

# TRANSCRIPT

## ECONOMIC, EDUCATION, JOBS AND SKILLS COMMITTEE

### Inquiry into career advice activities in Victorian schools

Mildura — 22 March 2018

#### Members

Mr Nazih Elasmr — Chair

Ms Dee Ryall — Deputy Chair

Mr Jeff Bourman

Mr Peter Crisp

Mrs Christine Fyffe

Ms Jane Garrett

Mr Cesar Melhem

#### Witnesses

Mr Campbell Griffiths, Year 10, and

Ms Jade Aitken, Year 10, Chaffey Secondary College;

Mr Sebastian McNabb, Year 11, and

Ms Dallas Gange, Year 11, Red Cliffs Secondary College;

Ms McKenzie Dunne, Year 10, and

Ms Kaycee Fleming, Year 10, Merbein P-10 College; and

Ms Tamsin McLean, Year 10, and

Ms Siaan Brookes, Year 10, Irymple Secondary College.

**The CHAIR** — Welcome to the public hearing of the Economic, Education, Jobs and Skills Committee Inquiry into career advice activities in Victorian schools. All evidence taken at this hearing is protected by parliamentary privilege. Any comments you make outside the hearing are not afforded such privilege. Hansard is recording today's proceedings, and we will provide a proof version of the transcript so you can correct any typographical errors.

My understanding is that you will state your names and which years you are in, and then allow us some time to ask questions.

**Mr GRIFFITHS** — I am Campbell Griffiths from Chaffey Secondary College.

**Ms AITKEN** — I am Jade Aitken. I am in Year 10, from Chaffey Secondary College.

**Mr McNABB** — Sebastian McNabb, Year 11, from Red Cliffs Secondary College

**Ms GANGE** — Dallas Gange, Year 11, Red Cliffs Secondary College.

**Ms DUNNE** — McKenzie Dunne, Year 10, Merbein P-10 College.

**Ms FLEMING** — Kaycee Fleming, Year 10, Merbein P-10 College.

**Ms McLEAN** — Tamsin McLean, Year 10, Irymple Secondary College.

**Ms BROOKES** — Siaan Brookes, Year 10, Irymple Secondary College.

**Mr CRISP** — Hands up who knows what parliamentary privilege is? Perhaps we had better explain that. When you are giving evidence to a parliamentary inquiry and when we stand up in Parliament, we can say as we wish and you cannot be sued for it, as you would if you were outside if someone took offence in what you said. They could take legal action. That is why the Chair said you are protected in here, so you can be honest and frank. But with some things that some people say if they step outside Parliament or step outside the committee hearing, then they can be held legally responsible for what they might have said. That is how that works. It is not often necessary in our parliamentary process to invoke parliamentary privilege, but it is something that the Chair points out before we start.

**The CHAIR** — Thank you, Mr Crisp, for that. Now we will ask questions, and again I am going to ask whoever is going to participate in that answer to state their name for Hansard. My first question for you is: what kind of career development activities does your school offer?

**Mr GRIFFITHS** — Our school offers an urban camp for Year 9 and 10 students. They go away to Melbourne and go around to universities and things for about a week. We also have a pathways class just for the Year 10s now, and that is for work experience and all that sort of stuff—finding a job and writing a résumé.

**Mrs FYFFE** — Was the camp very expensive?

**Mr GRIFFITHS** — Four hundred dollars, I think.

**The CHAIR** — And which activities do you find the most and least useful for you personally?

**Mr GRIFFITHS** — Last year we had the pathway class for Years 7 to 10, and I thought that having it in Year 7 and 8 was not really necessary because we are just doing stuff over and over again—the same stuff every week.

**Ms AITKEN** — I agree with Campbell. With the pathway in Year 7 and Year 8 we just mainly focus on goals. I do not really see the point of that, because it is just like little goals that we do not actually use. I think for the pathway it is better to start that pathway in Year 9 and Year 10.

**Mr McNABB** — Our school offers tertiary trips for senior kids to go to the universities in Melbourne and Adelaide. It offers help in finding work placement or work experience when you are in Year 10. In Year 8 during humanities we had a section of work called the game of life, which helped teach about budgeting and stuff you do in jobs outside of school.

**Ms GANGE** — At Red Cliffs Secondary College we are really lucky. Not only does the school offer a lot of options for us career-wise but the school has offered a lot of options. It is limited, though, quite a bit, through the camps, like the tertiary trips. I went on a regional exchange to John Monash Science School, which is on the university campus, which does offer even more job opportunities. The thing is the cost with that.

**Mrs FYFFE** — How much was that?

**Ms GANGE** — My John Monash camp was half paid for, so we only had to pay \$400. But the only reason I could afford to go on that camp is because I am really lucky. The school offers scholarships. From Years 7 and 8 you can get a scholarship, and then on awards night you can get \$50 on your school account to go to camp, so scholarship money and CSEF money is the only reason I could afford to go on that camp, which is arguably a good program that is running.

