Microsoft

Colegio “Madre Asunción”

Showcase School Nomination 2025-2026

About “Madre Asunción” School

‘Madre Asunción’ School is defined as a Catholic denominational school, created and animated by the Congregation of Carmelite Sisters of the Sacred Heart of Jesus in accordance with the spirit and will of the foundress, Mother Asunción Soler. Its motto was "Seeking the Glory of God" and the permanent proclamation of God, which constitutes our fundamental service to the church and society through education. Our vocation orients us to be in "evangelical solidarity" with the poorest and to commit ourselves to contribute our grain of sand so that the person finds the true freedom of the children of God. Our school has the mission: ‘To educate the whole person from a Christian philosophy, presenting Jesus and his message as a life project and Mary as a disciple of Jesus and a model of fidelity to the Word of God’. Our purpose is: ‘To form new generations who, by their example, will transform the world according to the values of the Gospel’.

Very close and family-friendly school. Much loved and valued in his neighborhood, of recognized prestige in the city of Malaga; with a 100% vocational teaching staff committed to the academic, human and Christian formation of the entire educational community.

Madre Asunción Soler

School gardens and chapel

School events hall

Developing creativity in our students from the age of 3

Seeking happiness and comprehensive development for our students

About “Madre Asunción” School

The school is located in Málaga, the capital of the “Costa del Sol” of Spain. Málaga is a touching city known for its rich history, beautiful beaches and warm climate. It has a rich cultural heritage, being the birthplace of the famous painter Pablo Picasso. The city is home to several historical monuments, including the Alcazaba, an Arab fortress and the Roman Theatre. Malaga offers good gastronomy, with traditional Andalusian cuisine, highlighting its sardine skewers. The city is also known for its important events, such as the Malaga Fair and Holy Week processions. It would highly recommend a visit to our great city during this special time.

El Limonar is one of the most prestigious neighborhoods in Malaga, located east of the city center. Known for its quiet and exclusive atmosphere and high quality of life. The neighborhood is mainly made up of large, detached villas, many with beautiful gardens and swimming pools, as well as some modern residential zones. Its proximity to the beach, allowing its residents to enjoy the Mediterranean coast just a few minutes walk away. There are excellent schools. It is a cute area to live.

view of Malaga Bay

Calle Larios, Malaga city centre, 15 minutes from the school

The artist Pablo Picasso in the Merced Square

Malagueta Beach, 5 minutes from the school

Bullring and Malaga port, 10 minutes from the school

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What we thought about education transformation *before* engaging with Microsoft

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2025–2026

Thoughts about education transformation before engaging with Microsoft

Our school has been characterized, since its origins, by having a human staff, led by the Carmelite sisters, tremendously involved in offering the best to their students, integrating everything that could benefit them and adapting, without fear, but without rushing, to the new initiatives and methodologies that were emerging.

Proof of this desire for innovation was the fact that in 1980 we became the first religious school in Malaga to integrate boys and girls in the same classroom; becoming leaders in our segment in coeducation.

In 2000, we jumped on the Quality certification train, which provided us with a vision of continuous improvement and a systematization of our way of working, in the management of the school and with the students in our classrooms.

Undoubtedly, this whole process enriched our educational work in all its areas, facilitating a continuous improvement planned (from a Strategic Plan), evaluated (through the systematic collection of data) and reviewed (through the study of said data).

Origins of our school

Coeducation in the early 80s

The school's track record in quality certifications

Students in the Stamp Club

Visit to Picasso's birthplace

Thoughts about education transformation before engaging with Microsoft

However, the system had its shortcomings and difficulties:

- ❑ **Digital tools were used by very few teachers and were almost non-existent in the curricular development of students.**
- ❑ **The difficulty in collecting and analyzing data.**
- ❑ **The difficulty in communicating and involving all members of the educational community in the project.**
- ❑ **Difficulty in facilitating self-training or peer training in the School Faculty.**
- ❑ **Lack of tools to be able to take a step further in terms of the educational attention of our students and the personalization of their learning.**
- ❑ **In addition, the system did not favor leadership beyond the members of the Management Team.**

Students working in the Biology laboratory

Research on the concentration of our students

Projects with Malaga City Council

Projects with families

Participation in the National Debate Final

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What we thought about education transformation *after* engaging with Microsoft

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Thoughts about education transformation after engaging with Microsoft

Taking on Microsoft's Digital Transformation Plan, assuming its long-term vision of education and integrating the tools it provides to the education sector, has allowed us to maintain the essence of our school while enriching it, allowing it to develop its purpose in an easier, deeper and more inclusive way.

We love being able to walk alongside Microsoft mainly because the first beneficiaries of this alliance are our students.

In this era where digital (with all the good and not so good that it entails) integrates everything, providing our students with a safe, complete, integrating, personalized learning environment, with specific tools that accelerate their learning... It is, for this alone, enough to thank our alliance.

To be a little more specific, being a Showcase School has helped our educational transformation, eliminating our difficulties and broadening our horizons.

Collaboration with SCS Maristas in Málaga

School garden programme

Projects with families from the age of 3

Cardiopulmonary resuscitation courses

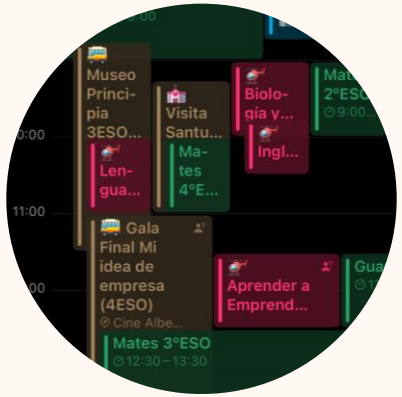
The students become entrepreneurs

Thoughts about education transformation after engaging with Microsoft

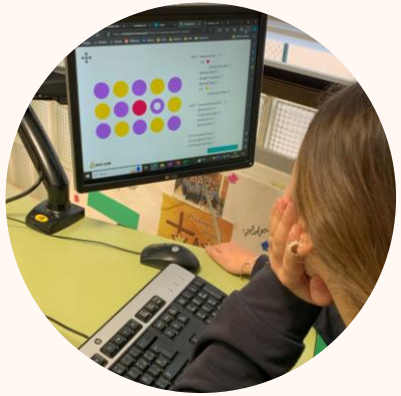
Today, in our school:

- ❑ **Digital tools are part of the school's day-to-day life, favoring organization, planning and communication with stakeholders and the digital curriculum development of students.**
- ❑ **The quality system has been enriched with tools that allow information to be collected from stakeholders and evaluated in a much more efficient way. It also has infinite possibilities to publicize the purpose of the school and its Strategic Plan, empowering all teachers with tools to participate in it.**
- ❑ **Microsoft Learn and the MIE Expert and SCS communities facilitate the continuous training of our faculty, the subsequent monitoring of the progress of each professor; even allowing the personalization of your progress.**

Participation in projects such as Letcraft Edugames



Shared calendar management



Computational thinking in the classroom

Augmented reality in the classroom

Digital tools in the classroom

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“Madre Asunción” School’s rubric

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Microsoft Showcase School Criteria

Reaching Sustainable Transformation

2025–2026

1. Vision and Thought Leadership

School shows thought leadership by building a school-wide vision, the foundation for a holistic digital transformation using Microsoft's Education Framework.

2. Culture of Learning & Growth

Schools show commitment to creating sustainable change in teaching and learning practices.

- 60% of educators and leaders have a Microsoft Learn profile
- **20% of educators have completed the AI for Educators Learn pathway**
- **6% of educators are MIE Experts**

3. Personalized Learning & Inclusion

Meeting every student's needs and focus on realizing everyone's potential.

4. Future-Ready Skills

Actively working on developing learners' future-ready skills, **including working towards AI literacy for all students**.

5. Data Drives Decisions

Insights provide guidance for education improvements and visibility into progress.

6. Microsoft Solutions Impact

Learning impact can be correlated to the usage of Microsoft solutions.

- **60% of learners, educators and staff are using Microsoft Teams (this can include LMS integration)**
- 90% of learners and educators use Microsoft 365
- 60% of all devices are Windows 10/11

Criteria for Advancing and Leading

Metric	Advancing	Leading
1. Vision and Thought Leadership	Has begun the collaborative process of envisioning for holistic transformation with focus on some of the ETF pillars.	Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF.
2. Culture of Learning & Growth	Professional development is planned for a select group or a specific initiative. Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership. Support for the identified tools and resources is in place, including governance and integration of AI technology. Teachers are encouraged to share their innovations with others.	Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation. Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders. Learning communities internally and externally are leveraged. Tools and learning resources are part of teachers onboarding and continuous development plan, **including plans for integrating AI technology.**
3. Personalized Learning and Inclusion	Inclusive environments with equitable access and accessibility for most students can be observed throughout the school. Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum. Personalized learning strategies are periodically used to empower students to own their learning.	Inclusive environments with equitable access and accessibility for all students can be observed throughout the school. Educators master strategies to support curriculum and assessment for the real world throughout the curriculum. Personalized learning strategies are regularly used to empower students to own their learning.
4. Future Ready Skills	The school is actively developing specific future-ready skills for a specific group of students **related to future AI technology integration.** There is evidence that some students are demonstrating future-ready skills in their work on a regular basis.	The school is actively developing future-ready skills for its entire student population in an age-appropriate manner. **The school has a clear plan and roadmap for building AI literacy for all students.** There is evidence that most students are age-appropriate future-ready skills in their work on a regular basis.
5. Data Drives Decisions	Identify data to be collected to measure progress towards the vision. Establish a process to review the data and take actions based on insights.	Data is shared with all stakeholders to ensure constant alignment on direction. Data is not only used to monitor and evaluate progress towards vision and goals, but also for predictions and identification of future opportunities.

