



HANDBOOK FOR PARENTS AND STUDENTS

Deutsche Europäische Schule Manila | German European School Manila

School Year 2026-2027

(last updated: 24 July 2026)

This document is to be updated annually by the Head(s) of School. It is intended for use across all departments of the school. It is complemented by department and topic-specific policies, referenced as needed and listed under the [Policies and Guidelines](#) section.

GERMAN EUROPEAN SCHOOL MANILA

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About GESM

The German European School Manila (GESM) is one of more than 130 accredited German schools outside Germany, formally recognized by the German government through the Central Agency for Schools Abroad (ZfA). GESM is an IB World School, offering the IB Primary Years Programme (PYP), the IB Diploma Programme (DP), and the IB Career-related Programme (CP). We are also a recognized Cambridge International School, accredited to hold Pearson IGCSE exams (International General Certificate of Secondary Education). In addition, GESM students sit the DSD-I and DSD-II (official German language diploma) exams.

We provide co-educational learning from Kindergarten to Grade 12, with academic programs in both German and English. GESM is recognized by the Philippine Department of Education (DepEd) as part of the European International School, Inc. – an entity we form with our partner school, the Lycée Français de Manille (LFM). Together, both schools share one campus, dubbed “Eurocampus Manila”.

Motto

Learning together for our future!

Vision

The German European School Manila empowers global citizens as lifelong learners committed to a sustainable future.

Mission

We are a learning community that provides our students with an excellent education in German and English, following the highest internationally recognized standards.

As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German-speaking and other countries across the globe.

As professional practitioners, we reflect, learn, and grow together.

Values

Integrity. Respect. Compassion. Independence. Responsibility

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1. Introduction

Welcome to the German European School Manila (GESM). This handbook is intended as a guide for students and parents to understand the expectations, structure, and values of our institution. GESM aims to maintain a harmonious, productive, and academically enriching environment in accordance with internationally recognized German, European, and global educational standards.

2. School Mission and Educational Approach

GESM is committed to providing high-quality education that promotes academic excellence, intercultural understanding, and the holistic development of each student. GESM upholds values such as Human Rights, Democracy, Sustainability, and Global Citizenship, aligned with the United Nations Sustainable Development Goals (SDGs). The school's pedagogical philosophy is rooted in German and European educational traditions, emphasizing critical thinking, personal responsibility, and the cultivation of individual potential.

Our educational program spans from Kindergarten through Grade 12, with a strong emphasis on language learning, especially in German. GESM is coeducational, secular, and inclusive, welcoming students from diverse national, cultural, and linguistic backgrounds.

2.1 General Principles and Responsibilities

Respect and Responsibility

Students, parents, faculty, and staff are expected to treat one another with mutual respect, courtesy, and professionalism. The school community upholds a culture of openness, safety, and dialogue where every member feels valued and heard.

Collaboration and Partnership

A successful education requires cooperation between school and home. Parents and guardians are invited to engage constructively with teachers and staff members in support of their child's development and the school community.

Integrity and Academic Honesty

Academic honesty is a cornerstone of the GESM learning experience. Plagiarism, cheating, or other dishonest academic behavior is not tolerated and will be addressed in accordance with the school's disciplinary procedures.

3. Governance & Structure

3.1 GESM as a part of the European International School, Inc. (EIS)

Together, GESM and the Lycée Française de Manille (French School Manila, “LFM”) form the European International School, Inc. (EIS), the entity holding accreditation from the Philippine Department of Education (DepEd).

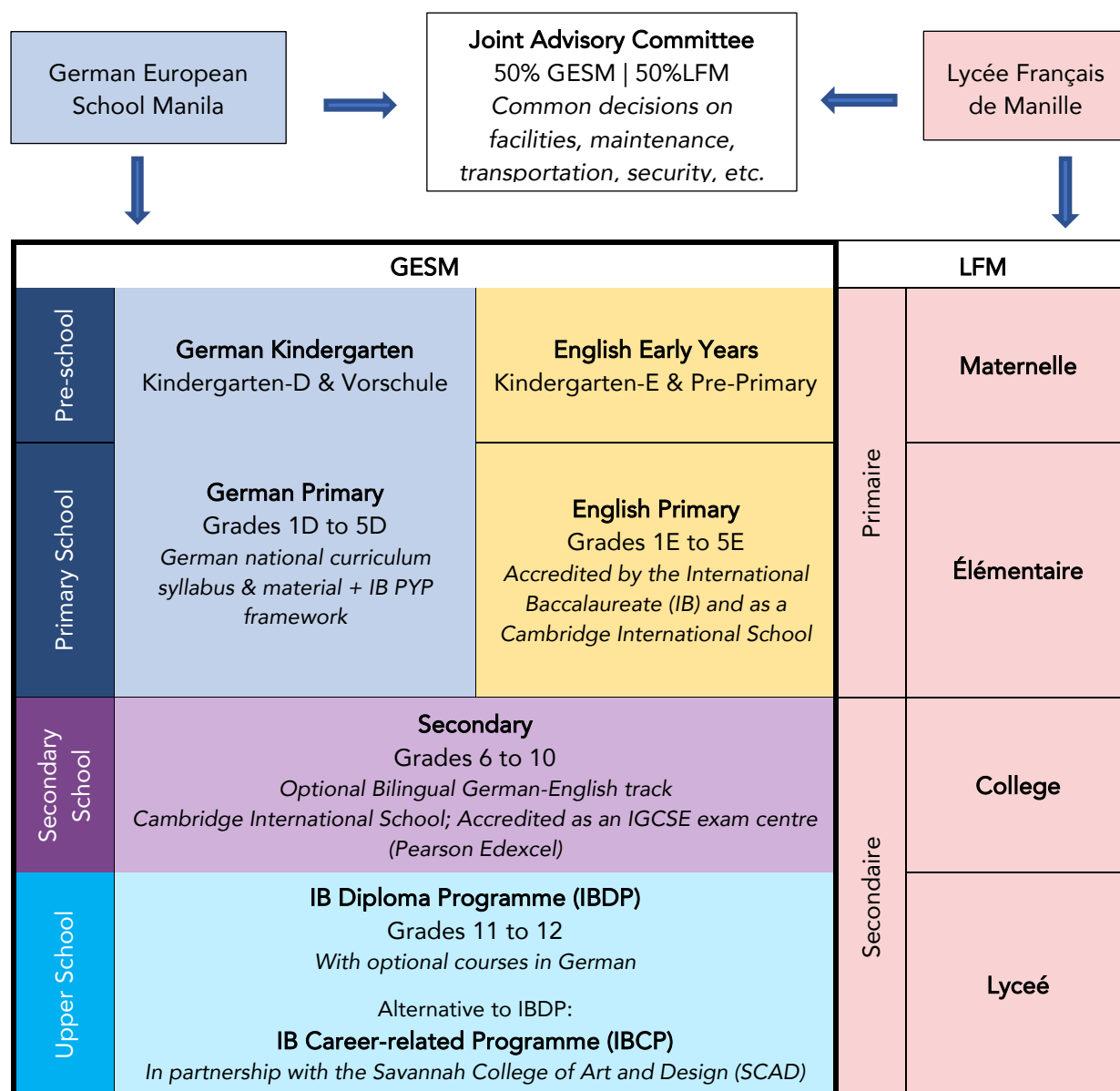


Table 3.1 GESM within the EIS

3.2 School Personnel Functions

The personnel that make up GESM can be divided into two main categories based on their function: pedagogical or administrative. Below is a diagram to illustrate this.

