

TRANSCRIPT

LEGISLATIVE COUNCIL ECONOMY AND INFRASTRUCTURE COMMITTEE

Inquiry into the Use of School Buses in Rural and Regional Victoria

Melbourne—Wednesday, 25 August 2021

MEMBERS

Mr Enver Erdogan—Chair

Mr Bernie Finn—Deputy Chair

Mr Rodney Barton

Mr Mark Gepp

Mrs Bev McArthur

Mr Tim Quilty

Mr Lee Tarlamis

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Mr Andy Meddick

Mr Edward O'Donohue

Mr Craig Ondarchie

Mr Gordon Rich-Phillips

Ms Harriet Shing

Ms Kaushaliya Vaghela

Ms Sheena Watt

WITNESS (*via videoconference*)

Ms Catherine Vassiliou, Acting Manager, Communities, Facilities and Emergencies, Wellington Shire Council.

The CHAIR: The Economy and Infrastructure Committee public hearing for the Inquiry into the Use of School Buses in Rural and Regional Victoria continues. Please ensure that mobile phones have been switched to silent and that background noise is minimised.

I wish to begin by acknowledging the traditional owners of the land, and I pay my respects to their elders past, present and emerging. I wish to welcome any members of the public that are watching via the live broadcast.

My name is Enver Erdogan, and I am Chair of the committee. I would like to introduce my fellow committee members: Mr Rod Barton, Mr Mark Gepp, Mr Tim Quilty and Mr Lee Tarlamis.

To witnesses giving evidence, all evidence taken at this hearing is protected by parliamentary privilege as provided by the *Constitution Act 1975* and further subject to the provisions of the Legislative Council standing orders. Therefore the information you provide during this hearing is protected by law; however, any comment repeated outside the hearing may not be protected. Any deliberately false evidence or misleading of the committee may be considered a contempt of Parliament.

All evidence is being recorded. You will be provided with a proof version of the transcript following the hearing. Transcripts will ultimately be made public and posted on the committee's website.

We welcome your opening comments but ask that they be kept to a maximum of 5 to 10 minutes to ensure we have plenty of time for discussion and questions. Could you please start by stating your name for the benefit of our Hansard team and then begin your presentation. Over to you, Catherine.

Ms VASSILIOU: Hello, everyone. My name is Catherine Vassiliou. I am the Acting Manager of Communities, Facilities and Emergencies here at Wellington Shire Council. It is nice to see some of your faces. I am just wondering: is it possible to maybe see if others could have their cameras on? It would just be nice to read people's facial expressions while we talk, if possible.

The CHAIR: I just want to confirm all the committee members' cameras are on. The others are the secretariat and the public servants that are just making sure that the broadcast proceeds.

Ms VASSILIOU: They are just as important. No worries; thank you so much for that clarity.

So as I mentioned, this submission was prepared by my manager, Karen McLennan, who is currently on long service leave. So I assisted her in developing this report. I am just going to kind of give you a high-level summary of the submission we provided, just to help, and I am more than happy to answer any questions.

So for those that are not familiar with where Wellington shire is, we are in the Gippsland region. Wellington shire is actually the third-largest LGA in Victoria. Our next-door neighbour, East Gippsland, is the largest. That is quite significant to know, that geographical space that we have, because when you look at something like a transport program and trying to see if we can modify it and stretch it to meet all these multiple needs, geography is our biggest barrier, and transport continuously is something that our community has raised.

I am a little bit nervous, so just bear in mind if stumble my words, but anyway.

Our population is 44 000, give or take, although having said that, with the recent COVID restrictions, housing has gone crazy down here, so I am very keen to see what our new population data is going to be come 2021, because certainly our houses are not staying on the market as long as they normally are. Sale is the major town in Wellington shire, so for quite a lot of our public transport and community transport all roads lead to Sale. But there are quite a lot of towns that do not have access to public transport or community transport or school buses, so that is a real gap for us.

I think I would like to make a note—and it is funny; I want to kind of make this really clear—that when we first were presented with this I had really strong feelings about this. So my normal work is I work with a lot of the schools; I do social planning. And when I first realised that suggestion was around using a school bus program

essentially for universal public transport, my initial gut response was no, because it is not fit for purpose. And we need to make sure that whatever we come up with we are not stretching a specific, finite program to stretch over a really big gap. So that was my initial gut response. But as part of the submission process we made sure we spoke to all the bus contractors and schools and whatnot just to make sure that we captured their feedback. Anecdotally we know for years and years and years our community has said that we need more public transport in our community, but again it is about making sure that we are not compromising one program to fit another, so I just really need to make sure that that is understood.

