



SINGAPORE SCHOOL MANILA

CAS HANDBOOK



Creativity



Activity



Service

TABLE OF CONTENTS

IBO Mission Statement.....	1
SSM Vision-Mission Statement.....	1
SSM Learner Profile Attributes.....	2
Statement of Alignment.....	3
Introduction.....	4
Aims of CAS.....	4
Three CAS Strands.....	5
CAS Requirement at SSM.....	7
The Seven (7) SSM CAS Learning Outcomes.....	7
Reflection in CAS.....	8
The CAS Project at SSM.....	8
The CAS Stages.....	8
Supervision and Support at SSM.....	9
CAS Interview.....	9
Assessment and Completion at SSM.....	10
The CAS Portfolio for SSM Students.....	10
Final Tips for SSM Students.....	13
Conclusion.....	13
Message to Parents.....	14



Singapore School Manila

INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



Singapore School Manila

STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



I. INTRODUCTION

Creativity, Activity, and Service (CAS) is a core component of the International Baccalaureate (IB) Diploma Programme at Singapore School Manila (SSM). It is the heart of the IBDP. CAS encourages students to develop personally and socially by engaging in a variety of experiences outside the academic curriculum. CAS complements academic learning and helps SSM students become well-rounded individuals by promoting experiential learning, reflection, and civic engagement.

Through this philosophy, SSM affirms that assessment is both a tool for measuring achievement and a mechanism for fostering deeper understanding, ensuring that all students receive the guidance, feedback, and support necessary to maximize their learning potential.

II. AIMS OF CAS

Singapore School Manila's CAS Program aims :

- To increase self-awareness: CAS helps SSM students reflect on their interests, values, strengths, and areas for development.
- To encourage students to step outside their comfort zones: Trying new activities builds resilience and confidence.
- To develop skills such as collaboration, perseverance, and problem-solving: These are essential for both academic and real-world success.
- To foster a sense of community and global engagement: Service activities promote responsible citizenship locally and globally.
- To support the holistic development of students: CAS nurtures emotional intelligence, physical health, and ethical awareness.



III. THREE CAS STRANDS

A. CREATIVITY

This strand focuses on creative thinking and artistic expression. This is about exploring and extending ideas leading to an original or interpretive product or performance. SSM encourages a wide range of artistic, innovative, and imaginative projects.

Examples at SSM:

- Participating in the school musical or drama production
- Designing promotional materials for school events
- Creating digital animations or short films
- Organizing a cultural performance for International Day

B. ACTIVITY

This strand emphasizes physical activity and well-being. SSM values a healthy lifestyle and encourages active participation in sports and fitness.

Examples at SSM:

- Competing in inter school sports tournaments (e.g. basketball, volleyball)
- Leading warm-up sessions for PE classes
- Participating in the school's fitness programs/activities
- Organizing a Zumba or dance fitness session for classmates
- Signing up and joining the Banahaw experience
- Signing up in a gym

C. SERVICE

CAS service learning means learning through meaningful service that addresses a real need and helps both the community and the student grow.

In Singapore School Manila, CAS service learning is not just helping out; it is a learning experience.



Singapore School Manila

In simple terms:

CAS service learning is when students use what they know and who they are to make a positive difference, while reflecting on what they learn from the experience.

Key ideas behind CAS service learning:

- Real community need – the service responds to an actual issue or need
- Action with purpose – students plan and take responsible action
- Learning through experience – students gain skills, values, and understanding
- Reflection – students think critically about their actions, challenges, and impact
- Mutual benefit – both the community and the student benefit

What makes it different from volunteering:

Volunteering

- Focuses on helping
- Often short-term
- Little reflection
- Task-based

CAS Service Learning

- Focuses on learning and helping
- Ongoing and sustained
- Regular reflection is required
- Purpose-driven and thoughtful

Service involves addressing genuine needs within the community. SSM emphasizes student-led initiatives that bring positive change.