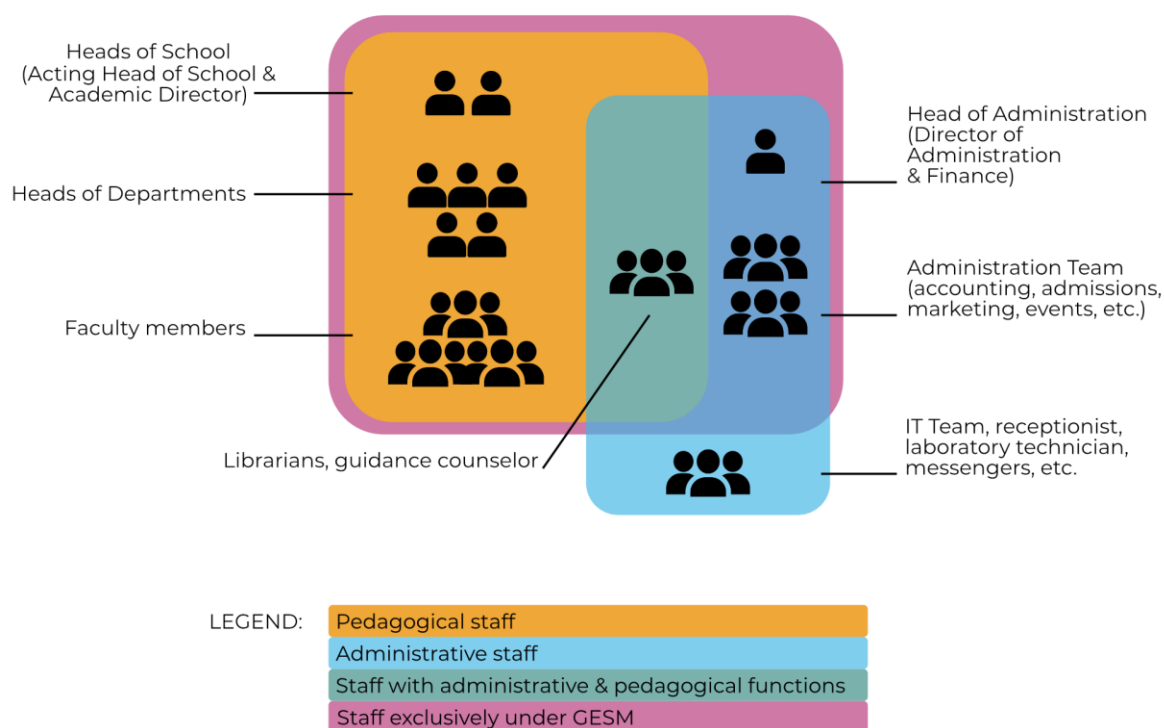


Diagram 3.2 GESM personnel functional categories

There are roles at GESM that transcend both pedagogical and administrative functions (e.g. librarian and guidance counselor). The functional categories are not strict labels that define a staff member's full responsibilities and privileges. Instead, It helps guide role clarity and accountability across teams by offering a shared understanding of core duties and areas of expertise. These categories provide a flexible reference point for planning and communication.

Note that a group of staff members do not exclusively work for GESM, but serve campus-wide functions, i.e. involving LFM.

3.3 School Management & Administration

GESM's management oversees the day-to-day operations of the school. The Heads of School (HoS), which includes the Acting Head of School and the Academic Director, together with the Director of Administration & Finance are responsible for executive functions. Heads of Departments (HoDs) coordinate the teaching staff and ensure the smooth running of classes and pedagogical activities. The administration supports the faculty by handling logistics & marketing, maintaining classrooms and equipment, managing finances, and assisting with staff hiring to ensure qualified personnel are in place.

3.4 GESM's Pedagogical Departments

GESM can be divided into seven (6) pedagogical departments, each of which is headed by a head teacher called the Head of Department or HoD: (1) German Kindergarten, (2) English Early Years, (3) German Primary, (4) English Primary, (5) Secondary School, and the (6) Upper School or senior years. See the table below.

Ages ¹	Class	Department	Class ²	Department
3-5	Kiga-D	German Kindergarten (or "German Kiga")	Kiga-E	English Early Years
5-6	Vorschule		Pre-Primary	
6-7	Grade 1D	German Primary ("Grundschule")	Grade 1E	English Primary
7-8	Grade 2D		Grade 2E	
8-9	Grade 3D		Grade 3E	
9-10	Grade 4D		Grade 4E	
10-11	Grade 5D		Grade 5E	
11-12	Grade 6	Secondary School ("Mittelstufe" or "Sekundarstufe-I")		
12-13	Grade 7			
13-14	Grade 8			
14-15	Grade 9			
15-16	Grade 10			
16-17	Grade 11 (IB-1)	Upper School (IBDP/IBCP) ("Oberstufe" or Sekundarstufe-II")		
17-18	Grade 12 (IB-2)			

Legend:

German Section	English Section	Secondary School	Upper School (IBDP/IBCP)
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Table 3.4 GESM's Pedagogical departments & the classes therein

¹ Exceptions are made on a case-to-case basis

² A number of grade levels have multiple classes and are differentiated with "a" or "b" (e.g. Grade 5E-a & 5E-b)

3.5 GESM and its main organizations

3.5.1 German School Association in Manila (GSA) / Deutscher Schulverein in Manila

The GSA is a registered organisation under German law, created to establish and operate the German European School Manila and to officially communicate with authorities in Germany and the Philippines.

Parents can choose to become members of the association during the enrolment of their child. A yearly membership fee applies (currently at €150). Any paying family at GESM may seek approval from the sitting Board of Directors (see *below*) to become association members. If a family declines membership upon enrolment, they may decide to apply for membership in the following school year.

The main responsibilities of the GSA are the election of the Board of Directors and the yearly approval of the financial statements and the budget of the school. The members can also be asked to vote on other important decisions for the school following the provisions of the bylaws of the GSA. The members of the association meet at least once a year at the Annual General Membership meeting (AGM), usually held around October or November.

3.5.2 Board of Directors

The Board of Directors is a voluntary group of parent members of the school association elected for a two-year term. The Board governs the school and is responsible for all affairs of the Association. Among other tasks, the members of the Board pre-approve the annual budget, preside over employment matters and construction projects, and may represent the school in official affairs inside and outside the Philippines.

Although the Board of Directors oversees the school's direction, it is generally not involved in the day-to-day operations. The executive-level management is handled by the heads of school and the administration.

3.5.3 Parent Council / Gesamtelternbeirat (GEB)

During the first parents' evening of the school year, parents vote for one to two representatives from their class. These elected parents form the GEB, the Parent Council, which holds regular meetings with the school management and/or among each other throughout the school year.

The GEB parent representatives act as a bridge between parents and school management. They help facilitate communication, share feedback, and support constructive dialogue on school-related matters. The GEB also supports school events and activities to foster an active cultural and social life in school. Parents also volunteer to be parts of different committees (e.g. events, transportation) to come up with projects to further improve the school. (See *GEB Parent Council handbook under [Policies & Guidelines](#)*)

4. Enrollment & Attendance

4.1 Admissions Policy

The German European School Manila (GESM) strives to be an inclusive learning community and welcomes applications from students of diverse backgrounds and learning profiles.

A place at GESM is offered only when the student meets the school's enrollment requirements. All applicants undergo an admissions assessment, which may include interviews, academic testing, or other evaluations. The format and content of the assessment vary depending on the student's grade level. Placement in a class is only confirmed upon the payment of at least the Entrance Fee and the Refundable Deposit. (See *School Fees and Fee Policy* under [Annexes](#))

GESM reserves the right to set conditions for admission if it is deemed to be in the best interest of the student and/or the existing class. These conditions may include, but are not limited to, enrollment in the Additional Needs Program (ANP) or the EAL (English as an Additional Language) Program. (See [7. Learning Support](#))

The school accepts students with additional learning or language needs provided that:

- Their enrollment does not compromise the learning of other students in the classroom, and
- The school has the resources and personnel available to provide appropriate support.

Different departments may apply specific admissions criteria in addition to the general policy outlined here (See [Policies & Guidelines](#)). GESM reserves the right to deny admission or to revoke an offer of placement if a family does not accept the conditions set by the school as part of the enrollment agreement. (See [15.2 Inclusion and Non-Discrimination](#))

4.2 Withdrawal Process

To support planning for the upcoming academic year, GESM asks families to confirm their intention to re-enroll by the end of March each year.

