

# Lipson

Co-operative Academy

## Year 11 Families Handbook September 2023



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# Welcome to Lipson

Welcome to Lipson.

I am proud to be the headteacher of a school that puts itself at the very heart of our community. My vision for the school is not complicated and it can be summed up in three words:

- People.
- Quality.
- Achievement.

We believe in valuing our people and putting them first. This starts with our students, whose best interests shape every decision we make, but we also look after and cherish our amazing staff and welcome the contribution of our parents.

We insist on the highest quality in everything we do. We have extremely high expectations of behaviour and attitudes, and will only do things if we can do them to a really high standard. In order to do this, we sometimes have to say 'no' to things.

The raising of student achievement is our core purpose, our reason for being. We are preparing our students for their adult life, so they need to leave us with the very best set of academic results that they are capable of. But we also see achievement in its widest sense, which is why we put so much emphasis on areas such as sport, music and the performing arts, as well as trips and visits.

At Lipson, we believe that every student is good at something; our job is to find out what it is and enable them to fly.

I look forward to meeting many of you in the future as you work with us to support your child to enable them to flourish with us. We want you and them to feel as proud of Lipson as we already are.

Martin Brook, Headteacher



Welcome to your new year as part of the Lipson Co-operative Academy family.

The year may be new, but the values we hold and the standards that we ask from all of our students – and, indeed, staff – remain unchanged and important.

At the centre of all that we do is PERK. We expect classrooms to be full of scholars who are:  
Prepared; Engaged; Respectful; and Kind.

Those qualities will underpin all you do at Lipson and, combined with high personal standards, good levels of effort and the right attitude to learning, will naturally lead to the high premium that we place on good behaviour inside and outside of lessons.

Our promise to you is that we will ensure that there is a great, trusted teacher in every classroom at Lipson, providing a high-quality learning experience. This will not only give you the opportunity to achieve your full academic potential but will give you the chance to exceed in all that you do and reach for the results and further opportunities that you dream of.

We encourage you to take part in some of our extra-curricular opportunities, from our three specialist academies in Music, Sport and the Performing Arts to all manner of enrichment opportunities, including after-school clubs, residentials and day trips.

Every opportunity builds relationships and establishes friendships that, with kindness underpinning everything, makes Lipson special and enables you to progress socially, emotionally and academically during your years with us.

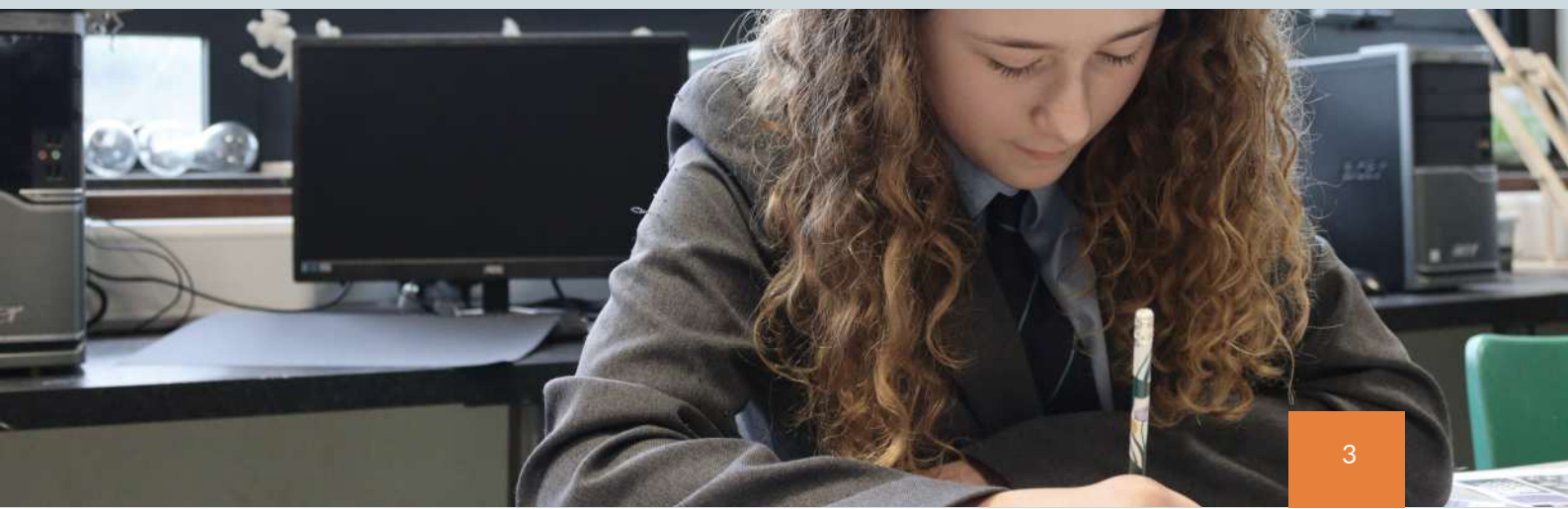
Mr Mitchell



# Mr Mitchell

Head of Year 11

[smitchell@lipson.plymouth.sch.uk](mailto:smitchell@lipson.plymouth.sch.uk)