But then there is stuff that the school offers as well throughout the curriculum. Humanities: I am not going to lie; I cannot remember anything that happened in Year 7. But like Sebastian said, in Year 8 we did have the program where we learnt about budgeting, and that was really good, especially choosing the different job types, the money that they get. Year 9 I found personally really helpful because that is about the time everyone is applying for jobs. So we were doing résumé writing and we were doing all of the forms and stuff that you have to fill out for occupational health and safety and helping in humanities class with stuff that we needed for work experience, which I did personally find very helpful. The only thing was that it was a bit rushed because we were doing it at the end of the year after having to do so many other things in the curriculum and not having as much time as I would have liked set aside for it.

Then apart from that we also occasionally have lessons every now and then where it is like a careers session because we have a careers website, which is a really good site. I do not think it is utilised enough during the school day, because there is not enough time during the classes that are set for it to be used. You get weekly emails from it if you care to click them open, which most kids probably do not.

For other options there are a lot of interactions with La Trobe University and TAFE, going to the campuses, which I almost found more useful than work experience because when you are going there you have got so many workshops and so many options to look at to discover where your interests are and what you actually enjoy doing. I know for kids doing VET and stuff and trying to get into trades immediately after school rather than going down the uni path it is a lot more helpful to look at the options.

**Mrs FYFFE** — So you are hoping to go to uni?

**Ms GANGE** — Personally I think uni would be the best option for me, but I am not ruling out the option of just going to do courses at TAFE or La Trobe because there is stuff there that interest me. There is a lot of emphasis put on uni and going to uni as the traditional path in schools. That is not just schools perpetuating it, that is parents and relatives and the media as well. I think there is way too much emphasis on uni as the only pathway, but Red Cliffs is really good at looking at the other options if you do not want to go to uni.

**Ms DUNNE** — We have a lot of different opportunities for career paths. In Year 7 and Year 8 we do a program called Neighbourhood Time. We worked with one of our teachers on our career paths and just looking at the different qualifications we would need for a career that we wanted to look at. We looked at different goals we would need to set to achieve that. I found that really useful because you can just download a template and you can fill that out yourself if you have a career option change or an idea.

Another option that I am using at the moment is where you have the option to do VCE subjects in Year 10, even though our school only goes to Year 10. So I am doing a Year 11 subject through Distance Education Centre Victoria. That is another option that gives you a head start in Year 11 in your VCE and it gives you ideas on what you want as a career path. You could use one of your Year 10 electives for that, and say you did not enjoy it, you have still got your spaces in Year 11 and Year 12 at the senior college, if you choose to go. You have got more options for different subjects.

**Ms FLEMING** — I find being in a Year 7–10 school, the Year 7 and Year 8 career action plans that we do, doing them so early I personally find that they are not as useful in Year 7 and Year 8, but as we get through to the Year 10 end of the school, we find them quite useful because we cover OH&S, résumés, cover letters and

work experience. Following on from McKenzie, I am doing a VCE subject through distance education, and I find that quite useful.

**Ms McLEAN** — Our school provides for us to do a VCE subject at school, so our school has provided for me to be able to do VCE psychology. I can do units 1 and 2 this year and go and do units 3 and 4 next year, in Year 11. We also get the chance to do a VET subject and do a day away at St Joseph's trade centre for a VET subject. Also in Year 10 we have pathways classes with our form teacher, and that sets us up for doing work experience. Later in the year we will get into doing jobs, and we have got OH&S to do in that. In Year 9 we did résumés, in Year 8 we did the budgeting program and in Year 7 we did a six-week program on doing work and stuff like that.

**Ms BROOKES** — As Tamsin said with the VET courses, I am enrolled in a certificate III for beauty at the St Joseph's training centre. With Irymple setting that up for me I potentially could have a career as a beautician or in massage or anything that is involved in that course. With Irymple helping out I have a potential set career path that I could follow. They do offer other VET courses, such as automotive and building, so people who want that career have that backup to go through with. The pathways classes are really informative. They tell us what is happening in each lesson and what that is for, so it is pretty informative.

**Mr CRISP** — You seem very well informed on how to build your careers, but how do you feel about the range of career opportunities that are available and how you go about pursuing them? How could schools help you pursue a wide range of career paths?

**Mr GRIFFITHS** — I think we need more things on what you need to do to get into courses at uni. I think we get a sheet and that is it—one sheet and you have just got to go off that. Most people lose it or cannot remember what you have got to do ...

**Mrs FYFFE** — So do MPs.

**Ms GANGE** — For some courses you have got to do a lot of prerequisites to do them. I do not think there is enough time to do all of them through your secondary school to be prepared for Year 11 and Year 12.

**Ms AITKEN** — I agree with Campbell.

**Mr McNABB** — I think the kids that are going in Year 10 to do work experience, some of them do not really have a great idea of what they want to do. I think having a system where you can talk to kids that have done it the year before about what they thought about it and what they have done would probably be more beneficial to the kids going through so they are not wasting a week on something they are not going to look at ever again.