As we mentioned, there were six recommendations that we had provided, and again, when we made those recommendations we wanted to make sure that we allowed that flexibility for some school bus programs to be transitioned or to allow for public access, and then we also made some recommendations where some school bus programs be transitioned to public transport programs. It is really clear the distinction between the school bus program and the public transport program because again, in my eyes and in the community's eyes, it is quite different.

Probably one recommendation, even though it is further down on the list I really want to make sure that it is quite clear, is that regardless of the outcome of this inquiry I think it is really important that our buses are DDA compliant—access for all of our community to the service and recognising that disability access is all ages and that we need to make sure that our students and young people can actually access it, as well as our older adults. I think we know—and correct me if I am wrong—our school buses do not have to be DDA compliant. Lee, I can see you nodding your head. So it is about just making sure that, whatever the outcome, we really do not lose sight of access and inclusion, because we need to make sure that people can get to where they need to. There is nothing worse than approaching public transport and knowing that you cannot get on it.

And then finally another thing that I just want to stress, which is our last recommendation, but it is really again overarching, is that transport challenges for regional and rural areas need to be broader than increasing access to school buses, and again, this is what I was saying about my initial gut reaction when I first saw this. We want to make sure that we are not going to use something that exists for a purpose and we are not stretching it to cover a bigger gap that is broader than just the general public getting on, because as you would have read through our submission there are quite a lot of those operational things that need to be cleared up. As an example, if we turned school buses into public-use buses, how is a bus driver going to make that decision on who gets on and who gets off? That is quite a difficult thing, especially when you are trying to keep on time. If you have got adults and children there and they have got to get on, what do you do? How do you say who is more entitled than the other? So those are the things that we just need to make sure that by adjusting one thing we do not indirectly impact something else.

Is there anything else you would like me to expand on?

The CHAIR: No, that is fine. We have all seen your submission, and normally committee members, if they have got any specific questions or points or comments or discussion that they want to raise they can raise it in this forum, so we will have another maybe 20 minutes of discussion with the committee. I want to thank you. I think you did a great job. I know you said you were a bit nervous, but I think you did a fantastic presentation covering off some of the key points. I like your personal reflection about your gut instinct, and a lot of the submissions I have seen have been from people with similar concerns to what you raised about stretching existing resources. It is a unique outlook, but I appreciate the time taken to give us some examples.

Ms VASSILIOU: Yes—sorry, Enver, I did not mean to cut you off—something that did not necessarily make the cut for our submission, but I just want to give you a flavour of or context for some of the community feedback that we got, just so it might help the panel. It was very mixed. Something like this is quite an emotive discussion because you have got people that have lived experience, they are putting their kids on the school bus and they are handing over that trust to the school system and making sure that they get to where they need to go, so there were some strong feelings around, 'No, this is how it is and this is how we want it'. The coordinators of the school bus I think are really important, because we do not manage that program. They do, and they are the ones that are dealing with the daily grind of organising who gets on and who gets off the bus. And so the coordinators of the bus school routes—so we have got three in Wellington, Yarram, Maffra and Sale at the secondary colleges—you know, were not supportive of the public accessing the school bus, and mainly from an operational administrative point of view. Because if you think about it—and I just saw your face, Mark—just say that some of our buses have got about 30, 40 kids on there, that is kids and you have got

to manage those kids getting on and off, and if you then stick in public as well, that adds that extra complexity. And at least with children you can kind of tell them what to do, but then you chuck adults in there too and then it just makes it even more complicated. But I think just from an operational point of view it is like, 'Well, where does that duty of care start and stop?'

Also, I do not know if any of you have school-age children or even secondary school age children, but when you are trying to organise a sleepover and your kids travel on the school bus and then you have to ring the bus coordinator to make sure that their friend can catch the bus, sometimes—or most times—they cannot.

Those are the kinds of complexities that they are dealing with on a daily basis, which I know is not up at this level. It is not, like, the big picture stuff, but that is what they are seeing on a daily basis. We need to ensure that, whatever we come up with, we are not going to give them a clunky system that they have to then work out how to use.

