

Diploma Programme programme outline–CAS			
School name	Gymnazium a SOS Rokycany		School code 061768
Name of CAS coordinator	Sylva Krausová	Date of IB training	23rd -25th Oct 2020 (virtual)
Date when outline was completed	04/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP CAS Category 1

A: Context

1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized

15

2. Describe the social and physical environment of the community in which the school is located.

Physical Environment

Gymnazium a SOS Rokycany is located in the district of Rokycany (50.000 inhabitants) in the western part of the Czech Republic. The town of Rokycany (15.000 inhabitants) serves as the administrative centre. The town lies in close proximity to a larger university city of Pilsen (175.000 residents) and is also easily accessible from the capital Prague. The town is an educational and cultural centre of the district. There are numerous educational and sports facilities (several primary schools and two secondary schools, a library, 2 museums, an observatory, football pitches, an ice hockey rink, an outdoor and indoor swimming pool, outdoor recreational areas and an outdoor athletic stadium).

Social Environment

Ethnically most inhabitants of the community identify themselves as Czechs, the most populous minorities are Slovak, Vietnamese, Ukrainian and Romany. Although only about 20% of the population consider themselves religious, the community is built largely on Christian values, and several charities operate in town. Christian holidays are observed by the majority of the community.

School Community

Gymnazium a SOS Rokycany is a coeducational school for students between ages 11 and 19. It is the only school of its kind in the Rokycany district. Gymnazium a SOS Rokycany has more than a century of tradition. It was founded in August 1873. Until 1995 it resided in a historic building in the city centre, later it was moved to a new spacious complex with a large sports hall and a new library. The **secondary grammar school** (as one part of the school) provides students with general education in a four-year and eight-year cycle.

Since 1994, the **secondary vocational school** has been the second part of the school. It provides specialized education, taking into account needs and priorities of the region. Presently, Economic Lyceum and Information Technologies programmes are offered.

The school achieves excellent results in education. Our students reach the highest scores in the final exams and have a very high success rate when applying for well-rated faculties of different Czech universities. Moreover, the school was evaluated as the best secondary school in Western Bohemia region, considering the results of competitions in various fields. Above all that, one of our priorities is a warm and safe school climate.

The student body consists of students aged 11-19 years. They are mainly Czechs, less than 5 percent of the student body is of Vietnamese or Ukrainian nationality. We also often host students of different nationalities such as Germans, Canadians, Brazilians in student-mobility-programs. Some of our students are of dual nationality (Czech-Canadian, Czech-American, etc.). The vast majority of students live either in town or commute daily from the immediate vicinity.

As we are a state school, the social and financial background of our students varies a lot. All of our students are fluent in oral and written Czech as it is the mother tongue of a vast majority of students. The Vietnamese and Ukrainian minority is also fluent in Czech although it is not their mother tongue but the families are generally bilingual.

Most pupils and students take part in various extracurricular activities that are offered either at our school, or by a traditional net of art schools, free-time clubs and sports organizations that are supported by the local authorities.

B: Organization of CAS

Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme.

1. Coordination

- a. Will the CAS coordinator have only this role in the school?

Yes	No
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- b. If your answer is no, answer the following questions:

- i. What additional responsibilities will the CAS coordinator have?

The CAS coordinator also has the role of an English teacher. Her direct teaching time is reduced by 25% to allow for CAS coordination.

- ii. What percentage of the CAS coordinator's scheduled time will be devoted to CAS?

The school implements a Monday to Friday 5-day schedule. The school's schedule runs from 8.00 a.m. to 4 p.m. on most days. The CAS coordinator teaches 16 45-minute lessons during each week, which allows for 25% of her work time to be devoted to CAS coordination (full time teachers teach 21 lessons a week).

- c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

- i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

The CAS Coordinator and CAS Advisor have different subject backgrounds (languages, science and P.E.) which allows them to provide sufficient support to students with various interests. Both will offer office hours so that the students can get support throughout their CAS programme and are accessible online. They point out the opportunities for CAS experiences and encourage students to participate. The rest of the teaching staff is also dedicated to the CAS programme and suggests possible CAS experiences within their subject groups and extracurricular activities.

ii. How many students will be under each CAS advisor's responsibility?