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1. Vision and Thought Leadership

Foundation for holistic digital transformation

Leading

Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF.

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2025–2026

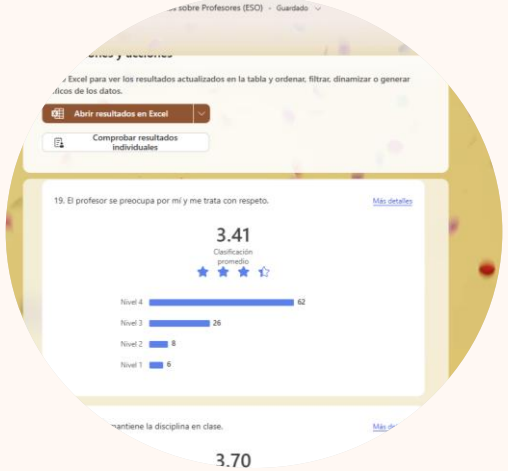
1.1 Our Vision and Thought Leadership

Leading: Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF.

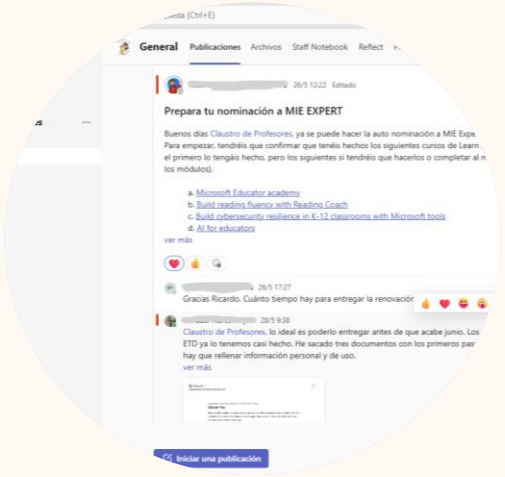
Our school has a solid track record based on a commitment to quality that makes it aspire to continuous improvement. For 25 years we have been immersed in the world of quality certifications which, together with the restless and demanding attitude of the Management Team and the Teaching Staff, has driven us towards excellence in all areas: from administration and resources, to the leadership of initiatives and quality in teaching.

Many trainers have accompanied us over the years; they have spread enthusiasm and responsibility to all members of the educational community. Thanks to this, all the interested parties (sisters, families, teachers, pupils, administrative and service staff and even the neighborhood itself) are involved in our project.

OneNote as a meeting point for all documentation



Collecting information from stakeholders and assessing results



All communications through Teams

Teachers involved in and identified with the purpose of the school

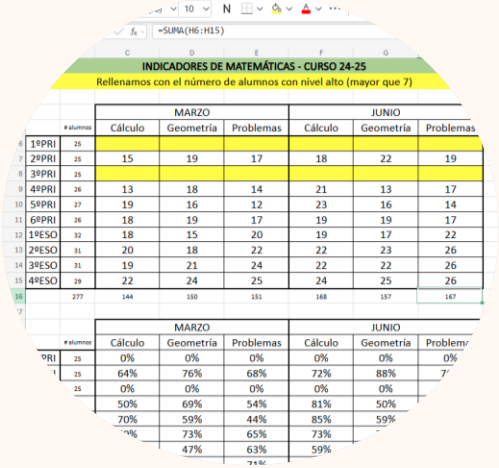
1.2 Our Vision and Thought Leadership

Leading: Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF.

In fact, the results obtained in the previous academic year are communicated in the first months of the following year, after a rigorous evaluation process, encouraging transparency and the involvement of all.

Our Strategic Plan (4 years) has been revised during this academic year, including the ETF (Education Transformation Framework) from previous years, which has helped us by providing decisive lines of action in our transformation process.

Although we are a small school with a humble spirit, our ambition and enthusiasm to improve every day by offering our pupils the best, always supported by a teaching team that spares no effort, is not the same.



INDICADORES DE MATEMÁTICAS - CURSO 24-25

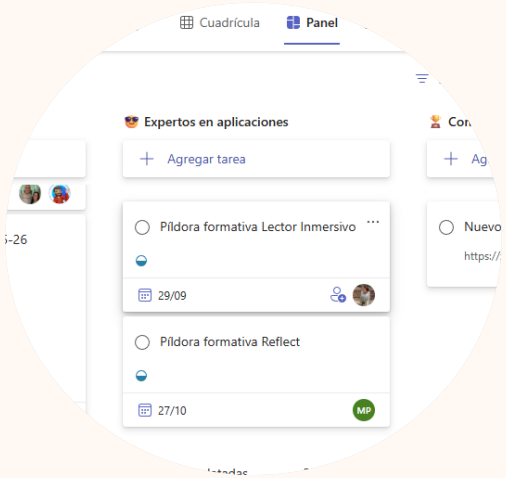
Rellenamos con el número de alumnos con nivel alto (mayor que 7)

		MARZO			JUNIO		
	# alumnos	Cálculo	Geometría	Problemas	Cálculo	Geometría	Problemas
1ºPRI	25						
2ºPRI	25	15	19	17	18	22	19
3ºPRI	25						
4ºPRI	26	13	18	14	21	13	17
5ºPRI	27	19	16	12	23	16	14
6ºPRI	26	18	19	17	19	19	17
1ºESO	32	18	15	20	19	17	22
2ºESO	31	20	18	22	22	23	26
3ºESO	31	19	21	24	22	22	26
4ºESO	29	22	24	25	24	25	26
	277	144	150	151	168	157	167

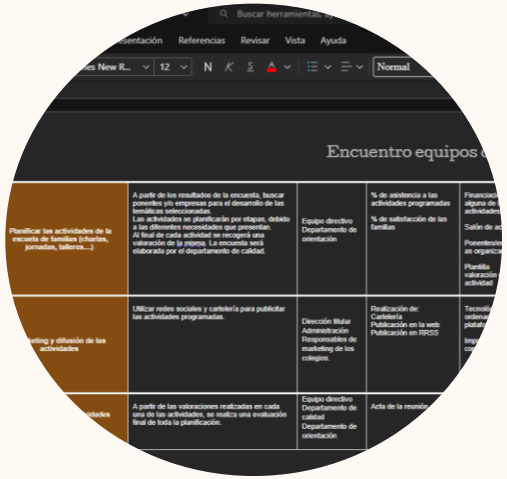
		MARZO			JUNIO		
	# alumnos	Cálculo	Geometría	Problemas	Cálculo	Geometría	Problemas
1ºPRI	25	0%	0%	0%	0%	0%	0%
2ºPRI	25	64%	76%	68%	72%	88%	7
3ºPRI	25	0%	0%	0%	0%	0%	
4ºPRI		50%	69%	54%	81%	50%	
5ºPRI		70%	59%	44%	85%	59%	
6ºPRI			73%	65%	73%		
1ºESO			47%	63%	59%		

Collection of indicators through shared documents in teams

Continuous training of the faculty



Using Planner for project implementation



Strategic plan

Microsoft

2. Culture of Learning and Growth

Schools show commitment to creating sustainable change in teaching and learning practices.

- **100% of educators and leaders have a Microsoft Learn profile (Goal 60%)**
- **90% of educators have completed the AI for Educators Learn pathway (Goal 20%)**
- **76% of educators are MIE Experts (Goal 6%)**

Advancing	Leading
Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership.	Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation.
Support for the identified tools and resources is in place, including governance and integration of AI technology.	Tools and learning resources are part of teachers onboarding and continuous development plan, **including plans for integrating AI technology.**

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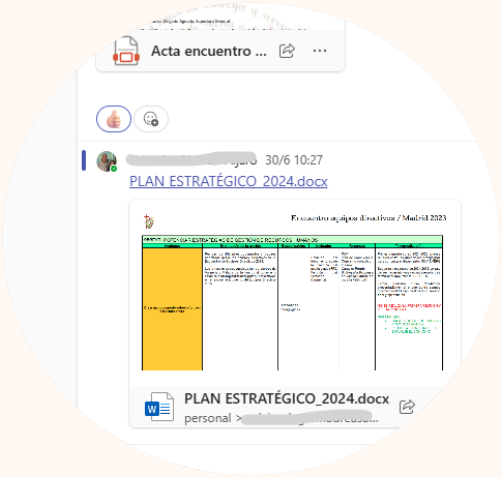
2.1 Our Culture of Learning and Growth

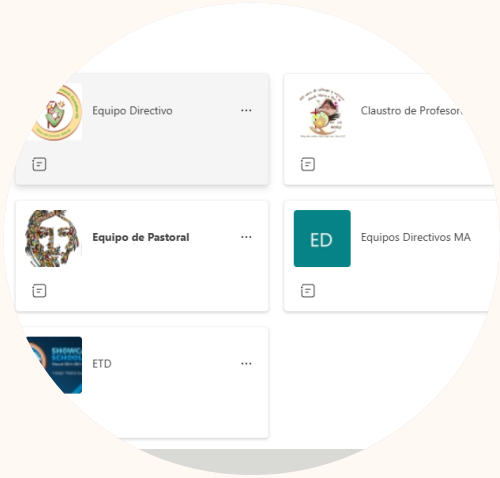
Leading: Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation.