If a student will not be returning to GESM the following school year, families are required to submit both a Letter of Withdrawal and a completed Clearance Form by the end of the current school year. Templates for both documents are available at the GESM Administration Office or can be requested via email at secretariat@gesm.org.

It is the responsibility of the family to complete the Clearance Form by obtaining the required signatures from the departments/offices listed on the form. This process ensures that all school materials have been returned and any outstanding balances or obligations have been resolved.

GESM reserves the right to withhold the release of the family's Refundable Deposit and/or other official school documents if the Clearance Form is incomplete or not submitted.

4.3 School Hours & Daily Schedule

Classes at GESM begin at 7:30 AM for all grade levels, Monday to Friday. Except for the Early Years and German Kiga, all levels follow a period-based schedule, with each period lasting 40 minutes. The day includes breaks and a dedicated lunch period.

Primary School students (Grade 1 to 5) have eight class or activity periods per day, totalling 40 periods per week, plus their lunch period. Their classes end at 2:00 PM.

Secondary and Upper School students (Grades 6 to 12) attend 8 to 10 periods daily, totalling 44 per week plus their lunch period. Generally, on three days, classes end at 2:00 PM; on two days, at 3:35

PM. Changes and updates to this may vary depending on the time of the year, and in case the Heads of School deem it necessary for specific classes.

Period	Time	Mon	Tue	Wed	Thu	Fri
1	7:30 AM – 8:10 AM					
2	8:10 AM – 8:50 AM					
	8:50 AM – 9:10 AM	20-minute morning break				
3	9:10 AM – 9:50 AM					
4	9:50 AM – 10:30 AM					
5	10:40 AM – 11:20 AM					
6	11:20 AM – 12:00 PM	Lunch break for Primary				
7	12:00 PM – 12:40 PM	Lunch break for Secondary				
8	12:40 PM – 1:20 PM					
9	1:20 PM – 2:00 PM					
	2:00 PM – 2:15 PM	15-minute afternoon break				
10	2:15 PM – 2:55 PM					
11	2:55 PM – 3:35 PM					

Table 4.3 GESM's timetable for Grade 1 and up. Yellow cells show which periods Primary students have classes. Generally, secondary students have two days which finish longer at 3:35 PM, for example, Tuesdays and Thursdays.

The Early Years and German Kindergarten follow a different timetable, independent from the period blocks system of the upper grades. Their classrooms and teachers' schedules are likewise independent from the rest of the school with its own breaks and transition times. The daily dismissal time for the pre-schoolers is 1:50 PM.

Optional Afternoon Clubs are held from 2:00 PM to 3:35 PM and are only available on days when a student's regular classes finish at 2:00 PM. (see [8.5 Afternoon Clubs](#))

There are days when the students are dismissed early (e.g. at 12:00 NN on the last day of the school year). On such occasions, the early dismissal is announced to parents beforehand.

4.4 Absences

The number of allowable absences per school year may vary by department. (See [Policies & Guidelines](#)). Absences of two or more consecutive days due to illness will only be considered excused if a medical certificate from a licensed physician is submitted to the school nurse. GESM reserves the right to deny re-entry to school after multiple days of illness if no medical clearance is provided stating the student is fit to return to class. (See more information under [11. Health & Safety](#))

4.4.1 Reporting Absences

Absences should be reported via the WebUntis app whenever possible. (See [14. Digital Platforms](#)) For grade levels that do not use WebUntis, absences should be reported via email to the Secretariat at secretariat@gesm.org.

For planned absences (e.g. attending important family events) which lasts multiple days, families must submit an Absence Notification Form, available upon request from secretariat@gesm.org. If the request is approved by the Head of School or the Academic Director, the absence will be marked as excused, and the student may request special arrangements for missed assessments. Absences without prior approval will be marked as unexcused, and students will not be entitled to alternative testing or make-up schedules.

4.5. Tardiness

Students are expected to arrive at school on time each day. The school day begins promptly at 7:30 AM. Punctuality is essential to maintaining a smooth and respectful learning environment.

Students who arrive at 7:35 AM or later, without any prior arrangements with school personnel, must collect a Late Slip from the Reception Area upon arrival. This slip must be signed by the School Secretariat (or an available staff member from the Administration Office) before the student proceeds to their classroom. The student is required to present the signed slip to their teacher upon entry. Tardy arrivals are noted and recorded by the classroom teacher and/or the Secretariat.

Students may enter the campus as early as 6:30 AM, but must remain in the lobby area for safety reasons until 7:00 AM, unless a supervising teacher is already present in their classroom. (See [12.1 Drop Off & Pick-up](#))

5. Academic Program

5.1 Internal curricula

5.1.1 Preschool

The Preschool comprises the German Kindergarten and the English Early Years.

The German Kindergarten follows the principles of German early childhood education while incorporating elements of the International Baccalaureate (IB) Primary Years Programme (PYP). The main language of instruction is German.

The English Early Years follows the International Baccalaureate (IB) Primary Years Programme (PYP). The main language of instruction is English, while German is introduced as part of the programme to support early multilingual development.

5.1.2 Primary School

The Primary School comprises the German Primary School and the English Primary School.

The German Primary School (Grades 1–5) follows the official curriculum of the German state of Thuringia. Instruction is conducted primarily in German using teaching materials from Germany and is enriched through the inquiry-based approach of the IB Primary Years Programme (PYP),

particularly in interdisciplinary learning. Students develop the language proficiency and academic foundations required to continue into the school's bilingual Secondary School.

The English Primary School (Grades 1–5) follows the International Baccalaureate (IB) Primary Years Programme (PYP), with learning objectives in English, Mathematics, and Science aligned with the Cambridge Primary curriculum. English is the primary language of instruction, while all students study German according to their individual proficiency level.

5.1.3 Secondary School

The Secondary School comprises Grades 6 to 10 and follows the internationally recognised Cambridge Lower Secondary curriculum in Grades 6 to 8 and the Pearson IGCSE curriculum in Grades 9 and 10.

English is the primary language of instruction. Students continue to study German according to their proficiency level through Deutsch als Fremdsprache (DaF) or Deutsch als Muttersprache (DaM). Students with sufficient German proficiency may also follow an optional bilingual German-English pathway by taking selected subjects, including History and Biology, in German. This pathway enables students to maintain and further develop their German language skills, keeps pathways into the German education system open, and prepares eligible students for the Gemischtsprachiges International Baccalaureate (GIB) in the Upper School.

5.1.4 Upper School

The Upper School comprises Grades 11 and 12.

Students may pursue the International Baccalaureate Diploma Programme (IBDP) or the International Baccalaureate Career-related Programme (IBCP).

Students enrolled in the IBDP may qualify for the Gemischtsprachige International Baccalaureate (GIB) by fulfilling the programme requirements, including the study of selected subjects in German. The GIB is recognised by the German authorities as equivalent to the Allgemeine Hochschulreife (Abitur). Recognition as a GIB is subject to the requirements established by the Central Agency for German Schools Abroad (ZfA) and is not automatically granted to all bilingual IB Diploma graduates.

The IBCP provides a career-oriented pathway that combines IB courses with specialized professional learning. Students may also choose to take individual IB courses for certification without pursuing the full IB Diploma.

5.2 Learning & Teaching of German & Other Languages

As part of GESM's commitment to multilingualism and international education, the learning of the German language is a core component of the curriculum across all departments of the school.

In the English Section, all students learn German. It is introduced through play in Kindergarten and becomes a mandatory academic subject starting in Grade 1, called DaF ("Deutsch als Fremdsprache" or German as a foreign language). Students who transfer into GESM at later grade levels with no prior German language experience may start DaF at the beginner level. These students are assessed and placed accordingly, and are not graded against peers who have been learning German for longer. Exceptions to German instruction may be made for students with additional support needs. (See [7. Learning Support](#)).