5-15

iii. How will the CAS coordinator guide and supervise the advisers?

At the beginning of the school year there will be a meeting which will set the standards required for CAS experiences and where the content of the CAS handbook will be discussed in detail. The CAS advisor has participated in CAS Cat 1 workshop.

iv. What procedures will be in place to ensure consistency among advisors' responses to questions related to proposed experiences?

Both the CAS coordinator and advisor have gone through Category 1 workshop and they meet regularly to coordinate their approach. They follow the CAS handbook when responding to questions related to proposed experiences. There is a CAS experience proposal form that ensures that the proposals match the expected standard of a CAS experience. The CAS coordinator and advisor both regularly monitor all the proposals through an online platform.

2. Time allocation

Indicate the weekly time allocation for CAS experiences. Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS experiences.

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	A core block of alternating subjects for EE/CAS/TOK (according to a set schedule)	A core block of alternating subjects EE/CAS/TOK (time within the block will be used for planning, recording and reflecting CAS experiences)
Outside the school's timetable	CAS office hours (60 min a week). The students can approach the CAS Coordinator and Advisor through email and Google Classroom any time	a minimum of 1 hour expected on a weekly basis (depending on the extra-curricular activities the student plans)

Describe other time arrangements, if applicable.

Outside the timetable, there will be an opportunity for students to reach the CAS outcomes while they participate in the afternoon clubs offered by the school, the school's regular events, such as the Euroweek project participation (one-week trip) running since 1992), EDISON project (5-day event), skiing or hiking trips (5-day trips), or other school expeditions.

3. Length of the whole CAS programme *(it must expand over 18 months at least)*

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
It will start	September	September
It will end	June (students propose activities for the summer months before the holidays and discuss their proposal within the second formal interview)	March

4. Budget

Indicate how the budget for CAS has been produced. Identify different types of support that the school will provide for CAS (for example, administrative, transportation).

CAS Budget Sources	
CAS budget is made up of three separate chapters	
1.	A portion of the School Authority budget allocated for implementation of IB DP
2.	Funding obtained through Parent Association
3.	A portion of running costs allocated to the school by the School Authority
CAS Budget Allocation	
CAS budget total funds allocated	4.300 € p.a.
Labour costs CAS Coordinator and CAS Advisor	1.800 € p.a.
CAS Material Costs	2.500 € p.a.
-	Transportation
-	CAS handbook printing costs
-	Stationary and other material
-	CAS workshop organization
-	Workshop and club leaders

5. Monitoring/advising

How often will interviews with each student take place? Indicate length of interview and main objectives.

<p>There will be 3 formal interviews. The estimated length of an interview is 10-15 minutes.</p> <p>Introductory interview – beginning of DP 1: Students demonstrate understanding of the requirements of the CAS programme, discuss their Personal Profile and CAS proposal, they identify their interests, skills, strengths and areas for development, they show some level of investigation towards possible experiences and the CAS Project.</p> <p>Progress interview – towards the end of DP 1 (May-June): Students demonstrate reaching some of the learning outcomes, reflect on the experiences undertaken and discuss the proposal for the summer months between DP1 and DP2. It May be done in groups/pairs respecting the CAS project groups. During this interview students either reflect on the CAS project or demonstrate the investigation and preparation for their CAS project being undertaken. They discuss their CAS plan for the summer months.</p> <p>Final interview - DP 2 (February-March): Students review their portfolios with the CAS coordinator/advisor, demonstrate the learning outcomes and reflect on their CAS experience as a whole. They share their takeaways and make any suggestions for CAS programme adjustments. Additional less formal interviews may take place to support the students in planning CAS experiences and projects. Both timetabled blocks and office hours of the CAS Coordinator and Advisor will be used for these interviews.</p>
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6. Supervision

Who will be involved in the supervision of students (teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

All experiences will have an adult supervisor. Some activities will be supervised by our teaching staff. All teaching staff will be regularly informed (September of each school year) about the nature of the CAS programme and its requirements and will be able to supervise CAS experiences. The local art school teachers and sports coaches will supervise some of the out-of-school experiences. Some of the service projects will rely on our partners in the community for which our students will volunteer. A letter explaining the nature of CAS and its requirements will accompany the supervision form and review which the student will hand in person or through Google Classroom. The CAS Coordinator will be available through email to answer questions or solve issues with the supervisor. The CAS Coordinator or Advisor may visit a planned activity to address possible issues.