As in previous years, the ETD continues to spearhead educational transformation in our school. The initiative of the Directive Team to promote, from the Strategic Plan, this group of teachers willing to become leaders who promote the transformation process is being a real success, becoming an indispensable part of the change. Within the same Plan, it is envisaged that 50% of the teaching staff will form part of the team, with representation from the three stages: Infant, Primary and Secondary; and that 25% of the members will be renewed at the beginning of each school year. The goal is that every 5 years, all teachers on the teaching staff will have been part of the ETD.

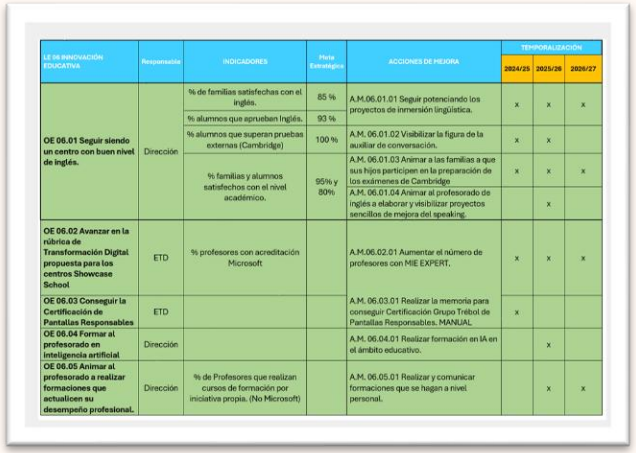
The ED, in continuous training, is directly responsible for the School's Strategic Plan.



Continuous training of the faculty



The school's internal organization integrates seamlessly with Teams working groups



LÍ DE INNOVACIÓN EDUCATIVA	Responsable	INDICADORES	Hoja Estratégica	ACCIONES DE MEJORA	TEMPORALIZACIÓN 2024/25	2025/26	2026/27
OE 06.01 Seguir siendo un centro con buen nivel de inglés.	Dirección	% de familias satisfechas con el inglés.	85 %	A.M.06.01.01 Seguir potenciando los proyectos de inmersión lingüística.	x	x	x
		% alumnos que aprueben Inglés.	90 %				
		% alumnos que superan pruebas externas (Cambridge)	100 %	A.M. 06.01.02 Visibilizar la figura de la auxiliar de conversación.	x	x	
		% familias y alumnos satisfechos con el nivel académico.	95% y 80%	A.M. 06.01.03 Animar a las familias a que sus hijos participen en la preparación de los exámenes de Cambridge	x	x	x
				A.M. 06.01.04 Animar al profesorado de inglés a elaborar y visibilizar proyectos sencillos de mejora del speaking.		x	
OE 06.02 Avanzar en la rúbrica de Transformación Digital propuesta para los centros Showcase School	ETD	% profesores con acreditación Microsoft		A.M.06.02.01 Aumentar el número de profesores con MIE EXPERT.	x	x	x
OE 06.03 Conseguir la Certificación de Pantallas Responsables	ETD			A.M. 06.03.01 Realizar la memoria para conseguir Certificación Grupo Trébol de Pantallas Responsables. MANUAL	x		
OE 06.04 Formar al profesorado en inteligencia artificial	Dirección			A.M. 06.04.01 Realizar formación en IA en el ámbito educativo.		x	
OE 06.05 Animar al profesorado a realizar formaciones que actualicen su desempeño profesional.	Dirección	% de Profesores que realizan cursos de formación por iniciativa propia. (No Microsoft)		A.M. 06.05.01 Realizar y comunicar formaciones que se hagan a nivel personal.		x	x

Detail of section 6 of the Strategic Plan, specifically dedicated to educational innovation.

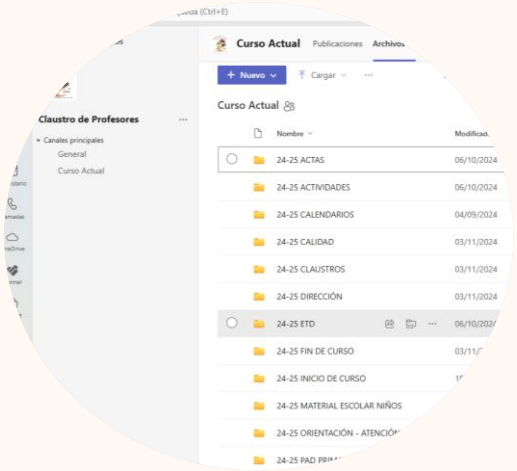
2.2 Our Culture of Learning and Growth

Advancing: Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership.

The members of the ETD are attentive to announcements of educational innovations in the media and good practices from other teachers inside and outside the school and share them during the monthly team meeting. All these innovations are evaluated during the meeting; the suitability of their application in our school within certain educational stages and courses is also assessed. Finally, training pills on these new developments are prepared and collections of courses are compiled in MS Learn to be presented during the monthly staff meetings. All new teachers who join our school during sick leave or similar are provided with a license so that they can, from day one, work with the tools we work with daily: Teams, OneNotes, Power App... as well as providing initial training on these tools. We regret the difficulties that our two MIE Trainer teachers have had this year to continue with the training they provided us with materials from https://edutrack.microsoft.com/. Also, each ETD member is assigned a non-member to accompany him/her throughout the course. Externally, we have participated in several educational communities promoted by EIM Educación, Educaixa, Techmakers, Cloud Canary and, of course, Microsoft.

Finally, all teachers with MIE Expert recognition are strongly encouraged to join, participate and initiate global projects with other teachers also belonging to the global MIE Expert community. Thank you, MS! These communities are an inexhaustible source of inspiration and richness.

Acompañamiento mutuo entre los profesores con una larga trayectoria profesional y los de reciente incorporación.

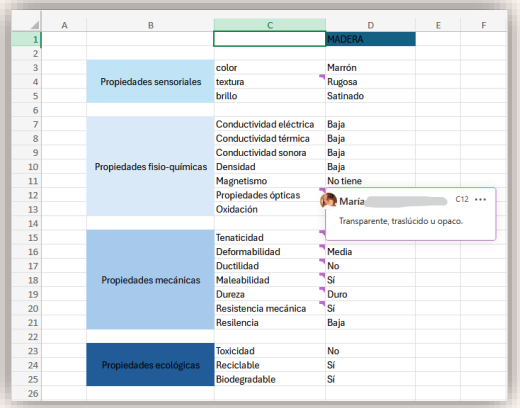


Daily use of Teams for internal communications and OneDrive for file sharing.

2.3 Our Culture of Learning and Growth

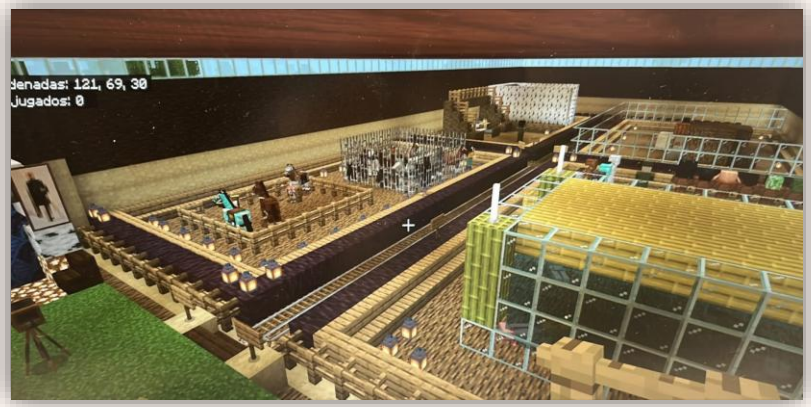
Advancing: Support for the identified tools and resources is in place, including governance and integration of AI technology.

All teachers in the faculty are provided with a Microsoft A3 license for education. Similarly, all pupils in the school are provided with a Microsoft A3 student license; regardless of their age. From the age of 3 they have their own license, although, obviously, at this age they are managed by their parents. Their age and this limits their use until they are 6 years old. All classrooms have desktop computers connected to a PDI which are used by teachers and pupils independently. In addition, the school has a computer room and two trolleys with 30 devices each. The first trolley is for tablets and is used by Primary; the second trolley is for laptops with touch screen and Windows 10, which is used by Secondary. This year, teachers have been trained in AI in order to take advantage of this technology in the classroom to, among other things, facilitate the personalization of pupils' learning.



			MADERA
	Propiedades sensoriales	color	Marrón
		textura	Rugosa
		brillo	Satinado
	Propiedades fisio-químicas	Conductividad eléctrica	Baja
		Conductividad térmica	Baja
		Conductividad sonora	Baja
		Densidad	Baja
		Magnetismo	No tiene
		Propiedades ópticas	Transparente, traslúcido u opaco.
		Oxidación	
	Propiedades mecánicas	Tenaticidad	
		Deformabilidad	Media
		Ductilidad	No
		Maleabilidad	Sí
		Dureza	Duro
		Resistencia mecánica	Sí
		Resilencia	Baja
	Propiedades ecológicas	Toxicidad	No
		Reciclable	Sí
		Biodegradable	Sí

Excel tables for students to classify the properties of different materials.