# Who's who in Year 11?



**Mr Boyes**  
Deputy Headteacher  
pboyes@lipson.plymouth.sch.uk



**Mr Mitchell**  
Head of Year  
smitchell@lipson.plymouth.sch.uk



**Mr Davis**  
Assistant Head of Year  
gdavis@lipson.plymouth.sch.uk



**Miss Toze**  
Tutor  
atoze@lipson.plymouth.sch.uk



**Miss Borbon**  
Tutor  
sborbon@lipson.plymouth.sch.uk



**Miss Cargin**  
Tutor  
vcargin@lipson.plymouth.sch.uk



**Mrs Madge**  
Tutor  
kmadge@lipson.plymouth.sch.uk



**Mrs Haydon**  
Tutor  
whaydon@lipson.plymouth.sch.uk



**Mr Tambllyn**  
Tutor  
mtambllyn@lipson.plymouth.sch.uk



**Mr Lincoln**  
Tutor  
jlincoln@lipson.plymouth.sch.uk



**Miss Hykin**  
Tutor  
chykin@lipson.plymouth.sch.uk

## Safeguarding Team



**Mr Turner**  
Deputy Headteacher  
Designated  
Safeguarding Lead



**Ms Bond**  
Safeguarding, Attendance  
and Inclusion Key Worker



**Miss Moutell**  
Safeguarding &  
Welfare Key Officer



**Miss Alexander**  
Designated Teacher  
for Looked After  
Children



**Mrs Moutell**  
Education Welfare  
Officer

Mrs Green (Associate Assistant Headteacher & SENDCo); Mrs Murdoch (Medical Liaison & Vulnerable Support Worker); and Deputy Heads Messers Boyes and Goodman are also part of our safeguarding team

# Times of the School Day

At Lipson Students must be in their Tutor Room by 8.40am, when the register is taken and morning activities will begin. This is also a time when they can talk to their tutor and peers.

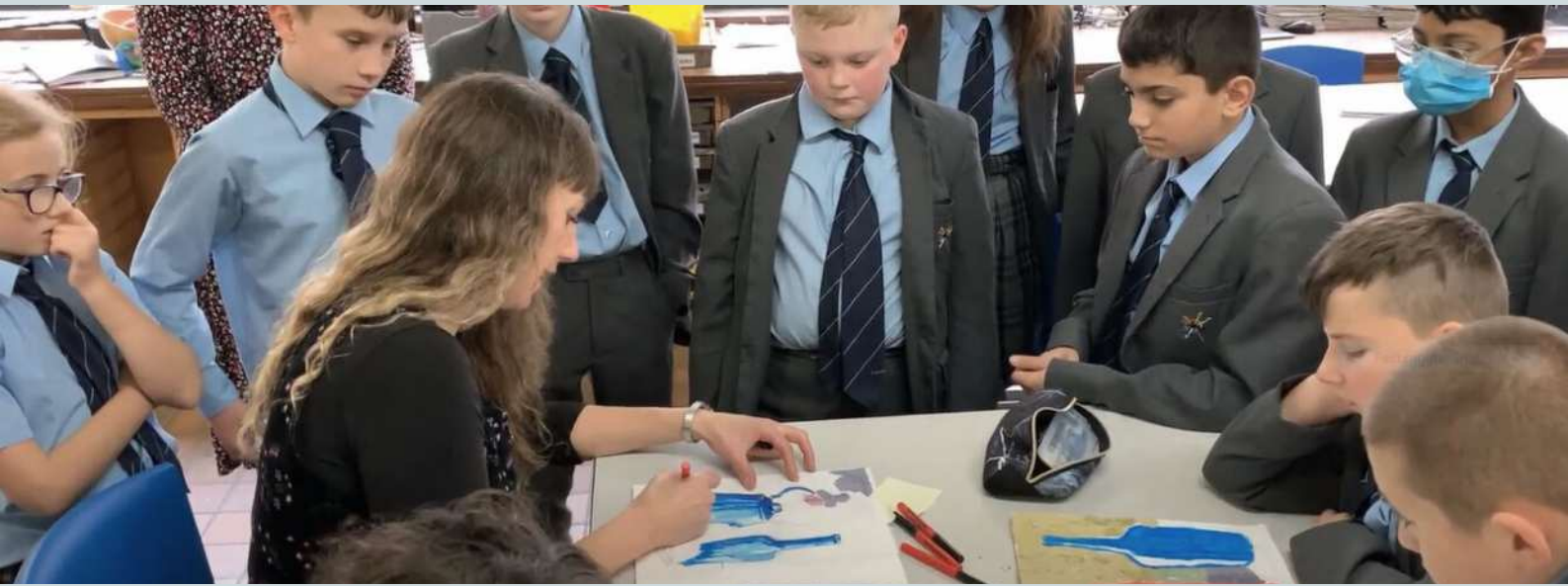


Time	Activity
8.30am	Students arrive at year group entrance
8.40am	Morning registration with tutor
9 to 10am	Lesson 1
10 to 11am	Lesson 2
11 to 11.30am	Break 1
11.30am to 12.30pm	Lesson 3
12.30 to 1.30pm	Lesson 4
1.30 to 2pm	Break 2
2 to 3pm	Lesson 5
3 to 3.05pm	Dismissal Time
3.05 to 4.15pm	Extra-curricular clubs