All students are prepared for official German language certifications:

- By the end of Grade 10, students typically sit the *Deutsches Sprachdiplom I* (DSD I), which assesses skills at the A2 to B1 level of the Common European Framework of Reference for Languages (CEFR).
- By the end of Grade 12, students sit the DSD II, assessing B2 to C1 level proficiency.

GESM also strives to give German learners opportunities to use and apply the language beyond the classroom. This includes offering bilingual clubs and making use of Collaboration periods to encourage meaningful language interaction. The school organizes excursions to Germany that include language lessons and cultural exposure, and where possible, arranges internship placements with German companies, either locally or abroad.

In the German Section, students without prior German knowledge may be accepted from Kindergarten up to the Primary grade levels. However, the older the child and the lower their German proficiency, the more challenging the integration process can be – for both the student and the school. In such cases, enrollment is considered on a case-by-case basis, taking into account factors such as the child's and family's commitment, the school's current capacity to provide support, and the availability of qualified staff. Admission under these circumstances often comes with conditions, such as a commitment to additional language support at home.

Students in the German Section who begin with little or no German are given differentiated language support. This may take the form of in-class assistance (a teacher supports the student during regular lessons – commonly referred to as "push-in" support), or individual or small-group sessions outside the classroom with a specialist teacher ("pull-out" support). These tailored approaches help the student gradually build proficiency and confidence in the language while staying connected to the core curriculum. (See *DaF Handbook for Parents and Students* under [Policies & Guidelines](#).)

As students move into Grade 6, they begin a second obligatory foreign language. They may choose between Spanish and French. A third foreign language (ab initio level Spanish or French) may be taken starting in Grade 11 as part of the IB programme, depending on subject choices.

5.3 Grading and report cards

Two report cards are issued each school year: a mid-year report, typically distributed in late January or early February, and a year-end report, usually given on the last day of the school year in late June.

Grading practices vary among departments. For detailed information, please refer to the grading and assessment policies specific to each department. (See [Policies & Guidelines](#))

5.3.1 Absence during exams and graded assessments

Students who are absent on the day of an exam or graded assessment without a valid excuse will receive a failing grade for the missed task. Excuses may be considered valid based on the reasons provided and are subject to the judgment of the relevant teachers, particularly the Head of Department. Students with a valid excuse are not automatically granted a chance for a make-up exam or alternative forms of assessment. Students who arrive late without a valid reason may still take the exam but will not be granted extra time.

In case of school closures or cancellations, exams will be rescheduled. Requests for early examinations (e.g., due to travel) must be submitted in writing with a clear justification and are subject to written approval by the Head of School or the Academic Director.

Note: External examinations such as the IGCSE exams may follow different regulations, as set by the external examining bodies. In such cases, the school must comply with those specific requirements. For detailed information, please consult the department-specific policies on examinations and assessments. (See [Policies & Guidelines](#))

5.4 Homework Policy - Assignments

Homework is intended to reinforce the learning of new concepts and skills, support the development of study habits, and encourage independent work. Assignments are designed to match students' age, maturity, and capabilities, gradually increasing in complexity over the years.

In Primary, students receive little to no homework, in line with our commitment to maintaining a healthy school-life balance. Starting in Grade 4, students may occasionally be given light research or preparatory work to complete at home. Regular homework routines typically begin in Grade 6.

In the earlier grades, students receive assignments or schoolwork that must be completed within the school day. To support this, study periods are embedded in the primary school timetable, allowing students structured time during the school day to complete such tasks. The time required to complete homework varies depending on the grade level and section.

5.5 Year-end promotion / *Versetzung*

The school aims to promote students to the next grade level at the end of the academic year, provided they have fulfilled all academic and developmental requirements.

In certain cases, if the teaching team determines that it would be in the best interest of the student and/or the class, a recommendation may be made for the student to remain in their current grade. This decision is based on careful consideration of the student's learning progress and overall well-being. Parents are informed and consulted as part of the process. Final decisions regarding promotion or retention are made by the Head of School or the Academic Director. Criteria may vary slightly across different pedagogical departments.

6. Learning Materials & Resources

GESM provides all core textbooks and workbooks/worksheets as part of the tuition fees, and strives to supply basic classroom materials such as notebooks, activity sheets, and coloring materials.

Before the start of each school year, a materials list is sent to all families, organized by department or grade level. It is the responsibility of parents or guardians to obtain the listed items. If a family is unable to acquire certain materials, they should inform their child's homeroom teacher so that appropriate arrangements can be made. During the school year, students may occasionally be asked to bring additional items for specific lessons or projects (e.g. special art supplies or musical instruments not available on site).

GESM runs a School Shop where most materials are available for sale including GESM-branded clothing. It is located in Room A114 and open from 7:30am to 12:00nn and 1:00pm to 3:30pm on Mondays and Tuesdays, and 7:30am to 12:00nn on Thursdays.

In some grade levels, additional fees may apply for specific tools or platforms. For example, families of Grade 11 students are charged separately for access to *Kognity*, a digital platform designed to support students until the end of Grade 12.

6.1 Library Services

All students are given a GESM library account and access to library resources.

Textbooks are lent at the beginning of the school year or upon enrollment and must be returned at the end of the school year in good condition. Charges for significant damage to or loss of textbooks, as well as replacement costs for activity books issued, will be charged to the families either at the end of the school year or at the beginning of the next. Other reading resources may be borrowed for a maximum of three (3) weeks.

Students may use the computer stations in the Library Extension for independent research or other schoolwork with the permission of the Librarian.

The GESM Library is open from Monday to Friday, 7:30 am to 3:30 pm. For more information, email library@gesm.org or visit the Library page on the GESM website.

6.2 Official GESM Microsoft Account

Each enrolled student at GESM is provided with an official Microsoft account that includes access to standard Office tools such as Word, Excel, and PowerPoint. The account includes an email address using the "@gesm.org" domain, to be used solely for learning-related communication. (See [9.1.1 Official Communication Channels](#)).

Students are also given access to Microsoft Teams, the school's primary platform for digital classrooms and online communication. Within Teams, students may participate in virtual lessons or collaborate on projects when classes need to shift to online learning during unforeseen school closures (See *School Closure Policy* under [Policies & Guidelines](#) and [10.3 Use of Digital Devices](#).)

Each account also comes with Microsoft OneDrive cloud storage of 100 GB to save and access files securely from any device. Students are expected to use their GESM accounts for schoolwork, research, and other educational purposes only. Any form of misuse may result in disciplinary actions.

For any technical issues related to the GESM Microsoft account, families may contact the Eurocampus IT team directly at ithelpdesk@gesm.org.

7. Learning Support

7.1 Additional Needs Program (ANP)

GESM is committed to providing an inclusive learning environment where all students are supported to achieve their potential. The school offers an Additional Needs Program (ANP) to assist students who require support beyond the scope of regular classroom instruction. This includes but is not limited to students with diagnosed or observed learning difficulties or other specific educational needs.

Students who may benefit from the ANP are identified through a combination of assessments, teacher observations, and consultations with parents or guardians. In some cases, participation in the program may be set as a condition of enrollment or continued enrollment, particularly when it is determined that additional support is necessary for the student's academic development and/or to ensure a productive classroom environment for all learners.

Support through the ANP is delivered in various forms, including:

- In-class support, where a specialist assists the student during regular lessons;

- Small-group or individual sessions with learning support staff;
- Modified learning goals or accommodations tailored to the student's needs.

Placement in the program, as well as the type and extent of support, is determined on a case-by-case basis in close collaboration with families. Regular monitoring and review ensure that the support provided remains appropriate and effective.

Participation in the ANP incurs additional fees, depending on the level of support required. Families will be informed of any associated costs during the admissions or review process. GESM reserves the right to deny admission if it is determined that a family has withheld relevant information regarding a student's special or additional learning needs, or other significant challenges or circumstances.