Examples at SSM:

- Organizing donation drives for partner communities
- Tutoring public school students through SSM outreach programs
- Participating in coastal cleanups or tree-planting activities in Metro Manila



IV. CAS REQUIREMENTS IN SSM

- 18-month duration: CAS begins in Pre University 1 and runs until February of the following school year.
- Participation: Students must engage in any or all three strands (Creativity, Activity, and Service).
- CAS Project: Must complete at least one sustained project (1 month minimum) any single strand, combining two strands or all three strands.
- Learning outcomes: Must demonstrate all seven SSM IB- CAS learning outcomes.

V. SSM's CAS LEARNING OUTCOMES

These guide student progress and growth at SSM:

- Identify your own strengths and develop areas for growth:** Students reflect on their performance and set goals.
- Demonstrate that challenges have been undertaken, developing new skills:** Students show resilience and openness to new experiences.
- Demonstrate how to initiate and plan a CAS experience:** Students are proactive in organizing and executing plans.
- Show commitment and perseverance:** Students consistently contribute and follow through.
- Demonstrate the skills and recognize the benefits of working collaboratively:** Students work effectively with peers, teachers, and the community.
- Demonstrate engagement with issues of global significance:** Students engage in activities that address international challenges.
- Recognise and consider the ethics of choices and actions:** Students make thoughtful and responsible decisions.



VI. REFLECTION IN CAS

Reflection is critical for learning. At SSM, students must reflect regularly to understand their experiences.

- Why reflect? To make meaning, measure growth, and plan future steps.
- Formats accepted: Journal entries, photo blogs, vlogs, podcasts, or creative storytelling

VII. CAS PROJECT AT SSM

SSM students must complete at least one significant collaborative project integrating at least two strands. It must:

- Be student-initiated/led
- Last for at least one month
- Involve meaningful teamwork

Sample projects at SSM:

- Organizing an eco-fair combining educational booths (Creativity + Service)
- Launching a campus-wide health campaign (Activity + Service)
- Hosting an online concert fundraiser for typhoon victims (Creativity + Service)

VIII. THE CAS STAGES

To ensure a structured and thoughtful approach to CAS, students at SSM follow the five CAS Stages for each experience or project:

- **Investigation.** Students identify their interests, skills, and possible areas for growth. They explore opportunities and assess the community need (if service-related).
- **Preparation.** Students define specific goals, clarify roles and responsibilities, determine logistics and resources needed, and anticipate challenges.



- **Action.** The experience is implemented. Students actively engage in the activity or service with responsibility and commitment.
- **Reflection.** Students think critically about what they learned, the impact of their actions, and how their experiences shape their understanding.
- **Demonstration.** Students share what they have accomplished and learned. This could be a formal or informal presentation, report, or creative expression.
 - Demonstrating may include a CAS Showcase event, a presentation to peers, or publishing an article on the school website.

IX. SUPERVISION AND SUPPORT AT SSM

Each student is provided access to the following support roles:

- **CAS Coordinator:** Oversees the overall CAS programme, ensures compliance with IB requirements, and provides guidance to students and staff.
- **CAS Adviser:** Provides training, monitors student progress, approves CAS experiences, and offers advice to ensure experiences are meaningful and aligned with CAS learning outcomes.
- **CAS Supervisor:** Typically a homeroom teacher, mentor, or adviser, who supports students in reflection, documents progress, and provides feedback on CAS activities.

X. CAS INTERVIEWS

There are three (3) formal documented interviews with your CAS Coordinator and Adviser.

- The first interview is at the beginning of the CAS program.
- The second, at the end of the first year.
- And the third at the end of the CAS program.



XI. ASSESSMENT AND COMPLETION OF CAS AT SSM

While CAS is not graded, completion is required to receive the IB Diploma.

- Students must engage in one or all strands.
- At least one CAS Project must be completed.
- All seven learning outcomes must be addressed.
- The portfolio must be updated per term, and must be completed by the end of the 18th month.
- Reflection quality is reviewed by the CAS Coordinator.

XII. CAS PORTFOLIO FOR IB STUDENTS AT SSM

The CAS Portfolio is a compulsory component of the IB Diploma Programme's Core. It's a personal record of your journey through Creativity, Activity, and Service, and it is your main tool to document, reflect, and showcase your growth throughout the two-year program.