All timetables work on a rota of A and B week, keeping to the times above. Example timetable below:

BMon	BTue	BWed	BThu	BFri
BMon:1a Religious Studies CMR 130	BTue:1a English BAR	BWed:1a English 9 BAR	BThu:1a Mathematics 5 EPY 213	BFri:1a Physical Education KME PE3
BMon:2a Science SJO 101	BTue:2a Mathematics LBT 213	BWed:2a Science SJO 101	BThu:2a Art RPS 55	BFri:2a Art JCR 56
BMon:3a English BAR 5	BTue:3a History FCN 222	BWed:3a History JRS 221	BThu:3a Literacy MLR 10	BFri:3a Numeracy TGN 203
BMon:4a Mathematics EPY 211	BTue:4a Numeracy TGN 209	BWed:4a Technology PNS 65	BThu:4a English BAR 9	BFri:4a ICT TBY 2
BMon:5a Physical Education KME PE3	BTue:5a Science IML 106	BWed:5a Mathematics LBT 211	BThu:5a Geography NHT 223	BFri:5a Citizenship/PSH ALT 18

# Teaching and Learning at Lipson



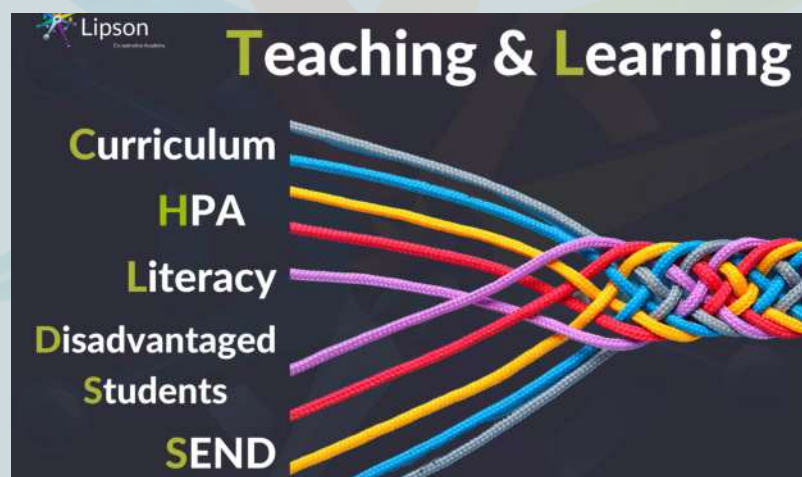
We aim to ensure that there is a great, trusted teacher in every classroom at Lipson Co-operative Academy to ensure that all students can access an ambitious and knowledge driven curriculum. This ensures that all students are thinking and working hard, remembering more and applying their knowledge expertly. All students participate and engage in 'no opt out' classrooms where their voices are valued.

We have a three-year Key Stage 3 curriculum and a two-year Key Stage 4 curriculum with the expectation that our students will continue their curriculum into our Sixth Form at Key Stage 5.

Formal written assessments, also known as end-point plans, are undertaken every half term and are skilfully, and appropriately, mapped back from Year 11-7. Parents currently receive three progress reports for each subject each year after each summative assessment point.

Homework includes:

- **Year 7-9** Set centrally once a week through Sparx Match and Sparx Reader. With additional homework set, if required, by individual subject areas.
- **Year 10-11** Set within subjects as per the requirements of their courses