7.2. English as an Additional Language (EAL) Program

At GESM, the English as an Additional Language (EAL) program is designed to support students in the English Section who require focused instruction to build proficiency in the language. The goal of the EAL program is to equip students with functional academic English as quickly and effectively as possible, while minimizing disruption to their broader learning journey.

In the Primary School, EAL students progress through five levels of support – Stage 1 until Stage 5. Once a student is assessed to have completed Stage 5, they transition out of the EAL program and begin attending regular English classes.

In the Secondary School, EAL placement is determined based on each student's individual needs. EAL instruction may take place:

- during regular English lessons,
- during designated Collaboration periods, or
- in place of other lessons, depending on the student's overall timetable and the recommendation of the Head of Department and/or the Academic Director.

Entry, progression, and exit from the EAL program are based on a combination of classroom performance, formal assessments, and teacher recommendations.

NOTE: While GESM offers an EAL program, this does not mean that the school can automatically accept students with limited or no English language proficiency. Admission depends on a variety of factors, including but not limited to:

- the student's and family's commitment to language development,
- the school's current capacity and available resources,
- the availability of specialist teachers, and
- the number of EAL students already in the class.

7.3 Counseling Services

At GESM, we are committed to supporting every student's well-being and growth. Our holistic, student-centered Guidance and Counseling Program nurtures personal development, supports academic success, and prepares students for life beyond school.

The program focuses on four key areas: socio-emotional development through self-awareness, emotional resilience, and healthy relationships; academic growth through goal-setting, study habits, and learning strategies; career readiness by helping students identify strengths and plan future paths; and global perspective by fostering values, cultural awareness, and identity in a connected world.

To achieve these goals, we offer a range of services:

- *Individual Student Planning* – One-on-one support for academic and future goal-setting.
- *Counseling* – A safe, confidential space to discuss personal, social, emotional, or academic concerns, available individually or in groups. Referrals to specialists are made when needed.
- *Homeroom Guidance Class* – Structured lessons on life skills, values, relationships, and decision-making.
- *Career Guidance* – Tools and activities to explore interests, aptitudes, and post-secondary options.
- *School-Wide Programs* – Campaigns and events that promote mental health, anti-bullying, leadership, and student well-being.
- *System Support* – Collaboration with parents, staff, and agencies to maintain a supportive environment and provide timely interventions. The office works closely with Admissions, ANP, the Child Safeguarding Team, and external partners.

GESM has a full-time, licensed Guidance Counselor who leads the program. To book an appointment, parents may email kmadi@gesm.org.

8. Student Life

8.1 Collaboration Periods

At GESM, students from Grade 6 to 10 participate in Collaboration Periods, scheduled for 2 periods each week. These focus on interdisciplinary, project-based learning, where students engage in creative, hands-on work that blends subjects like science, technology, the arts, and performance.

Called “Collab” (or “Koop” in German), these sessions are student-led and teacher-supported, encouraging initiative, teamwork and experimentation. Projects have included sustainability campaigns, cultural performances, school garden concepts, visual arts exhibits, and more. Outcomes are typically showcased at school-wide events, with science and tech groups holding exhibits and performing arts groups staging a year-end concert.

Collab Periods also provide flexibility in the schedule. Teachers may also use them for academic reinforcement, exam preparation, or make-up work, especially during weeks disrupted by weather or assessments.

8.2 Student Council (SMV, *Schülermitverantwortung*)

At GESM, the Student Council, also referred to by its German name SMV (*Schülermitverantwortung*), represents the voice of students in Secondary. While the Primary promotes leadership and collaboration through its House system, student representation in Secondary is formalized through the SMV.

Each Secondary class elects Class Speakers at the beginning of the school year. These speakers then select from among themselves a group of Section Speakers who help lead and coordinate SMV initiatives across the school.

Ideally, the SMV (Student Council) holds regular meetings with a designated Faculty Advisor, who supports the council’s work throughout the year. Serving as a liaison between students, teachers, and school management, the SMV provides a platform for student perspectives to be shared and

discussed. In addition to representing student concerns, the council organizes fundraising activities, sets up booths at school events, and supports various school-wide programs.

8.3 Retreat & fieldtrips

Fieldtrips connected to different courses or activities are organized throughout the school year for all grade levels, typically incurring extra costs. No fieldtrip is mandatory, and all require parental consent in compliance with DepEd regulations. Non-participation in any field trip does not result in any penalty, loss of points, or impact on the student's grades or report card.

Each school year, GESM organizes a Retreat for students in the Secondary and Upper Schools. Typically held during the first quarter of the academic year, the retreat is a multi-day off-campus program designed to build community and support a positive group dynamic across year levels and sections.

8.4 Afternoon Clubs

GESM offers a variety of afternoon clubs for students from Monday to Thursday between 2:15 and 3:35 PM. Students may join one club per day on the days they finish classes at 2:00 PM. For example, Primary School students can theoretically participate in up to four clubs per week.

In addition to the regular afternoon club programme, the school may offer specialized clubs between 3:45 and 5:30 PM. These clubs are intended for students who wish to pursue a particular activity at a more advanced level, such as preparing for competitions, performances, or tournament participation. Depending on the activity, specialized clubs may be organised independently by GESM or jointly with the Lycée Français de Manille (LFM).

Participation in clubs may incur additional costs, depending on the activity. Registration typically begins within the first two weeks of the school year. Participation in clubs is entirely optional, and non-participation does not affect students' grades or report cards.

Changing clubs during the school year is only possible on a case-by-case basis and depends on factors such as the type of club, availability of places, and the nature of the activity. Requests to change clubs must be submitted by email to the Club Coordinator (clubs@gesm.org).

Participation in certain sports clubs may form the basis for selection to the school's varsity teams (see below Section 8.5).

8.5 Varsity Teams

GESM's varsity teams are formed by the school's sports teachers, typically based on students' participation and performance in relevant sports clubs or specialized training clubs.

Joining a varsity team is voluntary. Students selected for a team should be aware that participation may involve additional training sessions outside regular school hours, as well as practices, tournaments, and competitions that may take place on weekends.

Varsity teams represent GESM in a variety of local and international tournaments and competitions held throughout the school year. For selected events, GESM may also form joint Eurocampus teams with the Lycée Français de Manille (LFM), allowing students from both schools to train and compete together.

9. Communications

We strive to maintain effective communication at GESM. The school expects parents and the faculty to have access to the internet and/or an email account and a mobile phone for them to be reachable at any point in time. Families are expected to update the school via the Secretariat (secretariat@gesm.org) if there are changes in their contact details. (See *GESM External Communications Policy* under [Policies & Guidelines](#).)

9.1 Communication tools

9.1.1 Official Communication Channels

Email and Microsoft Teams are the official communication platforms used at GESM. Faculty and staff members are authorized to communicate only through their official GESM email addresses and Microsoft Teams chat accounts (both using the domain “@gesm.org”) for all school-related matters. Messages sent to a teacher’s or staff member’s personal email address, mobile number, or social media accounts are not considered official communication.

Students are likewise expected to communicate with their teachers and other school personnel exclusively through their GESM email or Teams chat.

9.1.2 GESM Website

The school website (www.gesm.org) contains information about the school structure, personnel, programs, etc. It includes a live calendar that is updated regularly with events and key dates, as well as a skeleton calendar that outlines planned holidays and school breaks for the academic year. The website also provides access to a range of school policies, including many department-specific guidelines referenced in this document.

Archived articles on school events, projects, activities, field trips, and other highlights can be found under the website’s News and Updates section.

9.1.3 Official social media channels

GESM maintains four official social media platforms:

- Facebook ([@GermanEuropeanSchoolManila](#))
- Instagram ([@GermanEuropeanSchoolManila](#))
- LinkedIn ([/company/GermanEuropeanSchoolManila](#))
- YouTube ([@GermanEuropeanSchoolManila](#))

Facebook and Instagram are primarily used to share updates about school life, including events, activities, and student projects. They are also used to broadcast urgent announcements, such as class cancellations due to inclement weather, helping ensure timely visibility for the school community. (See *School Closure Policy* under [Policies & Guidelines](#)).