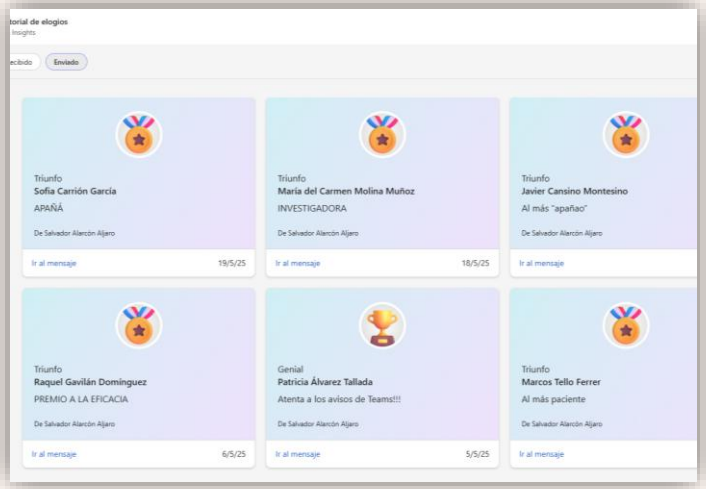
Students' A3 licenses allow them to work on projects using Minecraft Education.

Using the team's homepage to organize students' material

2.4 Our Culture of Learning and Growth

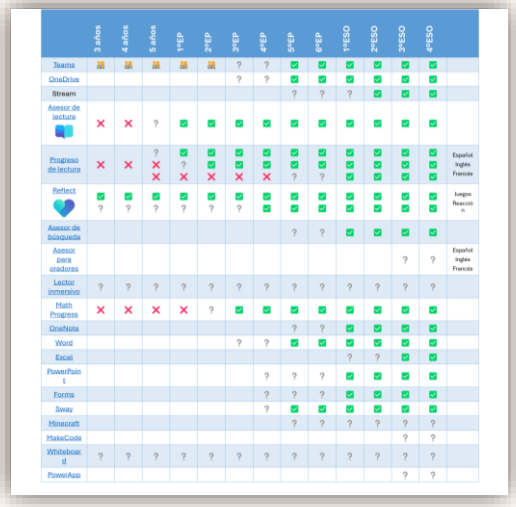
Leading: Tools and learning resources are part of teachers onboarding and continuous development plan, **including plans for integrating AI technology**.

The school's Strategic Plan provides for external training in educational innovation but establishes peer-to-peer training and the recognition of good practice by colleagues at staff meetings as a prerequisite. There is a document describing the different tools available to teachers to accelerate pupils' learning and a table setting out the recommended ages for starting to use them. Manuals and recommendations for use are also incorporated into this documentation. The use of praise within Teams groups is also encouraged, although we want to use it more frequently. These public acknowledgements are always inspiring and help to reinforce confidence in the doer's own possibilities and admiration among peers. The value of our school is set by the educational excellence to which all teachers aspire. Continuous AI training as part of the specific training planning for staff included in the Strategic Plan.



Using the Praise tool to recognize student and teacher successes

Recognition of MIE Expert teacher leadership



Teacher's document on the recommendations for the use of the different tools according to the age of the pupil.

Microsoft

3. Personalized Learning and Inclusion

Empower students to own their learning.

Advancing	Leading
Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum. Personalized learning strategies are periodically used to empower students to own their learning.	Inclusive environments with equitable access and accessibility for all students can be observed throughout the school.

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3.1 Our Personalized Learning and Inclusion

Leading: Inclusive environments with equitable access and accessibility for all students can be observed throughout the school.

From the 2023-2024 academic year, all school devices will be managed from Microsoft Intune and Endpoint Manager. This has meant a great advance as each pupil and each teacher accesses the device from their own account managed by the school, allowing greater and better personalization of the device to their needs and greater ease when working on the different projects from their own desktop. At the beginning of the school year, a survey is launched to find out what technical resources each Secondary pupil has at home to solve any possible difficulties that may arise. This average is taken even though the school's aim is that most of the work students do with screens can be done during school hours. The school has sufficient equipment for all pupils to be able to make proper pedagogical use of digital devices. The possibility of having a 1:1 configuration for pupils is encountering many difficulties due to the reluctance of some families to allow their children to work with screens. Teachers are trained to ensure that pupils' use of devices (whether group or personal) is always justified, controlled and enriching. Moreover, the ETD has made a great effort to obtain external recognition for this good use.

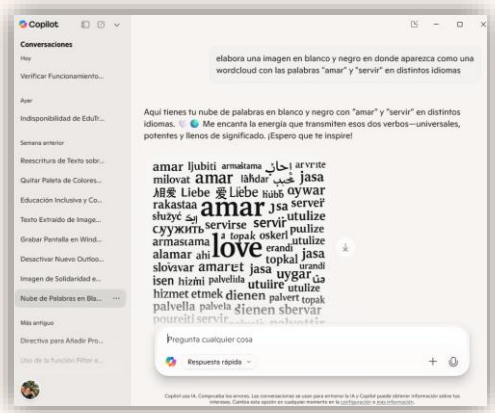
Teachers are trained to ensure that the use of the devices by pupils (whether in groups or personally) is always justified, controlled and enriching. On the other hand, the ETD has made a great effort to obtain external recognition to endorse this good use. There is no doubt that we should not take steps backwards since the incorporation of these digital tools has favored the learning of students at different paces and with different resources within a space, empowering and involving students in their own learning. The inclusive tools provided by MS applications (immersive Reading, Translator, Dictation, etc.) or Windows cover the special situations that we find in the classroom: students with dyslexia, language problems, etc.

Students build bridges to their own project-based learning.

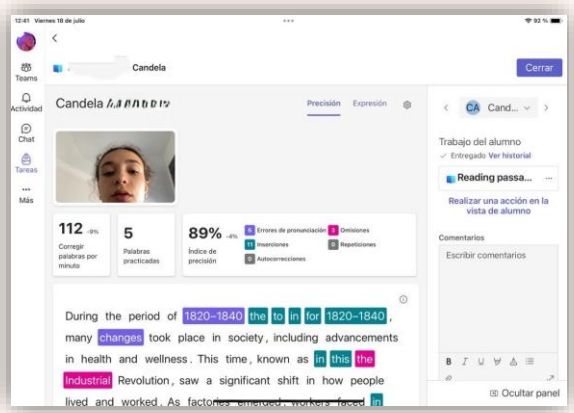
3.2 Our Personalized Learning and Inclusion

Advanced: Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum.

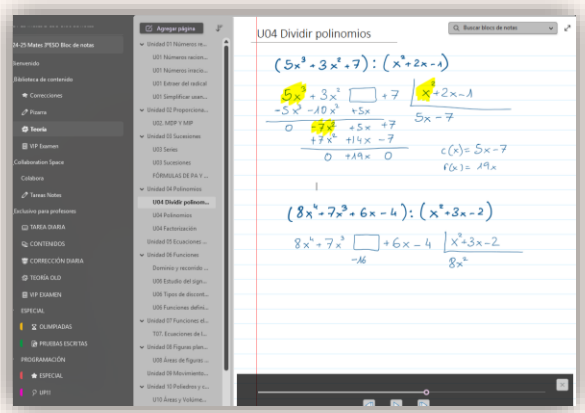
The school's teaching staff is in continuous training so that they can always offer the best of themselves and new initiatives in educational innovation to our students. The Management Team is the first promoter of this mentality of continuous growth, while the ETD is the driving force behind educational innovation among our teachers. It is the members of this team who oversee monitoring the training of each teacher in MS Learn, coordinating training pills during the cloisters on new tools or new functionalities in the already known ones, sharing good practices and successful experiences in the classroom. Within the team there are specialists who offer themselves as a reference person to solve any doubts that may arise in the day-to-day life of a teacher. There are specialists in OneNote, Teams, Reflect, Classwork, Parents, Reading progress, Search progress, use of AI, tasks and rubrics in Teams, etc...



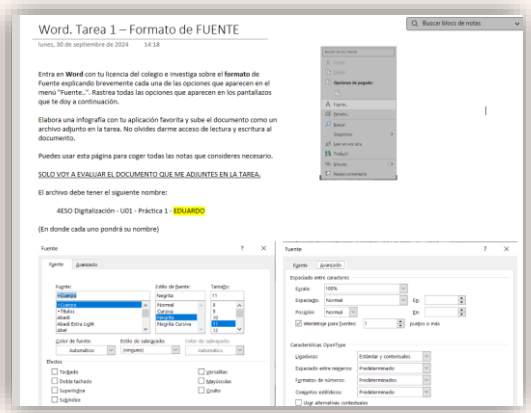
Use of Copilot to obtain personalized resources for each student.



Using Reading progress to improve reading and reading comprehension



Exploiting OneNote's 'Play Pencil Input' to review complex Mathematics exercises



Portfolio of student work

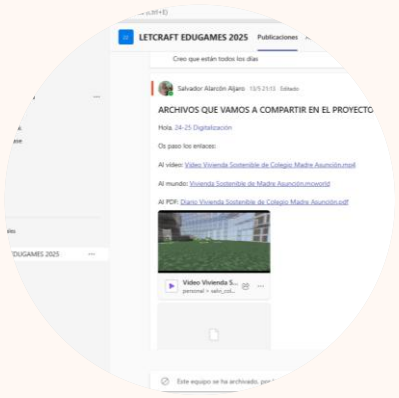
3.3 Our Personalized Learning and Inclusion

Advanced: Personalized learning strategies are periodically used to empower students to own their learning.