# Lesson structure at Lipson

## Lipson Stages of Lessons

Entry Routine	
<ul style="list-style-type: none"> <li>Teacher welcomes students into the learning space, actively checking uniform</li> <li>Students place bags and coats away, as instructed</li> <li>Students have equipment ready.</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Students enter the learning space in a calm and focused manner</li> <li>Students are in the correct uniform ready to start the lesson</li> <li>Students start the lesson in silence and are settled ready for learning</li> </ul>
Retrieval Starter (Low Stakes Quiz)	
<ul style="list-style-type: none"> <li>Students sit, in accordance with the seating plan, in silence and begin the Starter</li> <li>Teacher gives students a knowledge-based short answer quiz Tests interleave questions to assess subject content from previous topics and current teaching material</li> <li>Answers are displayed and students correct in green pen</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Students can embed learning into their long term memory</li> <li>Students revisit material in a way which promotes long term memory</li> </ul>
Teacher Instruction (Input)	
<ul style="list-style-type: none"> <li>Teacher explicitly shares clearly defined outcomes/big questions for the lesson</li> <li>Teacher uses highly effective explanations to teach key concepts, including tier 2 and 3 vocabulary taught using the</li> <li>Frayer model (Give Them The Words)</li> <li>Teacher introduces new information in small chunks ensuring that there is not too much new information on a slide/resource.</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Students have complete clarity around what they are learning and what success looks like</li> <li>Students quickly grasp key ideas</li> <li>Students use ambitious vocabulary within their explanations and outcomes.</li> <li>Students understand the new knowledge and do not suffer from cognitive overload.</li> </ul>
Deliberate Practice (Do)	
<ul style="list-style-type: none"> <li>Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes</li> <li>Teachers 'give them the words' to ensure student vocabulary is fit for purpose.</li> <li>Tasks are focused on improving a specific skill or embedding key ideas</li> <li>Tasks stretch students just outside their comfort zone</li> <li>Students practice with sustained concentration</li> <li>Clear timings are given to outline task completion.</li> <li>Students are given a clear checklist for success in the task.</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Students can develop fluency and accuracy in key skills</li> <li>Students can clearly articulate improvements they are making</li> <li>Students can apply their learning in a variety of contexts</li> <li>Students have to think hard about what they are learning</li> <li>Students develop persistence</li> <li>Students use a suitable vocabulary within spoken and written outcomes.</li> </ul>
Learning Check (Review)	
<ul style="list-style-type: none"> <li>Teacher uses formative assessment strategies to assess progress against the clearly defined outcomes</li> <li>Teacher gives timely feedback which is specific, accurate and clear</li> <li>Teachers use retrieval tasks to assess that knowledge is secure from the previous lesson/topic/unit/year.</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Teachers know which topics to re-teach that were not grasped first time</li> <li>Student actions are reinforced or redirected.</li> <li>Students can swiftly unlock further learning</li> <li>Students can retrieve key knowledge and improve their memory.</li> </ul>
Exit Routine	
<ul style="list-style-type: none"> <li>Students pack away when asked and stand (behind their chairs when in a classroom) in silence</li> <li>The teacher dismisses students in an orderly manner, one row at a time.</li> </ul>	<p><b>So that...</b></p> <ul style="list-style-type: none"> <li>Students leave the lesson in a calm and orderly manner</li> </ul>

# Reading

We expect students to read every day at home.

An important part of ensuring students are successful is making sure they can read fluently and in context. This gives students the background knowledge and vocabulary they need to be successful in their lessons and get the best possible grades in their GCSE exams.

**BOOKFLIX** Browse ▾

**Tutor Guided Reading Programme**

In Year 7 we are reading:

Search

<b>The Dog Who Saved the World</b> Ross Welford A time travel adventure - without actually leaving the room!	<b>The Explorer</b> KATHERINE RUNDLELL A cracking adventure featuring a plane crash in the jungle and four stranded children.	<b>Five Children on the Western Front</b> KATE SAUNDERS A heart-wrenching and poignant FWW sequel to Five Children and It.	<b>The Goldfish Boy</b> LISA THOMPSON Matthew has OCD, can he solve the mystery of the missing toddler without leaving his room?	<b>The Hound of the Baskervilles &amp; The Valley of Fear</b> ARTHUR CONAN DOYLE Can Sherlock Holmes solve the Dartmoor mystery of the fearsome beast with dripping jaws?	<b>Black and British</b> DAVID OLUSOGA A short, essential history.
<b>Letters from the Lighthouse</b> EMMA CARROLL Intriguing war time mystery set in beautiful Devon.	<b>Trash</b> ADAM MCLEVIN A feelgood story about a wonderful but deadly find on the rubbish tip.	<b>Girl Missing</b> LISA THOMPSON Thinking she may have been kidnapped, an adopted girl seeks the truth about her past.	<b>Night Speakers</b> ALI SPARKES They can communicate with animals but Something is out there waiting to strike.	<b>Wed Wabbit</b> LISA EVANS Surreal and darkly comic, set in the fictional world of Wimbley Woost!	<b>Worst Holiday Ever</b> CHARLES HIGSON Stan is going to Italy on holiday with his (fifth) best friend and his Mum has given him a list of what to do.

To read the questions on a GCSE exam paper, students need a reading age of at least 15. To gain a grade 7 to 9, students will need a reading age of 17. If students do not have a reading age of 15 or above, they will find it difficult to understand the exam questions which will then limit their grades.