7. CAS programme

- a. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

The school is committed to providing enough opportunities for the students to explore the possibilities there are and to try new things within the programme. The staff is in contact with community members who may be an inspiration to students (workshops within CAS Club) and will also reach towards the parent community for further ideas. During the pre-IB years of study, students will be supported to complete such tasks (in Personal and Social Development Course) that will help them plan CAS programmes that will be enjoyable and rewarding for them. We aim to help students find their cause for the CAS project and to familiarize them with the stages of CAS early into the programme. An annual CAS workshop organised by DP2 students will take place (November) to demonstrate the rewarding nature of CAS and to provide inspiration.

- b. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

We will encourage our students to observe their surroundings, reach out in their community and to find out about the problems faced. As they plan their experiences, students will be encouraged to see the wider context and consequences of the choices they make within the programme. There will be focus on challenging the assumptions the students might have about certain issues, and on narrowing down the goals related to global issues. Although the school has cooperated closely with some partners in the community, establishing mutual trust and working relationships with new partners in the community may pose a challenge, as fundraising is more common than volunteering time and labour for the local community.

- c. How will students be advised to plan their CAS programme taking the learning outcomes into account?

The students will be introduced to the learning outcomes at the beginning of DP 1. They will be supported by CAS handbook to be able to plan the programme effectively. Each CAS experience/project proposal will be approved by the CAS coordinator/advisor, including expected learning outcomes and how they are expected to be met.

- d. Give an example of a potential student's CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

- CAS Project: Participation in the EDISON project (planning and organizing afternoon activities for a 5-day visit of the international participants (global village, national cuisines, quiz night, hosting a student))
- CAS Project: Building, installing and maintenance of nesting boxes in the local conservation area
- Choir participation including performing at local and international level
- School library volunteer work
- Student elections project participation (participation advocacy, member of the committee)
- Extra reading with pupils from a local primary school (online or face to face) or other forms of tutoring
- Annual school run organization/participation
- Presentation Olympics (a team competition in presentations on a given topic)
- Prom dance rehearsal and performance

e. What strategies will you apply to ensure that students reflect on their CAS experiences?

Students will reflect on their experiences during their CAS interviews and in their portfolios. They will be encouraged to reflect on their experiences in various formats (writing, photographs, videos, art works) and to reflect both immediately and once they have stepped back and discussed the experience with others. Examples of meaningful reflections will be provided in the CAS handbook, as well as possibilities to reflect during the CAS/EE/TOK block.

f. How will the school record the progress of the student's CAS programme?

Google classroom platform – a course devoted to CAS where students will record proposals and have them approved, supervisor forms and reviews, as well as the CAS checklist for completion.

g. How will the student record their CAS experiences and reflections?

They will be recording their experiences and reflections in a CAS portfolio. Various formats of reflection are supported to encourage creativity, though an online platform is recommended for collaborative projects and to collect other forms of reflection in one place.

h. How will the school report on the student's CAS programme to parents?

At the beginning of the programme a letter explaining the nature and purpose of CAS will be sent. The parents will be notified quarterly about the students' achievement in CAS. There are two teacher-parent midterm conferences where parents can discuss the students' CAS achievement with the CAS Coordinator and Advisor. Twice a year (at the end of a term) parents will get a CAS report. The students are not awarded a grade but students' progress and commitment will be recorded.

i. How will the school promote the student's achievements in CAS within the school community?

There will be an annual workshop by DP2 students for DP1, the experiences and projects will be published in the local media and on social networking sites. Students will present some of their experiences/projects during open days to fellow and prospective students. CAS students will also work in cooperation with the school parliament to raise awareness of the CAS programme and also to encourage participation of non-IB students.