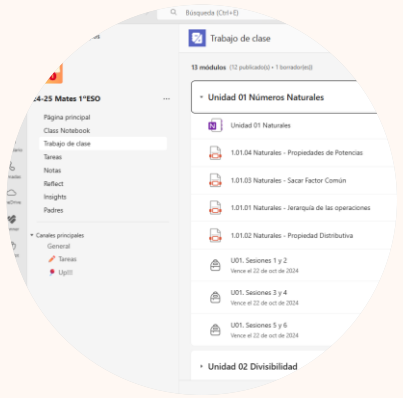
As in previous years, the use of learning accelerators and more tools have been a big boost for teachers in the school. Reading Progress, Search Progress, Praise, Reflect, Chat, OneNote, OneDrive, Form, Minecraft and many others have become commonplace. Teams Chat continues to be essential for dealing with shyer pupils or those who are ill at home. OneNote is great for organizing work or presenting students' progress on projects. Classwork has been a much-needed addition to unify materials as Moodle does. Thank you! But the real protagonist of this year has been AI, which has made a strong entry into our teaching practice, as it allows us to personalize to an extent that was impossible to implement in a classroom with 30 students until recently. And we still have a long way to go! But being able to adapt the tasks to the special and unique characteristics of each student, specifying their difficulties and also their tastes in order to present them with a motivating activity that they will enjoy, is priceless.

Global project work from an early age

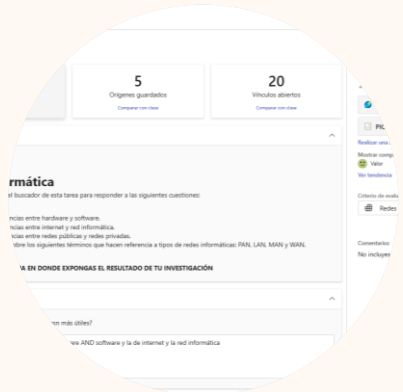
Proyectos en donde las familias trabajan con sus hijos.



Using Teams channels to carry out projects such as those of Letcraft Edugames



Student materials organized through Classwork



Use of search progress to accelerate student learning

Microsoft

4. Future-Ready Skills

Preparing students.

Advancing

The school is actively developing specific future-ready skills for a specific group of students **related to future AI technology integration.**

There is evidence that some students are demonstrating future-ready skills in their work on a regular basis.

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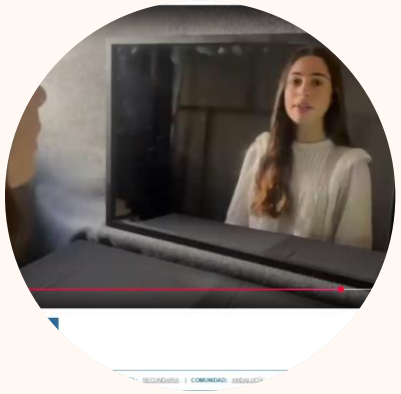
4.1 Our Future-Ready Skills

Advanced: The school is actively developing specific future-ready skills for a specific group of students related to future AI technology integration.

Our school will always be there where it can help our pupils to develop their full potential and work with them so that they will be wanted as pupils in their next stages of education and as professionals in their future jobs. That is why we have a long history of working with our students on critical thinking, problem solving, leadership, creativity, teamwork, resilience, daily effort, emotional intelligence, service, gratuity and also academic excellence. These are skills that are valued by the schools where they continue their academic training after their time at school. The introduction of technology in our school has meant an important leap in many of these skills, but, above all, it has meant a very significant leap in the development of other skills that are very necessary in the current context, such as: adaptability, computational thinking, digital literacy, the use of technological tools, programming and social influence. All of them are introduced in the classroom in a progressive manner and according to the maturity of the students, with Teams, OneNote and Search Progress as the backbone.



Project submitted to a competition of 'Manos Unidas'.

Developing social skills from the pre-school stage onwards

Teamwork between primary school students

Manipulative Mathematics

Presentation of research work

4.2 Our Future-Ready Skills

Advanced: There is evidence that some students are demonstrating future-ready skills in their work on a regular basis.

Evidence of all this work are projects such as: 'Skyscrapers' (Mathematics), 'Rubik` s cube' (Mathematics), comprehensive reading of computer code (Digitization), "Cosmos" (Biology and Geology), 'United Nations' (Geography and History), Mechanisms (STEM), 'Cities of the Future' (Digitization), 'Digital Communication Workshop', 'Atlas Project', clip on 'Responsible Consumption', 'Archaeology Congress', 'Magellan-Elcano Project', among many others.

It is incredible to see the evolution of students who 5 years ago did not even know what it was like to use technology in the classroom.

Links to some of our students' final products:

Video: No puedo más, Excel basic functions, digital security decalogue,
school magazine , network types, Presentation Digital identity and digital footprint...

Presentation of research work

Respect for nature, responsibility, ecological awareness through the school garden.

Communication in other languages from the pre-school stage.

Projects between students of different ages

Participation in the Hour of Code

Microsoft

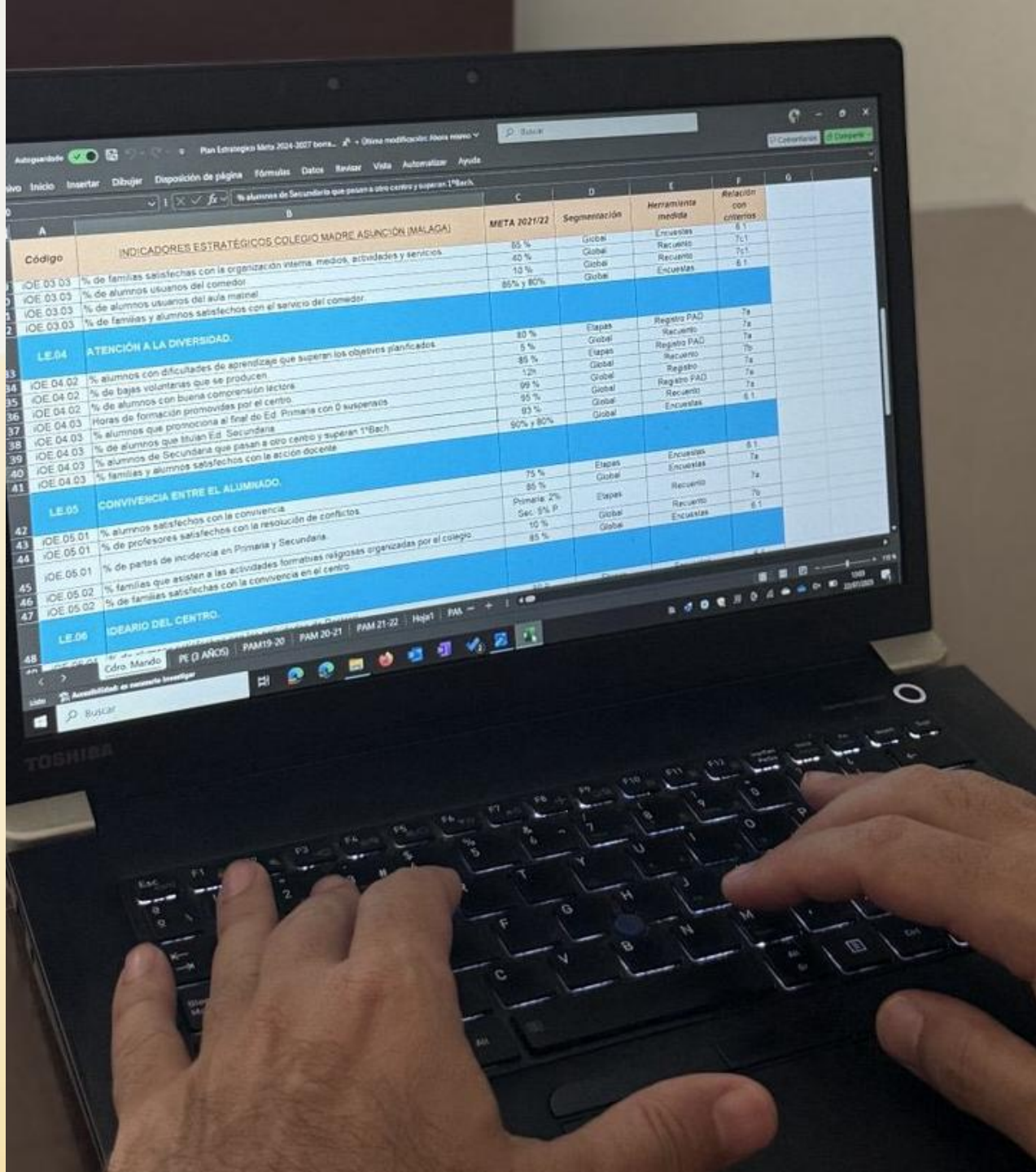
5. Data Drives Decisions

Measure progress towards the vision and take actions based on insights.

Leading

Data is shared with all stakeholders to ensure constant alignment on direction.

Data is not only used to monitor and evaluate progress towards vision and goals, but also for predictions and identification of future opportunities.



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5.1 Our Data Drives Decisions

Leading: Data is shared with all stakeholders to ensure constant alignment on direction.

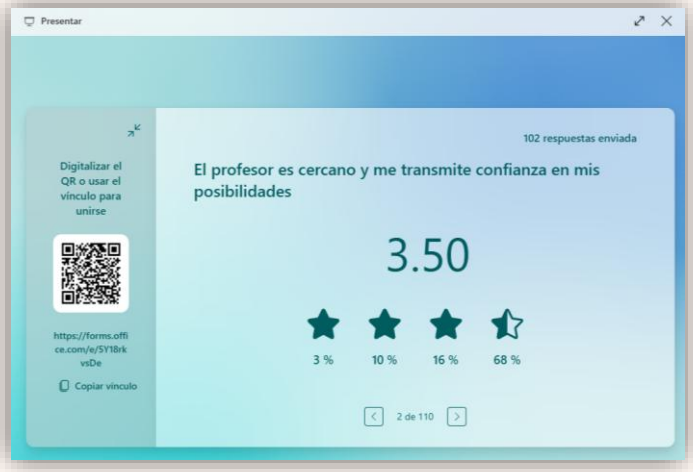
For twenty-five years, the school has been committed to a quality management system that has enabled it to rigorously structure the collection of evidence, its analysis and planning in both the short and long term. All this has generated a culture of continuous improvement in which, based on the historical data collected previously and those obtained in the current year, they are analyzed, evaluated, trend lines are projected and, based on all the above, decisions are taken which are incorporated into the Strategic Plan. Each academic year, more than one hundred quality indicators are collected, both related to academic performance and to the perception of the different members of the educational community (students, families, teaching staff, administrative and service staff).