NOTE: Messages sent via GESM’s social media platforms are not considered official communication. Formal inquiries or concerns will need to be sent to the relevant school personnel’s official email address.

9.1.4 Messenger App Chat Groups

In many classes, parents voluntarily form chat groups (e.g., via WhatsApp, Viber, or Messenger) to coordinate class-specific communications, plan birthday parties, or relay school-related information.

GESM recognizes that these parent-initiated platforms can be effective tools for coordination and can help foster a strong sense of community among families.

However, these groups are not officially supported, supervised, nor moderated by GESM. While they may be used to disseminate information from the school or collect feedback, they remain private initiatives of the parents involved and are not official school communication channels.

9.2 Professional Boundaries in Communication

At GESM, we strive to foster a relationship between teachers and students that is built on trust and confidence, while maintaining professional boundaries rooted in respect and pedagogical responsibility. Personal and academic matters must remain clearly separated to ensure a safe and respectful learning environment.

As such, informal or private digital connections between students and staff members are not permitted. All communication between them must take place through the official channels provided by the school (See [9.1.1 Official Communication Channels](#)).

Teachers and staff members who are also parents may join parent-initiated communication groups for their child's class. However, they are not permitted to discuss or disclose internal school matters within these groups.

9.3 Parent-teacher communication

Parents are encouraged to contact the classroom teacher directly if concerns arise. Likewise, teachers will reach out to parents as needed. For concerns such as curriculum matters, learning performance, or personal issues, the subject teacher, and subsequently the classroom teacher, should be the first point of contact. Appointments can be arranged in writing.

Otherwise, parents have the opportunity to speak to the teachers about their children's pedagogical development during any of the following set meetings.

9.3.1 Parent-Teacher Conferences (PTCs) / Elterngespräch

Parent-Teacher Conferences (German: *Elterngespräche*) are held at least twice a year—typically once per term—to discuss each student's academic progress and personal development. These one-on-one meetings between the teacher and the parents allow for focused, student-specific discussions in a confidential setting. While the homeroom teacher is the primary contact, parents may also request meetings with individual subject teachers during the PTCs to gain a more comprehensive view of their child's performance.

In some departments, traditional PTCs are replaced by Student-Led Conferences (SLCs), where students present their progress, goals, and feedback to their parents themselves, encouraging self-reflection and ownership of learning.

9.3.2 Parents' evenings / Elternabend

At the beginning of the school year, all parents are invited to a general Parents' Evening (German: *Elternabend*). During this meeting, teachers are introduced and present their course outlines, classroom procedures, contact information, and the annual work plan. In addition, the first Parents' Evening includes the election of class parent representatives, who will represent the class in the *Gesamtelternbeirat* (GEB). (See [3.5.3 Parent Representatives / Gesamtelternbeirat](#))

Further Parents' Evenings may be initiated as needed by the Head of School, the HoD, or even the homeroom teacher.

9.3.3 Coffee mornings and other events

GESM Coffee Mornings are informal, periodic gatherings hosted by various pedagogical departments. They offer parents a relaxed setting to engage with educators and gain insight into the school's academic programs. Topics vary by department; past sessions have covered curriculum implementation, teaching German as a foreign language (DaF), and the importance of reading in the German Section. Events are led by HoDs, coordinators, or subject specialists.

In addition, GESM and the GEB occasionally host other parent-focused events to build community and showcase learning spaces such as hydroponics facility tours or watercolor workshops in the art rooms. While these gatherings differ in format and timing, they consistently aim to connect families with the school and promote transparency.

10. Behavior & Expectations

10.1 Code of Conduct

GESM expects all members of its school community to act with respect, compassion, responsibility, integrity, and independence. The general Code of Conduct outlines the standards for behavior, both in and out of the classroom, to ensure a safe and supportive learning environment for everyone. For detailed guidelines, please refer to the *Whole-School Code of Conduct* under [Policies & Guidelines](#).

10.2 Dress Code

GESM students and staff are expected to act respectfully and to represent the school with dignity. This includes maintaining an appearance appropriate for an educational environment.

GESM follows a "smart casual" dress code during school hours. There is no formal school uniform, but students are encouraged to wear school-branded clothing, and expected to dress in a manner that supports a focused, respectful learning atmosphere. Clothing should be neat, modest, and appropriate for school, distinct from leisurewear or attire suited for the beach, sleeping, etc.

General Guidelines:

- On official school functions (e.g., performances, cultural events, or inter-school visits), students should dress appropriately and modestly, typically in a collared shirt or blouse, trousers, knee-length tailored shorts, or skirts, with closed shoes or other appropriate footwear.
- For sports events, field trips, and extracurricular activities, students should wear suitable sportswear and footwear as advised.
- Depending on the activity or occasion, teachers and staff may require a different dress standard. For example, students may be asked to dress formally when giving presentations (e.g., in Business Management class) or wear costumes during Spirit Week or themed school events.

Items Not Permitted:

- Revealing or see-through clothing, plunging necklines, midriff tops, strapless or backless tops (unless layered)
- Clothing with offensive slogans or images. GESM does not tolerate racist, sexist, homophobic, or otherwise discriminatory or inappropriate content.
- Mini-skirts, micro-skirts, casual or cut-off shorts (tailored, knee-length shorts are allowed)
- Going barefoot or topless (unless a student is within the pool area for swimming activities)
- Excessively colored hair
- Body piercings other than earrings

Students who do not follow the dress code may be asked to change or sent home to do so. These guidelines aim to maintain a respectful, inclusive school environment that reflects GESM's educational values.

10.3 Use of Digital Devices

GESM values the role of technology in education but also aims to create an environment that minimizes distractions and encourages face-to-face interaction. To support this, the following guidelines apply to the use of mobile phones and personal electronic devices on campus:

- Mobile phones are not permitted during class unless a teacher has explicitly asked students to use them for a specific learning activity.
- Phone use during breaks is discouraged to promote social interaction and physical activity.
- Primary School students are strongly discouraged from bringing phones. If brought, phones must remain in bags and may only be used in emergencies.
- Students may connect to the school's designated student Wi-Fi for school-related tasks only; access must be requested from the school's IT team.
- Phones used inappropriately during school hours may be confiscated and returned at the end of the school day.
- Personal laptops or tablets may be brought from home for school use. Unless explicitly allowed or asked for by the teacher, students must keep them inside their bags during class hours.
- Computer lab PCs (in Room A201) are for class use only, under teacher supervision or as part of an assigned activity. PCs in the Library Extension may be used during free time for school-related work, with the librarian's permission and depending on availability.
- GESM iPads may be used by students only when issued to them by their teachers during class.

The school reserves the right to modify these guidelines in response to new technologies, changing educational needs, or ongoing observations of how devices are used on campus.

10.4 Food Deliveries & Special Occasions

GESM encourages healthy eating habits among students and aims to limit the consumption of fast food during the school day. As a general rule, students are not allowed to order food from outside sources unless they have received explicit permission from their respective HoD.

Parents may arrange for food to be delivered to their child for lunch. For classroom celebrations like birthdays, parents may bring in food (e.g., pizza or baked goods) with prior approval from the HoD. Homeroom Teachers must be informed in advance to ensure that any known allergies or dietary restrictions are taken into account.

11. Health & Safety

GESM is committed to maintaining a safe and healthy environment for all students. We ask families to support this by keeping the school informed of their child's medical needs (e.g. allergies) and by following school policies related to health, medication, and safety.

11.1 Health Information & Confidentiality

Medical information provided by families during enrollment is kept confidential and is shared only with staff on a need-to-know basis. The school nurse maintains student health records and ensures that relevant information—such as allergies, asthma, epilepsy, or other medical needs—is communicated to the Homeroom Teacher and other relevant staff (e.g. PE/sports teachers), as appropriate to ensure student safety.

