

# British Vietnamese International School, Ho Chi Minh City

## INFRASTRUCTURE & FACILITIES

The campus is clean and generally well organized for daily school life. Classrooms feel comfortable and support learning without distraction. Shared spaces are functional, though they can feel busy during peak hours. Maintenance issues are usually addressed in a reasonable timeframe. Outdoor areas are appreciated by students. Overall, the facilities meet expectations for an international school.

## ACADEMIC QUALITY & CURRICULUM

The academic program feels structured and thoughtfully designed. Lessons challenge students while still providing support where needed. There is a clear progression across grade levels. Expectations are communicated clearly to both students and parents. My child feels academically engaged. We are confident in the quality of learning.

## PARENT-TEACHER COMMUNICATION

Communication is generally reliable, but it can vary depending on the situation. Some updates are detailed and timely, while others feel brief. Teachers are approachable once contact is made. It sometimes takes effort to get clarity on smaller concerns. Information does come through eventually. Greater consistency would be helpful.

## STUDENT EXPERIENCE & WELLBEING

My child feels comfortable and supported at school. There is visible attention to student wellbeing beyond academics. Students are encouraged to participate and express themselves. Social interactions are mostly positive. Support is available when needed. The environment feels caring overall.

## TEACHER QUALITY & STABILITY

There has been noticeable turnover in some year levels. Changes have affected continuity for students. While teachers are capable, transitions can be disruptive. Communication around staffing changes could be clearer. It takes time for new teachers to settle in. Greater stability would build confidence.

## **SCHOOL LEADERSHIP & COMMUNITY**

Leadership communication feels distant and unresponsive. Parent concerns are not addressed meaningfully. Decisions appear top-down with little transparency. Community engagement feels superficial. Trust between families and leadership has weakened. Overall confidence in leadership is low.

## **RESOURCES & CAPACITY**

Some resources feel stretched as enrollment grows. Support services are not always easily accessible. Class sizes can impact individual attention. Teachers manage well but seem under pressure. Planning for capacity could be stronger. Additional investment would benefit students.