The evidence analyzed is divided into two broad categories.

Working session during a Cloister

2022-2023		Curso 2023-2024			Curso 2024 - 2025			
may-23	tendencia22-23	sep-23	jul-24	tendencia23-24	ene-25	mar-25	jun-25	tendencia 24-25
204500		204500	258875		270100	281325	292550	
147125		147125	212575		223833	235091	246350	
99550		99550	152675		163341	174008	184675	
121800		121800	137625		139858	142091	144325	
58850		58850	102200		105058	107916	110775	
50200		50200	92275		101183	110091	119000	
40750		40750	91525		93916	96308	98700	
49650		49650	81750		85441	89133	92825	
63125		63125	70550		70550	70550	70550	
32525		32525	64200		66033	67866	69700	
60900		60900	63600		67166	70733	74300	
54565		54565	62250		64850	67450	70050	
43950		43950	58150		66525	74900	83275	
13060		13060	57775		64083	70391	76700	
43250		43250	50575		54508	58441	62375	
37550		37550	44975		47008	49041	51075	
4600		4600	40250		44316	48383	52450	
28100		28100	40100		40100	40100	40100	
37570		37570	37570		41063	44556	48050	
16025		16025	16025		16025	16025	16025	

Track the progress of each teacher in MS Learn.



Detail of one of the questions to students about the attention they receive from a teacher.

5.1 Our Data Drives Decisions

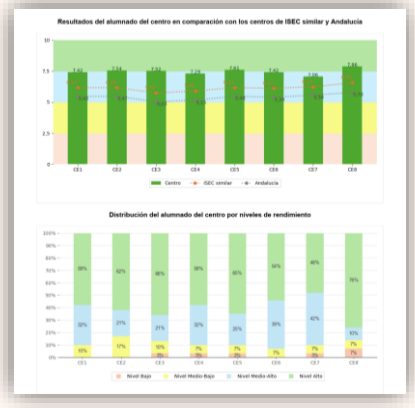
Leading: Data is shared with all stakeholders to ensure constant alignment on direction.

On the one hand, achievement indicators, which are objective data such as the number of passes and failures per subject and year, the percentage of students who pass, those who obtain excellent results, attendance, resources used, or the number of families attended to. On the other hand, the results of surveys are collected, which provide subjective information on the level of satisfaction of families, students, teaching staff and administration and services staff. These surveys evaluate aspects such as attention to diversity, academic training, communication, tutor accompaniment and other key elements of the school's operation.

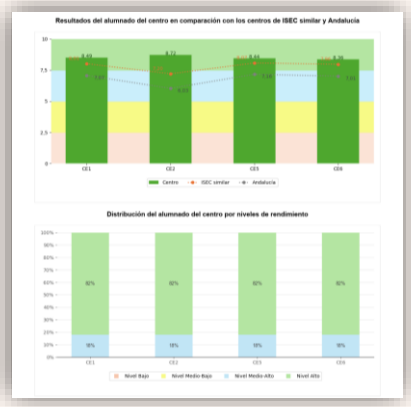
In the last two years, the school has also incorporated the results of the diagnostic tests carried out by the Junta de Andalucía. These tests, of a census and compulsory nature, are administered annually in the fourth year of Primary Education and the second year of Compulsory Secondary Education. They assess key competences in Spanish Language and Literature, Mathematics and First Foreign Language, such as English or French, depending on the school. All this evidence is shared with stakeholders (families, teaching staff and administrative and service staff) in order to involve them in the achievements and to involve them in the measures to be taken to resolve difficulties.

Details of family satisfaction survey

Results of the diagnostic test in Spanish Language



Results of the diagnostic test in Mathematics



Results of the diagnostic test in English Language

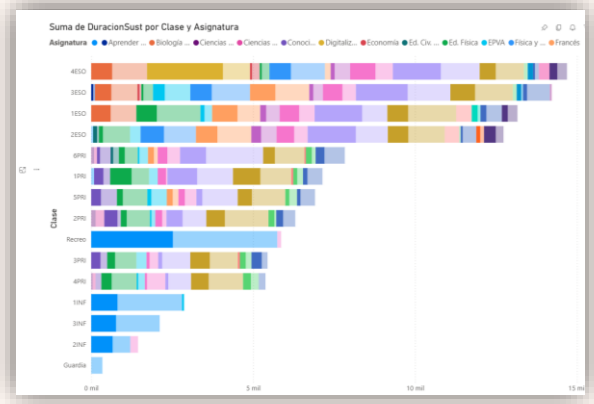
5.2 Our Data Drives Decisions

Leading: Data is not only used to monitor and evaluate progress towards vision and goals, but also for predictions and identification of future opportunities.

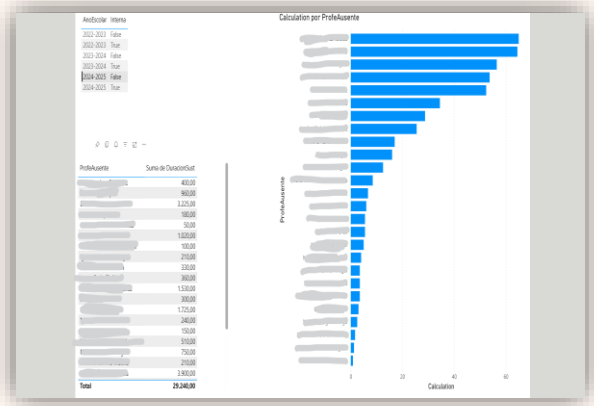
All this information is used, among other things, to evaluate the performance of the teaching staff throughout the year, the degree of competence acquisition and the possible difficulties of the pupils, as well as to guide improvement policies and promote transparency and the participation of families. All of this takes shape in the revision of the school's Strategic Plan which, although it is valid for three years, is conceived as a living document, which is adapted and updated according to the data obtained and emerging needs.

As in other aspects of the College's life, digital tools have helped us in our decision-making. We highlight the incorporation of a Power App application created by the ETD for the management of various aspects related to the school's daily life: management of teacher absences and complementary activities and the substitutions they entail, management of breakdowns... which has provided us with a large amount of data that we have been able to analyze through Microsoft Power BI. This has highlighted the inequality between the activities programmed for some courses or the involvement of a large part of the teaching staff when it has been necessary to make an extra effort beyond their working hours. All of this is helping us to plan for the next academic year.

Welcome screen of the App that manages the day-to-day running of the school.



Power BI: Impact of scheduled activities by courses and subjects on the loss of teaching hours



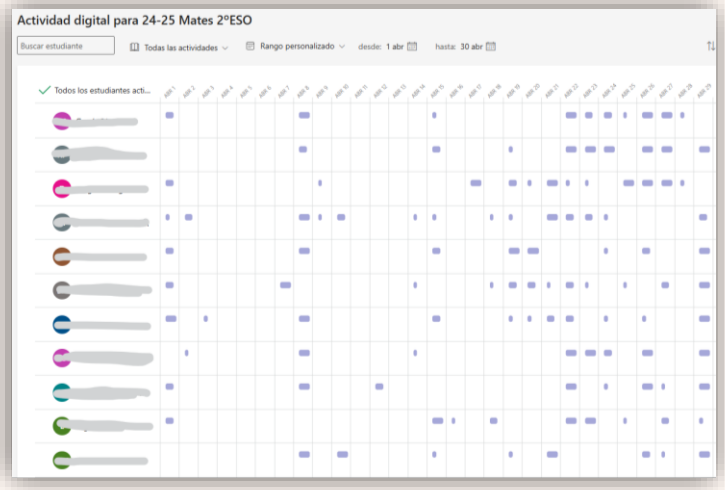
Power BI: Distribution of teacher absences over the academic year 2024-2025

5.2 Our Data Drives Decisions

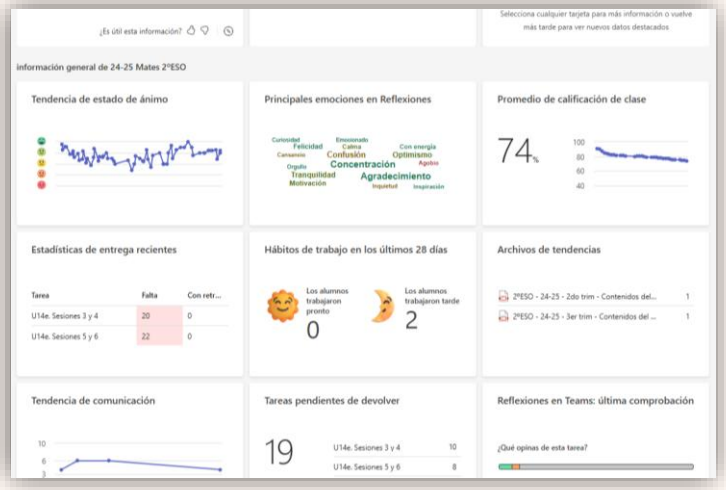
Leading: Data is not only used to monitor and evaluate progress towards vision and goals, but also for predictions and identification of future opportunities.