Interestingly and not surprisingly, more the secondary school parents were more supportive of public use of a school bus, because they were also seeing the other uses of the kids catching the bus to go to other activities—recreational activities, sports and whatnot—or work, employment. So I am not surprised there. Whereas the parents of school-aged kids were all like, 'No way'—safety, safety, safety—'We need to make sure that our kids are safe'.

And then obviously, you know, we are just recently getting a new building in Sale, a multi-million-dollar TAFE. And is not a new service; essentially it is a new building. I do not know if that means I am talking too much, Enver, but I think—

The CHAIR: No, no, it is good. Yes, I like the TAFE. It is a fantastic announcement.

Ms VASSILIOU: Yes, but I think you have got to understand with TAFE in Sale there is no transport that gets the kids from Yarram to TAFE. So it is great that Gippsland has a new TAFE—or it is great that Sale has this new TAFE—but if kids cannot get to it, it is just a great service for Sale. And again, Wellington is bigger than Sale. So we have to think about those things, but not at a consequence or a compromise of another service. But anyway, I will stop talking. You guys ask me questions.

The CHAIR: No, Catherine, I really enjoyed that. I think it was interesting, refreshing, raw feedback from the community. And I guess you are right: we are looking at this broadly. These kinds of inquiries look at the high level, but it is important that we take into consideration the operational impact that it has on people on the ground. So I love that feedback that you provided the committee with. In that light, I might pass on to committee members to ask questions. I might start with Mr Gepp and then Mr Barton and go around in that order—then Mr Quilty, then Mr Tarlamis.

Mr GEPP: Thanks, Catherine, for a great presentation.

Ms VASSILIOU: Thank you.

Mr GEPP: It was terrific. It really was. I am really interested in that feedback that you got, and particularly from the coordinators, that they were not supportive of the expansion. I am not surprised, I do not think, about the secondary students' parents, because I think we have heard from a number of witnesses now that one of the public transport accessibility disadvantages that these kids face in regional areas is that the school bus system does not allow them to go and do their after-school activities and then get home. So I think I am not surprised by that, but I am really surprised by the coordinators. But I guess when you start to tease out why their objections are there, it is a bit understandable I guess in terms of the administration.

Ms VASSILIOU: Yes, absolutely. And it is the administration. So in Sale—that is probably our largest one—you know, there is a lot of work that they have to do and they have to manage. And then they do that on top of their other jobs that they do. A few of them also work in the admin team of the local secondary school. So it is that additional work that they have to do, and there are a lot of requirements. And that duty of care is critical. I mean, even just with COVID there are so many rules around schools now that you cannot even get into a school ground, let alone actually, you know, set foot. It is so important for a department of ed services to have these rules in place, and they take it incredibly seriously. So something like this, where you are creating a bit of grey in their black and white, is really hard for them—to make those exceptions—because then when

does it stop? I think that is where they are coming at it. Because for a lot of these people the staff are at that administrative level, they do not necessarily have the authority to make that call, and they cannot just take it to the principal to make that final call every time these kind of curly questions come up. Often with regional and rural there are quite a lot of complexities to it.

Mr GEPP: Oh, there are. Look, I know you said that it is probably not at this level that we should be thinking about some of those things, but indeed they are the very issues that we need to think about, that livability aspect, because—

Ms VASSILIOU: Yes, 100 per cent.

Mr GEPP: if kids in metropolitan Melbourne are able to go to sports and other activities after school, then kids in regional and rural settings should also have that equal opportunity, and it is very important that we factor those things into that. Not a question, but a comment: absolutely concur with you about DDA compliance. That we should have a lower standard for our most precious of cargo is a little bit—

Ms VASSILIOU: Yes. You also have to think: what message are we giving from a young age around disability and access? If we are trying to make broadly our community accessible and inclusive, if we cannot even do that for our youngest and our most vulnerable, then we are really failing in that sense. So something as simple, if anything, take-away from this is if you can at least make our buses DDA compliant, you know, we are one step towards progress.

Mr GEPP: Good on you. Thank you.

Ms VASSILIOU: No worries, Mark.

The CHAIR: Excellent. Mr Rod Barton.

Ms VASSILIOU: G'day, Rod.