11.2 Sickness Policy

Students who exhibit symptoms of illness – such as fever, vomiting, diarrhea, persistent cough, or signs of contagious infection – must remain at home until they have fully recovered. In general, students must be fever-free without medication for at least 24 hours before returning to school.

If such symptoms appear during the school day, parents are expected to pick up their child from school as soon as possible to minimize the risk of spreading illness. In such cases, the school nurse will assess the student and prepare the necessary Leave Form to allow the child and their designated guardian to exit the campus gate (See [12.1.1 Early Pick-ups](#)).

If a student is absent for two or more consecutive days due to illness, a medical certificate issued by a doctor confirming that the child is fit to return to school is required upon their return. GESM reserves the right to request additional medical clearance before allowing a student back to class, especially in cases involving contagious, prolonged, or recurring illnesses.

For students in Preschool and Early Years, a more specific health policy applies due to the vulnerability of this age group. (See *GESM Illness Policy for Early Years & German Kiga* under [Policies & Guidelines](#))

11.3 Medication at School

If a student requires medication during the school day, parents must inform the school nurse in writing. All medication (prescription or over-the-counter) must be stored and administered by the school nurse. Students are not permitted to self-administer medication unless written parental consent and physician's instructions are on file. Exceptions (e.g. emergency asthma inhalers or EpiPens) must be approved by the school nurse in advance and in writing.

11.4 Medical Insurance Policy & Ambulance Service

All GESM students are insured with a coverage of up to PHP 400,000.00 per year for accident medical reimbursement. This is applicable only to accidents incurred during a school activity. If the total medical bill exceeds the insurance coverage, the parents must settle the balance.

Reimbursements are granted upon submission of the necessary documentations. In addition, all GESM students are afforded free ambulance services in case of medical emergencies while on campus or during a school activity.

11.5 Child Safeguarding Policy

GESM upholds a Child Safeguarding Policy designed to protect the well-being of all students. This policy applies to all members of the GESM community and extends to our partner school, LFM. (See *EIS Child Safeguarding Policy* under [Policies & Guidelines](#))

11.6 School Closure & Inclement Weather Policy

The safety and well-being of our students and staff is our highest priority. In the event of extreme weather conditions, public emergencies, or other safety-related concerns, GESM may close the campus or shift to distance learning.

The school management reserves the right to follow official announcements from the Philippine government regarding unplanned or late-declared holidays (e.g., election days or special non-working holidays). In such cases, the school will assess whether to observe the announced date as a holiday, especially if the notice comes too close to the affected date.

Parents are informed about closures via email and SMS blasts. Please refer to the *GESM School Closure Policy* under [Policies & Guidelines](#) for detailed procedures and communication protocols during such events.

12. Operations, Logistics and Outsourced Services

12.1 Drop-Off & Pick-Up

Students may arrive on campus via school bus, private vehicles, or by commuting independently.

During dismissal, students may be picked up by a parent, legal guardian, or authorized person. Individuals regularly assigned to pick up students – such as drivers, household staff, or relatives – must obtain a Fetcher's ID from the Administration Office. This ID is free of charge and issued upon submission of a completed request form, available at campus reception.

Parents and fetchers may wait in the campus lobby during pick-up times. For safety and operational reasons, access beyond this point (e.g., to hallways or classrooms) is not permitted without prior arrangement. For example, if a parent or guardian wishes to briefly visit the canteen while waiting, a Guest ID may be requested at reception. After the purchase, they are expected to return to the designated waiting area.

Bicycles and e-bicycles do not require stickers but must be parked in the designated bicycle areas.

12.1.1 Early Pick-ups

For early pick-ups, families must notify the school in advance for accountability and security reasons. Parents or legal guardians should email the School Secretariat at secretariat@gesm.org and/or inform the child's homeroom teacher. The school will prepare a Leave Form, which must be presented at the gate before a student is released.

NOTE: Gate guards are under strict instruction not to allow students to exit the campus before their scheduled dismissal unless an official Leave Form has been issued and submitted.

12.1.2 Parking & Car Stickers

Families using private vehicles may enter the campus and park only in designated areas, provided they display a valid GESM car sticker. Students who drive to school are also required to display a sticker on their vehicle. Staff members and students may only park at designated areas outside the campus gate.

GESM does not assume responsibility for any loss, damage, or incident involving vehicles or bicycles parked on school grounds and school-designated parking areas.

Each family is entitled to one free car sticker per school year. Additional stickers may be purchased for PHP 100 each. A copy of the vehicle's OR/CR is required for processing, and stickers must be renewed annually.

To obtain a car sticker, please inquire at the campus reception or the GESM Administration Office.

12.2 Outsourced Service Providers

12.2.1 School Bus Service

GESM offers an optional school bus service through an outsourced provider. Families who wish to avail of this service must arrange payment and scheduling directly with the provider. For detailed information, please download the *GESM School Bus Service* document in the [Annexes](#) section.

12.2.1 Canteen Service

The school canteen is also operated by an independent vendor, with payment for meals made directly to the service provider. Students may bring packed lunch or purchase food at the canteen during designated meal and break times. For menus, payment options, and additional details, please download the *GESM Canteen Service* document in the [Annexes](#) section.

13. Finance & Billing

All families must comply with GESM's financial policies as outlined in the *School Fee and Policy Document* (see [Annexes](#)). This includes details on fees, payment schedules, and terms agreed upon at enrollment. Failure to meet payment deadlines may result in suspension or denial of admission, and outstanding balances may lead to the withholding of school documents until fully settled.

14. Digital Platforms

Microsoft Teams is the school's primary platform for online collaboration. For more information about the student's account, please see [6.2 Official GESM Microsoft Account](#).

WebUntis is accessible to all parents and Secondary students. It provides class schedules, attendance information, and other information. It is particularly useful to see updates on the students' weekly timetable, e.g. holidays, substituting teachers, changes in room assignments, etc. For some departments, it is used for setting appointments for Parent-Teacher conferences. For assistance, parents may contact the GESM WebUntis Team at webuntis@gesm.org (see *WebUntis Registration – Quick guide for legal guardians* under [Annexes](#)).

Other platforms include Kognity for Grade 11 and 12, and Mathletics and Antolin for students in Primary. Access credentials are provided as needed when these tools are introduced in class.

15. Legal, Privacy & Consent

15.1 Data Protection

GESM complies with the Philippine Data Privacy Act of 2012 and treats all student and family information with confidentiality. Personal data is collected and used solely for educational, administrative, or safety purposes.

15.2 Inclusion & Non-Discrimination

GESM is committed to fostering an inclusive environment that respects the rights and dignity of all individuals. While we welcome applications from students of diverse backgrounds and abilities, enrollment is dependent on the school's capacity to provide appropriate support. Admission may be declined if, after careful assessment, it is determined that the school's resources and structure cannot adequately support the student's educational needs or if their enrollment would significantly affect the well-being or learning environment of other students.

15.3 Media Consent

Beginning S.Y. 2022–2023, new GESM families automatically grant the school permission to capture and use photos, videos, and other media in which their child appears for marketing and promotional purposes. This applies only to media taken on campus or during official school-related activities. No identifying personal information (such as name, nationality, or address) is published without explicit consent. Families may revoke this permission at any time, for all or specific instances, by emailing marketing@gesm.org.

Only authorized school personnel are allowed to take photos of students on campus. However, during school events where students perform or present and parents are invited to attend, parents may take photos using personal mobile devices for private use only. Images which include other children must not be edited, shared publicly, or published without the explicit consent of the other children's legal guardians.

Parents who wish to bring professional camera equipment must seek written approval from the GESM Administration Office at least one week prior to the event. Please note that GESM is not responsible for any photos taken by fellow parents during school functions.

Glossary of Terms

Throughout this handbook and your time at GESM, you will encounter a number of educational terms, abbreviations, and German expressions. This glossary serves as a quick reference to help you better understand the language and programmes used at our school.