In addition, the Insights tool integrated in Microsoft Teams has proven to be particularly useful in detecting complex situations in certain students. Thanks to this, it has been possible to intervene early and apply specific measures that have helped to resolve these difficulties effectively.

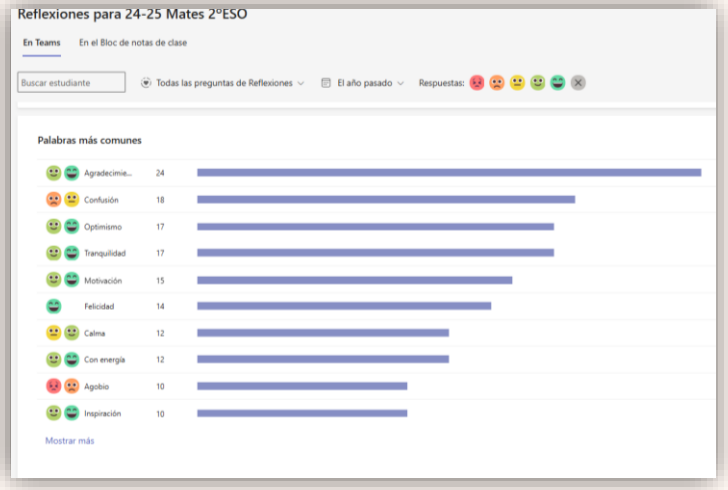
In this way, collecting data, analyzing it and making decisions based on it, leads us to adopt a proactive attitude that will help us to anticipate possible difficulties and, in many cases, prevent them before they manifest themselves.



Insights: Tracking student activity



Insights: Classroom overview



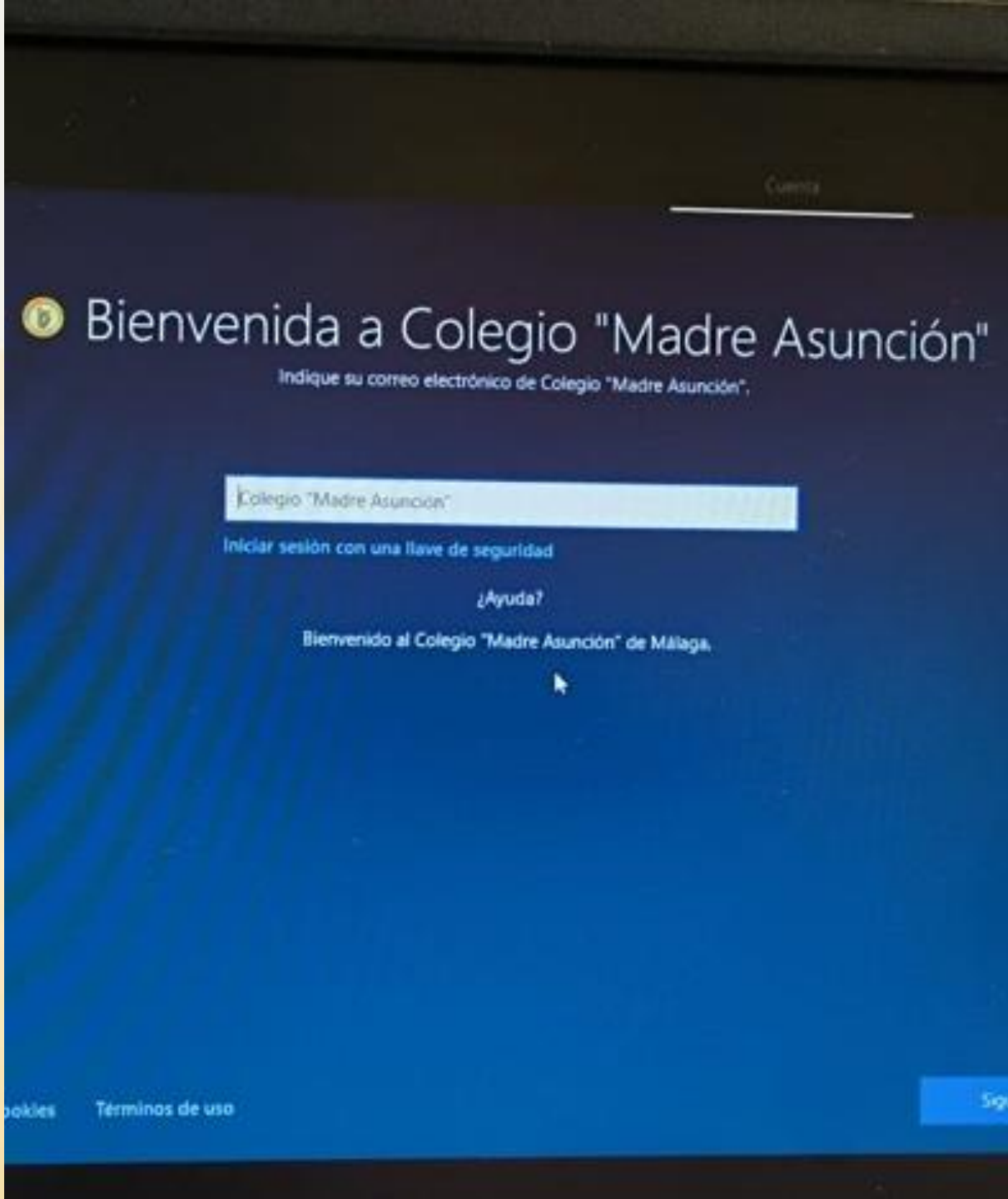
Insights: Tracking Reflections

Microsoft

6. Microsoft Solutions Impact

Learning impact can be correlated to the usage of Microsoft solutions:

- **100% of learners, educators and staff are using Microsoft Teams (this can include LMS integration). (Goal 60%)**
- **100% of learners and educators use Microsoft 365 exclusively. (Goal 90%)**
- **75% of all devices are Windows 10/11. (Goal 60%)**



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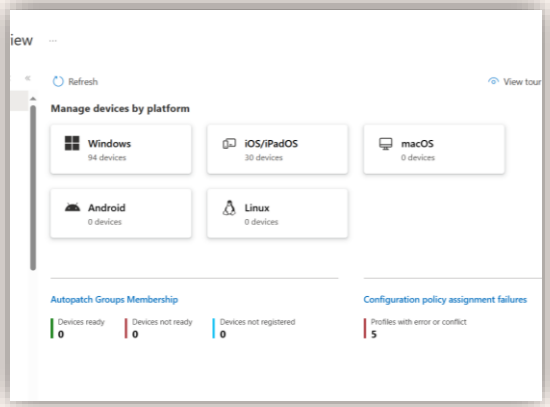
6. Our Microsoft Solutions Impact

At our school, students primarily use devices in shared environments, where multiple students share a single device, and in our computer labs. There is no 1:1 device program currently in place because we are being held back by some families at the school and the growing trend towards zero screens.

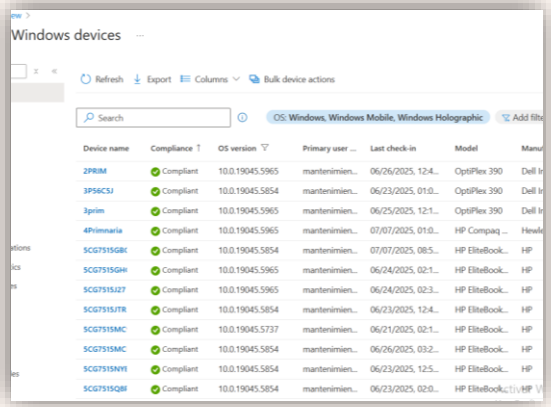
Windows devices are used in shared settings and computer labs. Surface devices, however, are not used at all in our school.

The school has a total of 33 tablets, which include 30 iPads and 3 Android tablets.

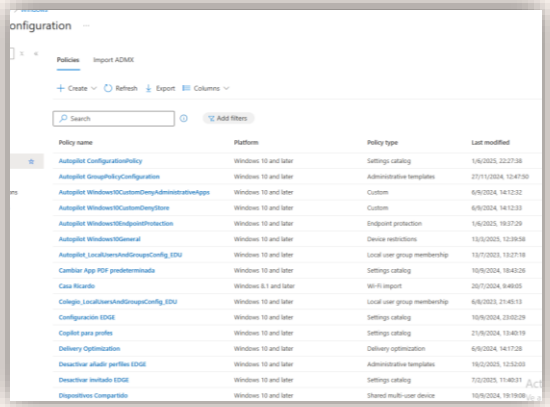
In terms of Windows devices, there are 96 in total, comprising 48 Windows laptops, 32 desktop PCs in the computer lab, 13 classroom PCs, and 3 devices used by staff. (75% of all devices are Windows 10/11)



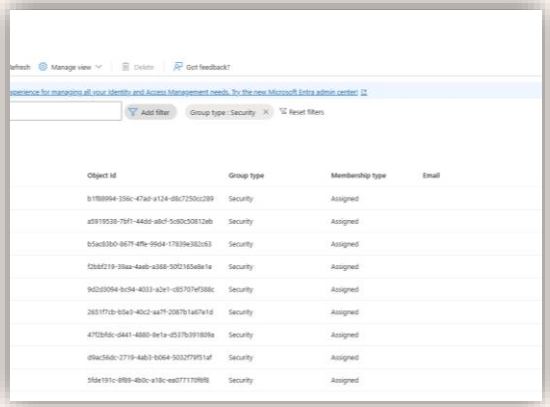
Total devices managed from Intune



List of devices managed from Intune



Details of device configuration in Intune



Configuring group policy in Intune

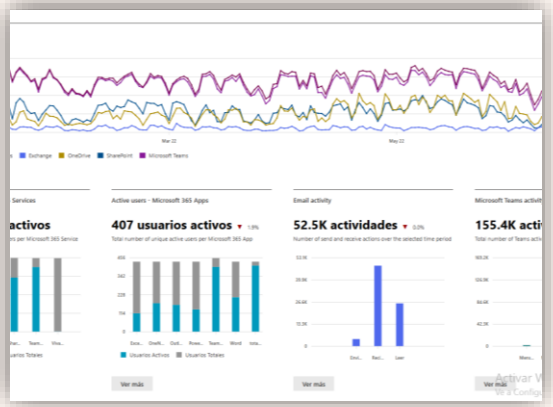
6. Our Microsoft Solutions Impact

The student population is 355, and there are 21 educators and 1 staff members.