Mr BARTON: G'day, Catherine. Catherine, I want to reassure you of the whole premise of what we are doing. When we first raised this with the Minister for Education he made it really clear: school buses are school buses.

Ms VASSILIOU: School buses are school buses. Thank you, Rod.

Mr BARTON: But I have worked with the bus association for a number of years, and we know there has been a demand and a call to open up the services across Victoria—not everywhere but across Victoria. But I think one of the problems and why people are concerned is because they do not know what we are going to say or what we are going to do. But I can tell you the school bus service is not negotiable, safety is not negotiable and what we are talking about is following not the same as New South Wales. I do not particularly like what is in New South Wales, with random people coming in, but certainly if there are seats available for granny and if they can pre-book, that could possibly be an option for people to come on.

All these concerns around safety I think we can deal with, as they do in Queensland, as they do in New South Wales, but we are also sort of saying: there are 400 public transport bus routes in Victoria; if we opened up the school bus routes, it becomes 1600. So the ability for apprentices to get to work, kids going off to TAFE, I certainly favour a model—so this is where I am heading, that for a model we start talking about possibly allowing uni students, TAFE students rolling it out, prebooked, we know who they are, and we start moving along those lines, as a trial so we can ascertain a sort of direction. How would you feel about that?

Ms VASSILIOU: So would that be similar to what we have put in recommendation 3, Rod?

Mr BARTON: Well, let me just open it up, because I have got it right here.

Ms VASSILIOU: Yes. So it is about saying that post-education students with a pass would be able to access, and the school bus coordinators are actually supportive of that one.

Mr BARTON: Right.

The CHAIR: Yes, it is your point 3, as you said, allow:

... permit students who hold student passes from post-secondary vocational and tertiary institutions to travel ...

So that is what Rod is suggesting. Rod is suggesting your point 3 as a trial.

Ms VASSILIOU: Yes, as a trial.

The CHAIR: Would you support that?

Ms VASSILIOU: Yes, absolutely, but again it is about the principles around school buses are school buses and—

Mr BARTON: That is not negotiable.

Ms VASSILIOU: Yes, yes, yes, absolutely. I do not want to change it to a public bus, Rod.

Mr BARTON: No.

Ms VASSILIOU: Probably a point that I really want to point out is that social messaging around public transport and accessing public transport, because we do not have it. It is not something that we have as accessible as, say, metro areas. It is not something that you kind of plan for, and so we actually would need to work with our community around using it, because although it has been something that is a strong need, what we find is that when we do finally get it in a town they do not use it. So it is not so much why are they not using it—they asked for it and they are now using it. It is really around that, ‘Well, we never had it in the first place. We’ve just done without it. And now that we have it, great, but we don’t know how long it’s going to last for, and the times that you’ve given it to us don’t necessarily match what I would use it for’. Do you know what I mean? We are just so used to not having it. But there are those pockets of population that do definitely need it, and they can plan around it. You know, I cannot stress enough Yarram to Sale—it is just not okay that there is no connection whatsoever for our young people to get to Sale and for our older people to get to medical appointments. But yes, for recommendation 3, if it is still within that school bus model, that would be okay.

Mr BARTON: The school bus model is not under any threat, I promise you.

Ms VASSILIOU: No, I know. But again, I think you fund it to stretch this far, and I just need to make sure that if we are chucking some extra people on there, we are supporting the administrative staff that are supporting that program.

Mr BARTON: Yes, and we have also got to think about the commercial viability of the bus operator, right?

Ms VASSILIOU: Correct. Absolutely.

Mr BARTON: You know, for four months of the year they sit around doing nothing, and they could amortise the cost of that bus.

Ms VASSILIOU: Absolutely, and even during the day. That is the other thing we put in our recommendations. A lot of our bus drivers are retirees, so there are really no incentives for them to work during that kind of 10 to 2 and then 4 to 6 time. We fund for these buses to be available, but they are only really just offering a morning and afternoon program, so there is also flexibility there. That kind of caters towards more those people doing the daily activities, whether it be a doctor’s appointment or a social activity, but if you think about some of our kids going to trade school or uni or whatever, that is early morning stuff—you know, that is before even the school bus timetable—so we need to make sure that there is some flexibility so we can cater to them as well. Sorry, I will just talk a lot—

The CHAIR: No, that is fine, Catherine. It is refreshing.

