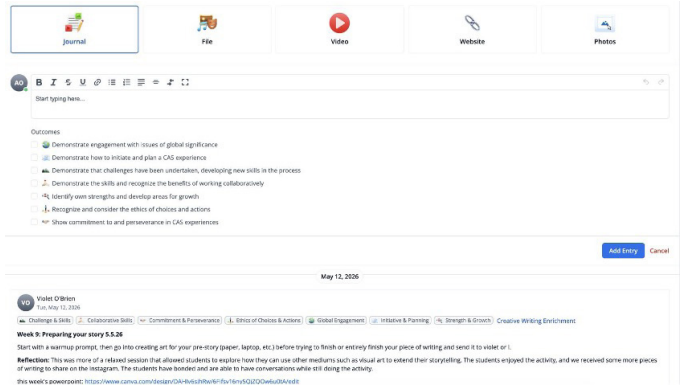
1. Read the summary of the experience.
2. Read the reflections and evidence provided for the experience.
3. Go to the **Supervisor Review** page.
4. Change the completion status of the outcomes to Yes.
5. Change the overall status of the experience to Completed.



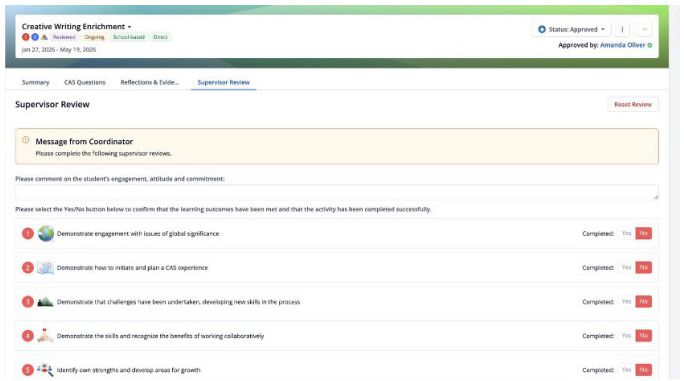
Read the summary



Read the reflections and evidence



Check the evidence added

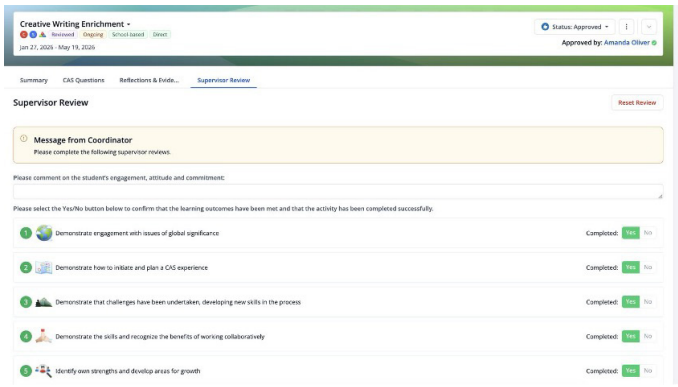


Open the Supervisor Review page

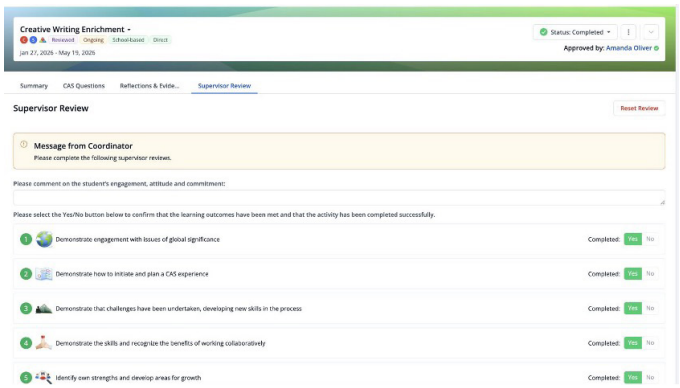
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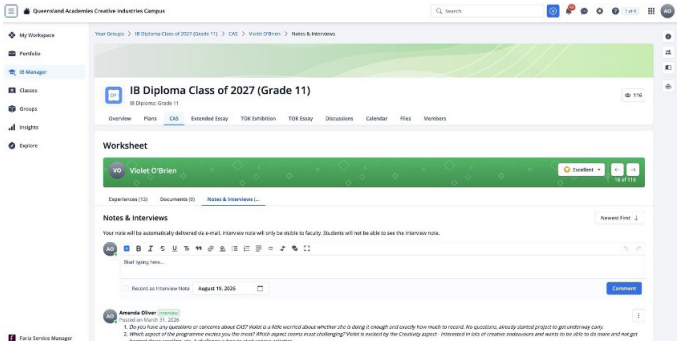
Set each outcome to YES