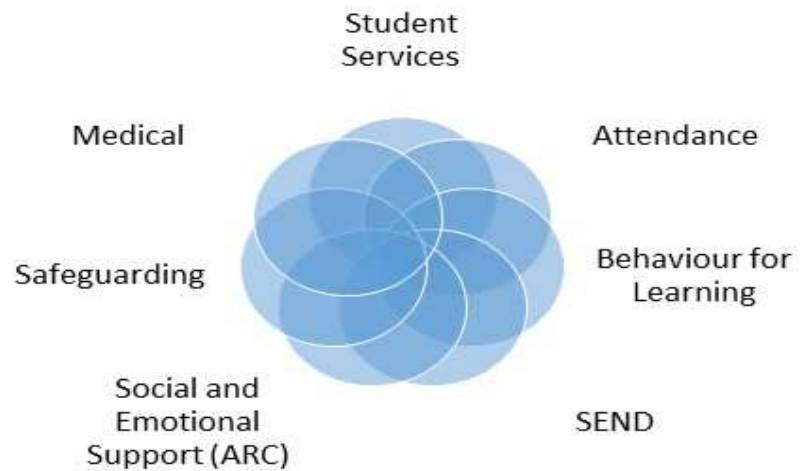
We employ a range of strategies and activities to develop pupil vocabulary and reading fluency. Three times a week, during morning registration, students in all year groups participate in a guided reading programme. This is in addition to reading in all subjects and additional support for students who need to accelerate their reading progress when they join us in Year 7.

There are also things students can and must do outside of school to develop their reading. The most effective way of a child improving their Reading Age is to read often and read widely. Therefore, we expect every parent and carer to support us in ensuring their child reads at home every day. Parents and carers should be encouraging students to read aloud and then engage in conversations about what their child has been reading.



# Inclusion for Learning

Our Inclusion for Learning provision incorporates a number of key areas that work collaboratively together. Our aim is to support students to successfully access all aspects of Academy life whilst developing positive ways of learning



## Student Services - Here to Help!

Student Services are based in the heart of the school and are an integral part of our Inclusion for Learning provision. They are the face at the door for students and the voice on the phone for parents and carers.

The team support and signpost students, parents and carers in all areas of Academy life. For example;

- Uniform
- Free School Meals - applications
- Medical Requirements
- Primary Transition
- Special Arrangements for Medical Conditions
- School Trips
- Work Experience
- Bursaries (Sixth Form)



You can contact Student Services by:

Phone  
01752 671318

Email  
[studentservices@lipson.plymouth.sch.uk](mailto:studentservices@lipson.plymouth.sch.uk)

# Safeguarding



**Ms Bond**

Safeguarding, Attendance  
and Inclusion Key Worker

Ms Bond and Miss Moutell head our safeguarding team. Their job is to ensure that you are all safe and well. The team is always on hand to help and support you if you are feeling worried or anxious about something, or if you are concerned about a friend.



**Miss Moutell**

Safeguarding &  
Welfare Key Officer

You can find the Lipson Safeguarding Team in room no. 1. You will sometimes see the team walking around the school talking to students and staff who need help and support. It is important that all students know that they are never in trouble if they come to speak to the safeguarding team and they will always do their very best to try to help you.

## Medical

All Health Care plans are regularly reviewed in close liaison with parents and carers to offer reassurance and to ensure we are fully updated with all health-related information about the child, along with any changes to medication.

We work closely with our school nursing team who offer monthly drop-in clinics and we hold a regular diabetes drop-in clinic with the children's diabetes community team and with the community CF (Cystic Fibrosis) nursing team.

In addition to this we refer and host triangular consultation meetings with the CAMHS team and are willing to attend or contribute information for any health appointment/meetings for those students in need.



**Mrs Murdoch**

Medical Liaison &  
Vulnerable Support  
Worker

## SEND: Mission Statement



**Mrs Green**

Associate Assistant  
Headteacher &  
SENDCo

At Lipson Co-operative Academy, we aim to ensure that students with special educational needs are given every opportunity to experience success, achievement and fulfilment in their work. We aim to provide educational, emotional and technical support in a positive learning environment and ultimately provide an inclusive education for students.

Every teacher is responsible and accountable for all students in their class; every teacher is a teacher of Special Education Needs (SEN), providing all children with realistic learning goals in a broad-based, appropriate curriculum with suitably scaffolded work, as well as stretch and challenge in the classroom.

# Academic Recovery Centre - ARC



Michelle Griffiths  
Assistant SENDCO

The ARC is a base that is situated in a quiet area of the main part of the school. The base is a calm and friendly area which helps to support students from Year 7 to Sixth Form. Key workers are addressed by their first names - this helps students feel a little more relaxed when having conversations.

## What provisions do we provide?




# Respect for Lipson - Behaviour for Learning

We believe that effective behaviour management is at the heart of a successful and thriving Academy; good behaviour creates a learning environment in which teachers can teach and students can learn. Every child has the right to learn, but no child has the right to disrupt the learning of others.

Respect for Lipson is a whole Academy Behaviour Policy which relies on all staff using it in a fair and consistent way.