The CAS Portfolio is your personal collection of evidence that shows how you've met the CAS requirements. It's not just a log of activities—it's meant to be a narrative of your experiences, challenges, and learning.

At Singapore School Manila, the CAS Portfolio is usually maintained through Google Sites / Google Drive folder.

What Should Be Included in the CAS Portfolio?

a. CAS Experiences Summary

A clear list of all your CAS experiences, categorized into:

- Creativity
- Activity
- Service



Each entry should include:

- Title of the experience
- Description
- Dates
- Learning outcomes addressed

b. Evidence

For each CAS experience, include evidence to support your engagement and show your growth:

- Photos
- Screenshots
- Event posters
- Planning documents
- Certificates
- Email confirmations
- Testimonials or letters (especially for Service)

This proves your participation and makes the portfolio more authentic and personal.

c. Reflections

This is the heart of the CAS Portfolio. You are expected to reflect regularly and meaningfully.

Each reflection should:

- Focus on what you learned (not just what you did)
- Address the CAS learning outcomes
- Include challenges, successes, emotions, and ethical considerations
- Be written in first person (this is your journey)

Reflections can be:

- Written entries (journal style)
- Videos or voice notes
- Photo essays with captions
- Artwork or digital content



Tip: Don't reflect after every single session. Reflect at key moments—when you face a challenge, when something changes, or when you achieve something important.

d. The CAS Project Section

This is a special part of the portfolio, dedicated to your CAS Project, which is:

- A collaborative, long-term initiative (at least 1 month)
- Planned and led by you (and usually a group)
- Must integrate two or more strands (e.g., Creativity + Service)

Document:

- Initial planning & goals
- Timeline and execution
- Challenges faced
- Group dynamics
- Final outcome
- Reflection on growth and learning outcomes

e. Learning Outcomes Tracker

You must show evidence that you have achieved all seven (7) CAS learning outcomes over the 18 months. This is a table or matrix that SSM CAS Coordinator will provide. This section helps examiners easily see that you have completed your CAS journey successfully.

f. Final Reflection / Portfolio Summary

At the end of your CAS journey (Pre University 2), write a Final Reflection summarizing:

- Your biggest takeaways
- Skills developed
- Personal growth
- Ethical lessons
- Areas of improvement
- How CAS shaped your IB experience



Singapore School Manila

This is also part of your Final CAS Interview, so it's important to write it thoughtfully.

- Goals of the Portfolio
- Demonstrate personal engagement with CAS
- Show evidence of reflection and growth
- Prove you achieved the CAS learning outcomes
- Serve as a story of your development as an IB learner

XIII. FINAL TIPS FOR SSM STUDENTS

- **Start early and plan well:** Use your CAS timeline and SSM resources wisely.
- **Use your passions:** Align your CAS activities with your interests.
- **Work with others:** Collaborate with classmates for shared experiences.
- **Document everything:** Save evidence regularly in your portfolio.
- **Embrace the challenge:** CAS is your opportunity to make a real impact.

XIV. CONCLUSION

CAS at Singapore School Manila empowers students to take action, grow personally, and contribute meaningfully to the world. Through Creativity, Activity, and Service, SSM students develop into compassionate, capable, and globally-minded individuals.



Singapore School Manila

MESSAGE TO SSM PARENTS

We would like to ask for your support by emphasizing the importance of CAS to your child's successful completion of the IB Diploma Programme at Singapore School Manila. Please read and discuss this handbook with your child, and sign the agreement form below. Rest assured that all activities will go through careful planning and implementation. All CAS experiences your child will choose to go through must first be approved by the school administration to ensure safety.

You may email me at _____ if you have further questions and concerns about the programme.

Thank you.

CAS Coordinator

Singapore School Manila

----- Reply Slip -----

CAS STUDENT/ PARENT AGREEMENT FORM

We understand the requirements of SSM's Creativity, Activity and Service Programme and we will be actively involved in monitoring our child's progress in meeting his/her CAS requirements.

Parent's Signature over' Printed Name

Date