Academic Director - Member of GESM's school leadership. Together with the Head of School, oversees the school's academic programmes, educational quality, and pedagogical development.

Afternoon Clubs - Optional extracurricular activities scheduled from 2:00–3:35 PM on select weekdays, depending on students' academic timetables.

ANP (Additional Needs Program) - GESM's support program for students with learning difficulties or special educational needs. May include pull-outs, in-class support, or modified learning goals. Additional fees may apply.

Aula - How the campus auditorium is often called. It's the German term for a hall.

Board of Directors – Governing body of the German School Association responsible for the school's strategic direction, finances, and governance.

Cambridge Lower Secondary / Cambridge Upper Secondary - Curriculum frameworks used in the English Section for Grades 6–8 (Lower Secondary) and Grades 9–10 (Upper Secondary). Culminates in IGCSE examinations at the end of Grade 10.

Collaboration Periods, a.k.a. "Collab" or "Koop" in the German section - Scheduled academic slots in the weekly timetable used for enrichment, remedial work, project-based learning, or EAL support.

DaF (Deutsch als Fremdsprache) - "German as a Foreign Language"; mandatory subject for English Section students from Grade 1 onward (unless enrolled in EAL).

DaM (Deutsch als Muttersprache) – "German as a Native Language"; German subject for native speakers of German.

DaZ (Deutsch als Zweitsprache) – "German as a Second Language"; German subject for non-native speakers who learn German within a German-speaking environment; given to students in the German section.

DepEd (Department of Education) - The Philippine government's executive department managing and regulating the country's formal and non-formal basic education system.

DESM – Simply "GESM" in German: *Deutsche Europäische Schule Manila*

DSD I / DSD II (Deutsches Sprachdiplom) - Official German language proficiency exams administered between Grades 9 and 12. Aligned with CEFR levels; DSD I = A2/B1, DSD II = B2/C1.

EAL (English as an Additional Language) - Structured support program for non-native English speakers in the English Section. Students progress through stages before transitioning to mainstream English and German classes.

Early Years (or “English Early Years”) – Pedagogical department for 3 to 6-year-old learners in the English section, composed of Kiga-E and Pre-Primary classes.

English Primary - Grades 1 to 5 in the English section.

English Secondary - Grades 6 to 10 in the English section.

Entrance Fee - A one-time, non-refundable fee required upon a student's enrollment at GESM.

Eurocampus - The shared campus of GESM and Lycée Français de Manille (LFM). Facilities are shared, but academic programs remain separate.

EIS (European International School, Inc.) – The legal entity recognized by the Philippine Department of Education (DepEd) consisting of GESM, Lycée Français de Manille (LFM), joint employees and properties

GEB (Gesamtelternbeirat) – GESM’s Parent Council

German Kiga /Deutscher Kindergarten - Pedagogical department for 3 to 6-year-old learners in the German section, composed of Kiga-D and Vorschule classes.

German School Association (GSA) - The governing body that oversees the operations of GESM. Also responsible for long-term strategy and school development; in German: “Deutscher Schulverein Manila” or “DSV”

GIB (Gemischtsprachiges International Baccalaureate) – German-English bilingual version of the IB Diploma Programme recognised in Germany as equivalent to the *Allgemeine Hochschulreife* (Abitur).

Grundschule / German Primary - “Grade school” or “Elementary school” in English, Grades 1 to 5 in the German section

HoD (Head of Department) - Lead teacher in-charge of overseeing a pedagogical department at GESM.

IB (International Baccalaureate) - A globally recognized education framework. GESM offers three IB programs: PYP, IBDP, and IBCP.

IBCP (IB Career-related Programme) - One of the IB’s senior high school pathways offered at GESM. Combines academic subjects with career-related learning and work-study components.

IBDP (IB Diploma Programme) - A two-year pre-university program offered to Grades 11–12. Includes a broad curriculum and culminates in globally recognized final exams.

IGCSE (International General Certificate of Secondary Education) - Globally recognized exams typically taken in Grade 10 in the English Section. Offered through Cambridge Assessment International Education.

Kiga (Kindergarten) – In German, it's a short version for "kindergarten". At GESM, "Kiga" can refer to a whole pedagogical department (i.e. German Kiga composed of two classes, Vorschule and Kiga-D) or a class (i.e. Kiga-E in the English section, Kiga-D in the German section).

Kitchen City - Eurocampus' canteen service provider

KMK (Kultusministerkonferenz) - Germany's Standing Conference of the Ministers of Education and Cultural Affairs. Governs accreditation and recognition of GESM's German curriculum abroad.

Kognity - A digital learning platform used by IB students (Grades 11–12) at GESM. Access incurs additional fees.

LFM (Lycée Français de Manille) – The French international school in Manila which shares the campus with GESM

Mittelstufe – Also called "Sekundarstufe-I" or "Sek-I", is the German term for GESM's Secondary School, Grades 6 to 10.

MS Teams - GESM's primary digital platform for assignments, announcements, and teacher-student communication.

Oberstufe – "Upper School" in German, also called "Sekundarstufe-II" or "Sek-II"; pedagogical department composed of Grades 11 to 12

Pearson Edexcel - The UK-based board that accredits and oversees Grade 10 IGCSE exams at GESM. Results are externally marked and globally recognized.

PTC (Parent-Teacher Conferences) - Parent-teacher meetings, usually done twice every school year, upon release of the report cards

PYP (Primary Years Programme) - The IB curriculum framework for students from Kiga-E through Grade 5 in the English section, emphasizing inquiry-based and transdisciplinary learning.

Secondary School - Grades 6 to 10 at GESM, can be further divided into Lower Secondary (or "middle school") composed of Grades 6 to 8, and Upper Secondary composed of Grades 9 to 10.

SLC (Student-Led Conferences) - Alternative to PTCs, where students report to their parents about knowledge and skills acquired after a term

Upper School - The pedagogical department for Grades 11 to 12; often just referred to as "IB"

WebUntis - Online platform for timetables, attendance tracking, and parent-teacher scheduling. Used mainly in Secondary.

ZfA (Zentralstelle für das Auslandsschulwesen) - The German government agency that oversees official German schools abroad, including GESM. Provides teacher placement, accreditation, and curriculum support.

Policies & Guidelines

- [GESM External Communications Policy](#)
- [GESM School Closure Policy](#)
- [GESM Whole-School Code of Conduct](#)
- GESM Anti-Bullying Policy*
- [GESM Academic Integrity Policy \(English Secondary, IBDP/IBCP\)](#)
- [GESM Access and Inclusion Policy \(English Primary, English Secondary, IBDP/IBCP\)](#)
- [GESM Assessment Policy \(English Secondary, IBDP/IBCP\)](#)
- [GESM Language Policy \(IBDP/IBCP\)](#)
- [GESM Complaints Policy \(IBDP/IBCP\)](#)
- [GESM Policy on Predicted Grades \(IBDP/IBCP\)](#)
- [GESM Promotion Policy \(English Secondary, IBDP/IBCP\)](#)
- [GESM School Attendance Policy \(English Secondary\)](#)
- [GESM School Communication Policy \(English Secondary\)](#)
- [GESM PYP Language Policy \(Early Years, English Primary\)](#)
- [GESM PYP Assessment Policy \(Early Years, English Primary\)](#)
- [GESM PYP Academic Integrity Policy \(Early Years, English Primary\)](#)
- [GESM PYP Admissions Policy \(Early Years, English Primary\)](#)
- GESM Illness Policy for Early Years & German Kiga*
- [GEB Parent Representative Handbook](#)
- [DaF Handbook for Parents and Students](#)

**currently being updated*

Annexes

- [Additional Needs Program \(ANP\)](#)
- [Canteen Service Information](#)
- [School Bus Service Information](#)
- [School Fee and Fee Policy Document, S.Y. 2026-2027](#)
- [WebUntis Registration – Quick guide for legal guardians](#)