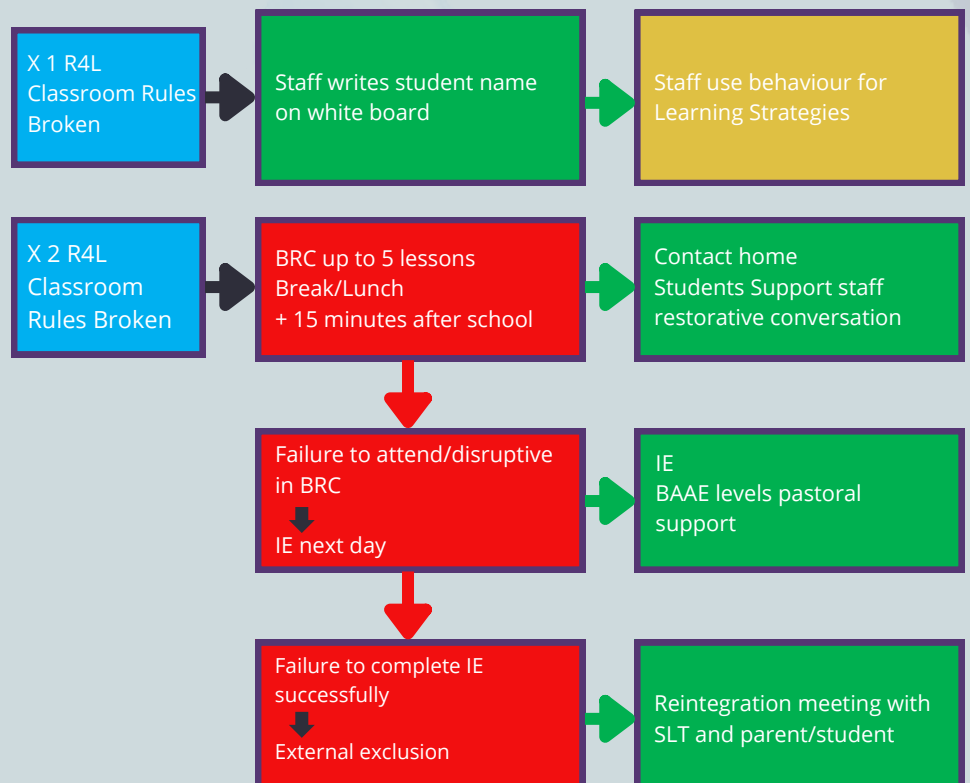
Students will show they are 'Ready to Learn' by adhering to PERK:



  
 At Lipson, we will be:  
**Prepared**  
**Engaged**  
**Respectful**  
**Kind**

  
 At Lipson, we will be:

<b>Prepared</b>	<b>Engaged</b>
<ul style="list-style-type: none"> <li>• Arrive at lessons on time</li> <li>• Sit where you are asked</li> <li>• Sit down straight away with the necessary equipment out ready to use</li> </ul>	<ul style="list-style-type: none"> <li>• Don't speak when the teacher is talking</li> <li>• Keep off task conversations for social times</li> <li>• Allow others to learn, do not disrupt or distract</li> <li>• Treat everyone and everything in the room with respect</li> </ul>
<b>Respectful</b>	<b>Kind</b>
<ul style="list-style-type: none"> <li>• Stay in your seat</li> <li>• Phone and headphones should be out of sight and silent throughout lessons</li> <li>• Try as hard as you can, taking part in the lesson and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen when others are talking</li> <li>• Treat others how you would like to be treated</li> <li>• Help and support others</li> </ul>



# Behaviour Recovery Centre (BRC)

## BRC Staff



Mr Moutell  
BRC Co-ordinator

Managing Poor Behaviour Outside of the Classroom  
We expect high levels of behaviour from students both inside and outside of the classroom.

The latter will include:

- Behaviour in the corridors and communal areas of the Academy.
- Behaviour at break and lunchtimes.
- Behaviour on the way to and from the Academy; in the community, on the bus, etc.
- Behaviour outside of school if it impinges on the well-being of other students and/or staff (e.g., via social networks, etc.)

If you would like to look at our behaviour policy in more detail you can find it on our website under Respect for Lipson Behaviour Policy.



# Rewards

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose, including:





# Attendance

Lipson Co-operative Academy is committed to providing an outstanding educational experience for all students. We believe that if students are to benefit from education, outstanding attendance is crucial. Poor attendance undermines progress and attainment and can lead to social disadvantage. As an Academy, we do all that we can to ensure maximum attendance for all students. Any problems that prevent full attendance will be identified and addressed as speedily as possible.

## Methods of reporting absences

In case of absence, parents/carers should contact the school by one of the following methods:

1. By phone to the Academy - Dedicated line through 01752 671318
2. Email from an agreed account (i.e. the registered home email address) to Student Services - [studentservices@lipson.plymouth.sch.uk](mailto:studentservices@lipson.plymouth.sch.uk)
3. Personal contact through Student Services or student's Tutor

If you would like to look at our attendance policy in more detail you will be able to find it on our website under attendance policy - [www.lipsonco-operativeacademy.coop/index.asp](http://www.lipsonco-operativeacademy.coop/index.asp)





## EVERY SCHOOL DAY COUNTS

BE AT CLASS ON TIME AND READY TO LEARN!