Mr BARTON: Catherine, thank you.

Ms VASSILIOU: No worries, Rod.

The CHAIR: This is more of a discussion, and I think that is what is important. We are teasing out the issues that we have not had an opportunity to ask other people before the hearing or other witnesses. Mr Barton, do you have another question?

Mr BARTON: No, I will come back. Let the others have a go first.

The CHAIR: I will come back to you. We will go through the committee, Catherine. We will give everyone an opportunity, and then if there is time we will come back to Mr Barton. Mr Quilty then Mr Tarlamis. We will do that.

Mr QUILTY: Thanks, Chair. I am really enjoying this testimony. We sometimes get some country witnesses in here or regional witnesses who are a bit more open and fair dinkum in how they talk, not polished bureaucrats from the city. Anyway—

Ms VASSILIOU: Are you saying that I am not a polished bureaucrat, Tim?

Mr QUILTY: Perhaps not entirely polished.

Mr GEPP: Come on, Tim. Get out of this one!

Ms VASSILIOU: Noted.

Mr QUILTY: Digging the hole deeper here. We have heard, on previous points previous witnesses talk about initially opening it up only to TAFE students and recent students who have left school so that they are still known by the bus drivers and the community. That would be a way of allaying community fears, and the model could gradually over time be opened up to even more people that way. I just raise that as a point. You talked about incentives for bus operators to offer transport during the day or during the off-peak periods. What did you have in mind there? Can you elaborate on that for us?

Ms VASSILIOU: I guess it probably comes back to the people that are employed in the role. You know, as I said earlier around retirees, it is about kind of making it an attractive employment opportunity for not just older adults but adults in general. It is almost kind of seen as more of a hobby—recreational-type employment—rather than a role that you can make some money from.

The other thing too is that my understanding—and absolutely, please correct me if I am wrong—is that as part of the program they fund for the buses all day, but really the service is in the morning getting them to school and then in the afternoon getting them to home. So even though the program is funded to have the vehicles and everything, they are really just kind of more active at that morning and afternoon time. So I guess it is around that funding model too—around incentivising for the contractors that if you do look at doing more of a community service as well in the middle, then you kind of access that full amount of money. I mean, I am probably going to get stoned for saying, ‘Cut their money back’, but do you know what I mean? They are getting that money anyway. There is nothing really promoting them to say, ‘Can you also do a community service in the middle?’. I mean, do not cut their money. Oh, my God, please do not cut their money. God, they will kill me. And I will say a lot of them are local, so it is about explaining the importance. If we actually could have that opportunity to explain the gap and get them to help us solve the problem, I would say nine out of 10 of them would be willing to do it. It is just that a lot of them do not realise their role or that there is an opportunity to do that. ‘Incentive’ is probably not the right word, but it is probably around opportunities to collaborate and opportunities to solve the problem, because right now they are really seen as, ‘Well, their role is to do this service’, but it is more than just a service; it is really that they are contributing to community life, and it is that accountability and ownership of that too. Does that make sense?

Mr BARTON: Yes. Look, New South Wales allows the bus company to keep the fares.

Ms VASSILIOU: Yes, and I think as well, Rod—and I really like how you use the other examples—there is no actual government department that looks after it. I mean, you have got the Department of Transport, you have got PTV and you have got RRV and all the other acronyms that they have got, and there is no-one to whom you can actually say: ‘Hey, let’s get together and really unpack this transport issue at a regional level’. I cannot go to Regional Roads Victoria and say, ‘Hey, let’s solve this public transport issue, because then they will go, ‘Oh well, that’s more a PTV or that’s more a Department of Transport’, and then you go to one of them

and they are like, 'Oh, that'. Do you know what I mean? It gets tricky to really get the right people around the table. But at the end of the day, if there was an opportunity to do that, and if you are talking about incentives, one incentive would be if, say, local government or state government actually put some money towards solving these local transport issues but actually resourcing it properly so that we can give it that time and planning. That could be another thing we could be doing. But I do not know. I do not want to just put it on the bus drivers, because they do a really good job. But I just think it is not as simple as just saying to contractors, 'If I give you a couple of extra dollars, could you also do this for us?'. I just do not think it is that simple.

The CHAIR: Thank you. Mr Quilty, do you have another question?

Mr QUILTY: I was just going to ask you if you know anything about the Gippsland school bus flexibility project.