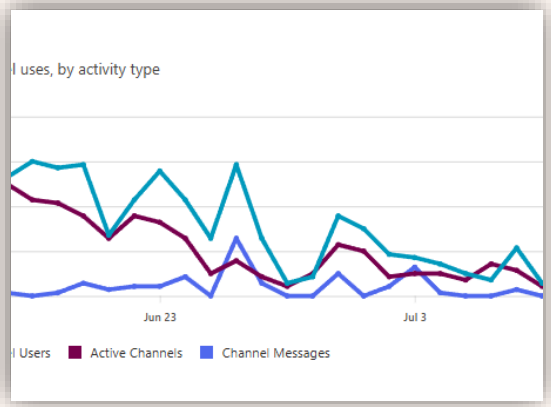
All 376 individuals (students, educators, and staff) have a Microsoft A3 For Student license, and they are currently using Microsoft 365, although, obviously, daily use among students is not achieved until the age of 12 (35% of students). **(100% of learners and educators use Microsoft 365 exclusively)**

Regarding the use of Microsoft Teams, all students aged 3 and above, have a limited use and, in many cases, requires support from families.

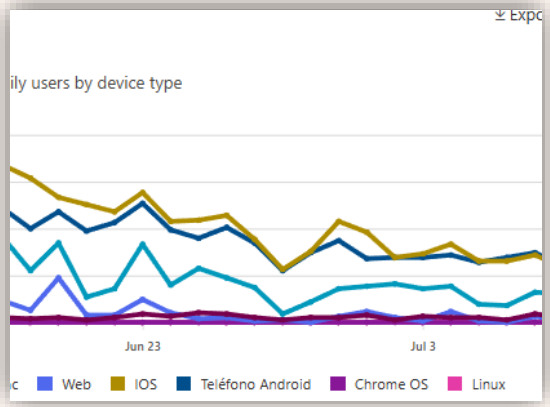
It is from secondary school onwards that 100% of students make regular use of Teams. All educators and staff member are using Teams on a regular basis **(100% of learners and educators use Microsoft Teams)**.



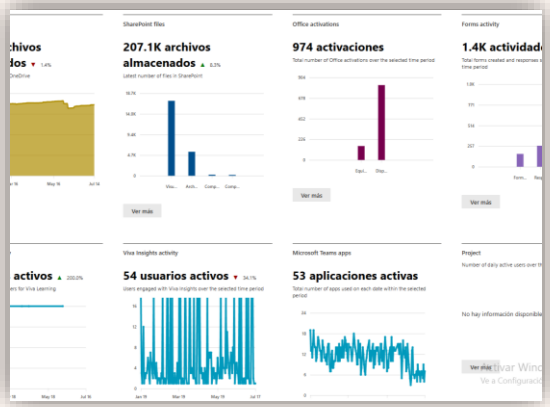
Teams activity among school users



Use of Teams channels by school users



Number of connected users



Further details on using Teams

Microsoft

Our next steps

Continuous and job-embedded professional development

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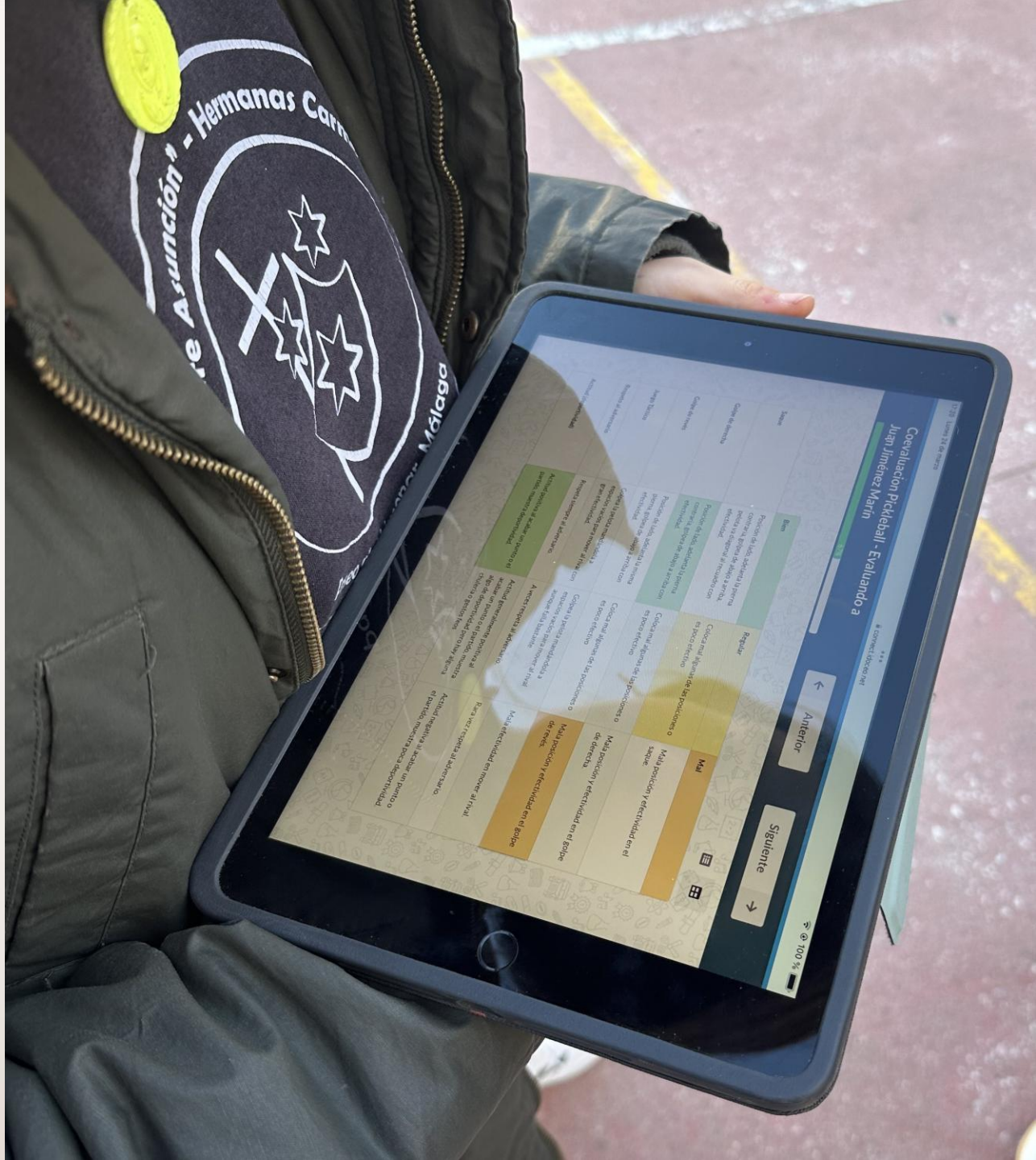

Our next steps

What is next for our school?

Our next steps

- Add a new module to the app: ‘What's happening today?’ to manage teachers' extra teaching hours.
- Create a cross-curricular team with students of all ages who have reading difficulties to tailor a specific support plan for them based on the Reading Progress and Immersive Reading learning accelerators.
- Consolidate achievements:
  - Continue the work of the ETD, empowering them and giving them a voice and resources so that they can continue to spread their enthusiasm to the rest of the teaching staff.
  - Continue to promote recognition of good practices through short training sessions in staff meetings.
  - Improve device management through Intune.
  - Continue to grow in #diversity and #inclusion, supported by the tools offered by Microsoft A3 licenses.
- Try again to get another teacher to run the Minecraft academy.
- Take an in-depth course on the use of AI in education to facilitate the development of inclusive digital materials adapted to the needs of students.
- Give more publicity on social media to the transformation process the school is undergoing.

Challenges and barriers we anticipate

- Once again, the main difficulty we encounter in our transformation process is economic in nature. The creativity, generosity and professionalism of the teaching staff facilitate the process despite these difficulties. Without a doubt, the enthusiasm of the teaching staff is the key to all our achievements.
- The excessive bureaucracy imposed on us by the system is another major barrier to our ability to devote ourselves fully to our students. We spend too much time preparing and filling out documents that, in many cases, end up contributing nothing to the process.
- We have detected a small but growing number of families who are reluctant to allow screens in the classroom. On the one hand, our conviction of the need to incorporate them is unquestionable and is backed by the legislation itself, which requires us to evaluate ‘digital technology’. But, on the other hand, we find ourselves having to fight against this trend and convince them of the appropriate and justified use of screens in our school.