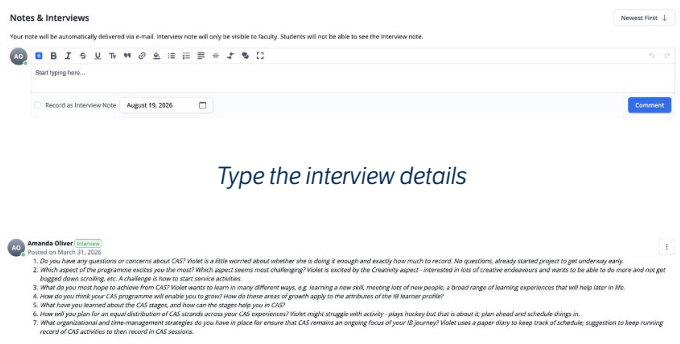
Confirm the experience was completed successfully

Step 6: Add an interview note STAFF

1. Click the **Notes & Interviews** tab.
2. Type the details of the interview into the box. Interviews can be held face to face or by email.
3. Tick **Record as Interview Note** and click **Comment**.



Open the Notes and Interview tab



Type the interview details

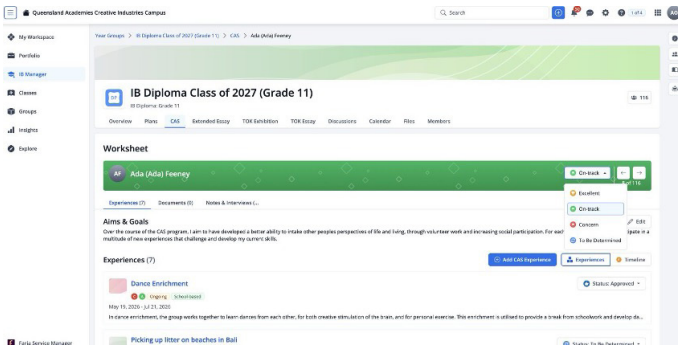
Tick Record as Interveiw Note and click Comment

Step 7: Track student progress STAFF

1. Scan across the number of experiences, outcomes, reflections and evidence, and interviews completed.
2. If the student has met the required numbers at each checkpoint, update the overall status to **On track**.
3. If the student is exceeding the required numbers, update the overall status to **Excellent.**
4. If the student is not meeting requirements, update the overall status to **Concern**, then follow section 2.8.



Check progress for each student



Update the Overall status

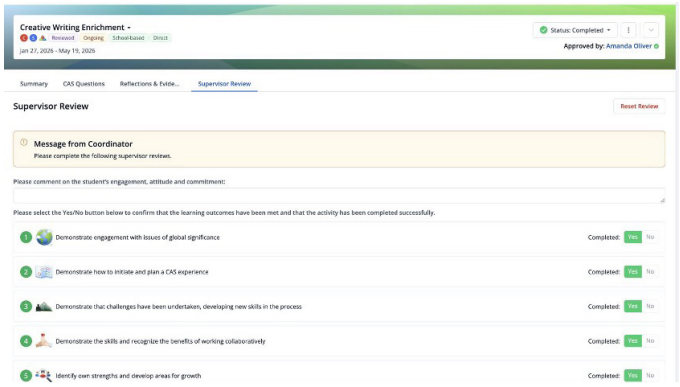
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Step 8: Finalise a student's portfolio STAFF

1. When every experience is complete and the outcomes are achieved, tick the checkbox beneath the student's experiences and above the learning outcomes.



Tick the finalise checkbox

References and acknowledgements

The descriptions of the CAS strands, aims, learning outcomes, stages, experiences, projects, reflection and interviews are drawn from the following IB publications and adapted for QACI procedures.

- International Baccalaureate Organization. ***Creativity, activity, service guide***. resources.ibo.org: CAS guide (PDF)
- International Baccalaureate Organization. ***CAS teacher support material***. resources.ibo.org: CAS teacher support material
- International Baccalaureate Organization. ***Handbook of procedures for the Diploma Programme***.
- Queensland Academies Creative Industries. qaci.eq.edu.au