Ms VASSILIOU: Yes. With the Department of Transport?

Mr QUILTY: Yes.

Ms VASSILIOU: Yes. I had a chat with Harvey last week about this, and it is about working. Because I was saying to Harvey—I do not know if I should even be saying names, but anyway—I was saying to the Department of Transport that, yes, they do publicise that thing, but I think it is just knowing different ways that that is being used. I have been talking to a few different business units at council and other organisations and saying, 'You know what? We can forever be asking for public transport to come, or we can look at the model in which we deliver our programs and advocate for a transport component to the funding so that we can at least modify our programming to also incorporate community transport or a rideshare scheme. Because waiting for public transport to come—it is not going to happen. But we can certainly incorporate that in our planning as best we can. But it is about advocating, too, so the funding we get is not just about delivering a service to the community but also incorporating this additional service, which is transport. But we could use that flexible funding that the Department of Transport have available to pilot these transport schemes, and I think we just have not done that enough. Again, it comes down to what I was saying: a lot of it is that transport is not part of anyone's job, it is just added on, and we really need to actually have this resourced properly so we can really address this community transport and public transport gap.

The CHAIR: Great stuff, Catherine. I will pass to Mr Tarlamis. If you have a question, Mr Tarlamis.

Mr TARLAMIS: I do not have a question, Chair, but I just wanted to thank Catherine for her contribution today. It has been really valuable, and I know she was a little bit nervous at the start, but you are doing really well.

Ms VASSILIOU: Thank you so much—I was going to say, 'Lee', but I do not know if that is the right way to say it. But I guess why I am nervous is that it is such a polarising topic, and you just feel this social responsibility to make sure you represent the diverse feedback of our community. And, you know, one answer is not going to fix this, but it is about making sure, whatever we come up with, there is flexibility, because every regional community is so different. You know, if you look down to our next-door neighbours, East Gippsland, they are double our geographical size but have the same population, so the dispersal of people is even greater. Even what we are suggesting here is still not a viable thing for East Gippsland, so we cannot just apply that one size fits all for regional and one size fits all for metro. It is not as simple as that.

Mr TARLAMIS: That is why we have been trying to talk to lots of different people in different areas, cognisant of the fact that one size will not fit all and every area is different and that sort of thing. That has come across very clearly in the—

Ms VASSILIOU: And also—I want to call you Lee because that is—

Mr TARLAMIS: That is my preference.

Ms VASSILIOU: In our municipality we do not actually deliver a community transport scheme. Some other regional councils might have a community transport scheme; we do not have that. Again, it is around how it might work over there because they have got that, and you could just prop up that service, but here we do not actually have that to begin with, so we would have to set it up and then we would have to manage

expectations—and it is already such a big gap. Whatever we set up it is still not going to fill the gap, it is just going to try and bandaid it. But again, you have got to manage community expectations. You know, you are not going to get it right for everyone, and it is just managing that.

Mr TARLAMIS: Yes.

The CHAIR: I will just confirm his name is Lee, not Leonardis.

Ms VASSILIOU: You were saying the ‘T’ word, and I was like, ‘Am I reading that right?’.

The CHAIR: Tarlamis is his surname. I refer interchangeably between peoples’ first and second names, I guess, because of familiarity here amongst the committee members.

You did a fantastic job. From my point of view, I do not have any additional questions. Clearly you have got strong grounding in the community and more feedback will be very helpful. You really summed it up really well in your response to Lee in terms of saying that we have got a social responsibility here to the communities involved, and there might not be a one size fits all for all communities across our great state. In that light I do not have any more questions. If committee members have an additional question, I am happy to give them an opportunity. Otherwise I might just say on behalf of the committee thank you very much for your council’s submission and your presentation today. It has been very helpful and will assist the committee in our deliberations moving forward.

Ms VASSILIOU: I am happy to help, and if there are any other questions down the track, I am more than happy to answer them because I want to make sure we get this right for our community.

The CHAIR: Excellent. If we have got any other follow-up questions, are you happy for us to contact you?

Ms VASSILIOU: Yes, I am happy to. Yes. Lovely to meet you all. Have a wonderful day. Stay safe and well. See you. Bye.

The CHAIR: On that note, that concludes today’s public hearings for the Economy and Infrastructure Committee. Thank you.

Committee adjourned.