0 days off school

100%

Perfection

Equates to 2 days off School each year

99%

Excellent

Equates to 5 days off School each year

97%

Good

Equates to 10 days off School each year

95%

Slight Concern

Equates to 20 days off School each year

90%

Concerned

Equates to 30 days off School each year

85%

Very Concerned

5 days absence over the whole year

**97% - 100%**

Good chance of success and progress

20 days absence over the whole year

**90%**


Less chance of success  
Harder to make progress

20+ days absence over the whole year

**Under 90%**

Detrimental to success and progress

LATENESS = LOST LEARNING



5 MINS EACH DAY = 3 DAYS LOST!

10 MINS LATE EACH DAY = 6.5 DAYS LOST!

15 MINS LATE EACH DAY = 10 DAYS LOST!

20 MINS LATE EACH DAY = 13 DAYS LOST!

30 MINS LATE EACH DAY = 19 DAYS LOST!

Figures calculated over one school year

# Enrichment

Here at Lipson, we have a huge variety of lunchtime and afterschool clubs and activities that include:

Sponsored Walk, Enrichment Week, Combined Cadet Force on site, Work Experience, Duke of Edinburgh, Year 11 and Sixth Form Proms, Students Leadership, National Citizenship Service

## Music Academy

Widely regarded as having the best music provision in the city, Lipson students have the unique opportunity to join the Junior Music Academy in Years 7, 8 and 9 and receive professional tuition in the morning during tutor time. They also come out of one lesson a week to rehearse together. In older years, this then feeds into our senior music academy and Cooperative Big Band, which consists of expert musicians and an extensive musical alumni.



## MONDAY AFTER-SCHOOL CLUBS 3.15-4pm

<p><b>ART</b> Room 56</p> 	<p><b>CHESS</b> Room 216</p> 	<p><b>COMPUTER PROGRAMMING</b> Room 214</p> 	<p><b>COOKERY</b> Rooms 129/130</p> 	<p><b>DUNGEONS &amp; DRAGONS</b> EGM</p> 	<p><b>SIXTH FORM &amp; YEAR 11 FOOTBALL</b></p> 	<p><b>MAGAZINE</b> Room 6/7</p> 
<p><b>MATHS PROBLEM SOLVING</b> Room 203</p> 	<p><b>MFL FILM &amp; CULTURE</b> LOLA</p> 	<p><b>MINECRAFT</b> Room 121</p> 	<p><b>MODEL UN</b> Room 9</p> 	<p><b>NETBALL</b></p> 	<p><b>RUNNING</b></p> 	<p><b>PHYSICS EXAM PRACTICE</b> Room 111</p> 
<p><b>STEM</b> Room 106</p> 	<p><b>STRENGTH &amp; CONDITIONING</b></p> 	<p><b>SWIMMING</b></p> 	<p><b>TABLE TENNIS</b></p> 	<p><b>TECH CREW</b> Drama</p> 	<p><b>TRAMPOLINING</b></p> 	<p><b>UKULELE</b> Room 71</p> 

# School Uniform

For full uniform details, please follow this link:

[kitworld.uk/product-category/school-clubs/lipson-co-op-uniform/](http://kitworld.uk/product-category/school-clubs/lipson-co-op-uniform/)



Blazer



Shirt



Blouse



Tie



Jumper (Optional)



Trousers



Skirt



-----PE Kit-----



# School Uniform - footwear

Examples of acceptable footwear: black, polishable, not canvas and no coloured logos:



Examples of unacceptable footwear: coloured logos, fabric/canvas/suede material, heels, bubble/air or platform soles:



**NB: This is not an exhaustive list, if in doubt, please contact the school.**

# School Uniform

Pictured below are skin tight/skinny fit trousers or cropped trousers which are not allowed for school.



# Jewellery

## Piercings

Ears – studs only. No hoops, bars or stretchers.

No other facial piercings - this includes nose piercings. No tongue piercings.

**No rings and no bracelets (excluding medical reasons).**

**Hair:** Hair can be dyed, but only one natural colour. No extreme hair cuts.

**Nails:** No acrylic nails.

**Make-up:** Must be minimal.

# Mobile Phones and Earphones

Mobile phones and earphones are allowed in school but must only be used at break times and in the specific phone zones for the year groups. Consequences for not following this rule are as follows:

Mobile and/or earphones are seen outside of Phone Zone

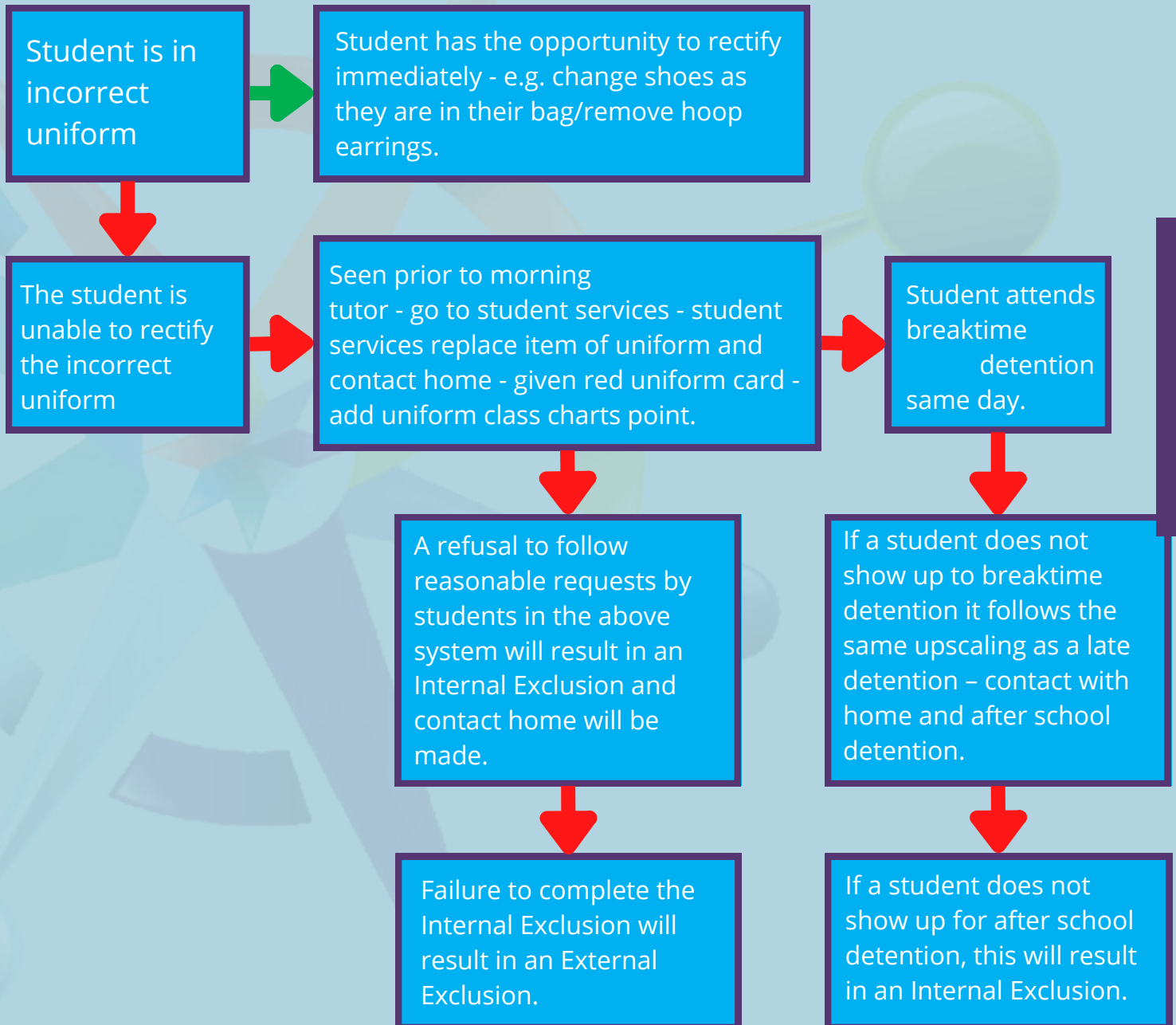
Member of staff logs incident on class charts

Student takes phone to Student Services, hands in phone and returns to lesson

At 3:05pm, student collects phone from Student Services

A student refusing to follow a reasonable request is a serious infringement and will be dealt with in line with our Behaviour Policy

# School Uniform - consistency and sanctions





# School Canteen

## Canteen

Open from 7.30-8.30am for Breakfast. Then open at Breaktimes every day.

Lower school canteen - Year 7 and 8 only.

Upper school canteen - Year 9 - 13 only.

## Cashless catering system

Students use catering cards, which they receive when they join to pay for their food. Credit can be added to these by parents/carers via the new Bromcom payment system.

## Breakfast Club

**BREAKFAST CLUB**

FREE for all year groups

Toast  
Bagels  
Cereal  
Tea  
Coffee

From 8-8.30am

Entry at the back of the canteen

Stay, chat and make friends after enjoying breakfast

All welcome

#LipsonLife

If you have any questions regarding what is in this handbook, then please do not hesitate to speak to a member of staff and they will be happy to help you.



**Bernice Terrace  
Lipson  
Plymouth PL4 7PG**

**Phone:** (01752) 671318

**Email:** [lca@lipson.plymouth.sch.uk](mailto:lca@lipson.plymouth.sch.uk)

**Website:** [www.lipsonco-operativeacademy.coop](http://www.lipsonco-operativeacademy.coop)