**Ms GANGE** — I think a really important part of the access—or lack of access—that we have to different career options is that poor Mrs Boulton is the only teacher that we can go and see about it. I do not think there has been a single occasion where I have gone to see her where there were not 30 other people also waiting to see her. It is time-consuming for everyone involved. The main thing is that the resources available at the school to get in and to get knowledge about it. Most of the understanding and knowledge I have about personally pursuing a university course is because I have googled it. I have gone on to uni websites or I have talked to friends' older siblings and cousins who are doing a uni course and the prerequisites that they need to look at.

The problem with that as well is that there is not as much room to individualise catering for career choices for students. So it is this entire classroom of people, we have got all the Year 10s and all the Year 11s and we are going to sit and talk about the one pathway into this one uni. It is not, 'So the students have shown interest in doing VET courses or courses at TAFE. We'll go and talk to them about the options they have'.

The students that want to pursue certain unis are trying to apply for scholarships because they cannot afford to go to uni. That is a rare occurrence when it is happening. I think on Friday we have got a uni coming down to give a talk, and we have to make time and get out of other commitments that we might have during the lunch period. We need to go and talk to that uni about the scholarships that they have. There is just not enough time or resources for teachers to personally cater to different career paths to give students options. It is all whatever you have access to. It is the rare occasion you can talk to someone. Mrs Boulton has a wall of brochures up in the

careers office that was very useful; that is where a lot of information came from. But that is not the same as talking to someone and getting as much information as you can for catered career options.

**Mr MELHEM** — On that I am interested, because you are the ones going through that—you are a different generation to us and your principals and teachers at the back—with the new technological age is there a way, from your point of view, we can make it easier? For example, a virtual reality platform or portal to get all this information in one place where you can search all these things and have them there in front of you? If you were the principal for a day or week, what changes would you make to make life easier and to be able to help you make a decision about where you want to go?

**Ms GANGE** — The first thing with that is you do have to look at the limitations imposed by living in such a regional area. When I was in John Monash—I was only there for three weeks but it was amazing, the opportunities. They were on the uni campus or they were close to a uni campus, so you could walk over, we could walk through these different options. You are talking to students at universities while they are giving you a demonstration of what the job could entail, what the course entails. So I think a thing that needs to be done really is that there needs to be time and focus put in to how do we cater for the other students?

If you are talking more technology wise, I think it would be really, really helpful to have a website you can go to where there is a list of unis that can link you and pull you to their websites. Because on the uni websites, if you can get onto them and you know how to how to navigate them, you can look at the courses, the prerequisites and how to get there, but it is also having the time to talk person to person with someone to help you understand it. In Year 10 the first time I was looking at a uni website I had no idea what a prerequisite was. I was completely lost. I had to talk to people to help understand what the courses mean or what getting into a TAFE or La Trobe course could mean.

**Mr MELHEM** — Would you do that for industry as well? For example, in the agriculture industry you could have videos or DVDs, whatever, about what it is like, because there is that perception that it is dirty, it is windy, it is no good, it is a waste of time, ‘don’t think about it; stay away from it’, whereas we heard earlier that it actually could be quite exciting. They cannot find enough engineers. Technology is changing everything. How can technology help you to have that understanding, because of geography?

**Ms GANGE** — Yes. With all the geographical problems with that, if you are trying to use technology to get that across, have a website where there is a bunch of different career options and have 3-minute Elevate videos on there showing quick information—full of information and fun to watch, because no-one is going to watch a boring video. Some do say maybe like, ‘Agriculture is really fun, we can do this’. If there was a way to access through—in Year 10 I did a program, ESV, so online learning. I would link up with an online class to do a physics class in Year 10, which was really great because I was not sitting there watching a video about physics and being like, ‘Yes, no, I don’t get it’. I was sitting there in a classroom where I could ask other students questions, I could ask the teachers actual questions in real time. So if you could have conferences, if people could get down to give person-to-person conferences, that would be great. Obviously there are problems with that with the geographical problems faced by living so regionally. So yes, websites with links to uni websites, links to alternative options to uni—links to like a video section or a bunch of careers that you can do in regional areas that are really popular, or just being given information and having a portal to give information, to receive information and to understand the information that you are being given—if we could have sessions in real time over the internet and are able to talk to someone who is in the industry.

**Ms McLEAN** — I know what I want to do when I get older and I have a career that I want to do, but I do not know the steps and what classes I would need to do at the senior college for me to be able to get there. It might be harder for people who do not know what they want to do when they are older because they have not thought about it or their parents have not pushed it as much. But there needs to be—you need to start knowing, because the senior college is the first step to try to get there, because then you get your ATAR score to get into the university.

**Mr MELHEM** — On that, basically you know exactly what you want to do. Now the challenge is: how can we get the school—and I am using the school and then what resources the school needs—to basically put a program together for you and say, ‘If you want to get to that job, they are the courses, they are the modules and they are the subjects you need to do’. Someone designing that for you and pointing you in the right direction, that is what you need.

**Ms McLEAN** — Yes, I need to know what subjects I would need to try to get into at the senior college for me to be able to get the best ATAR score to go down that path at the university.

**Mr MELHEM** — Are you getting that at the moment at your school or ...

**Ms McLEAN** — No, not quite.

**Mr MELHEM** — Is that because of resources? Because ...

**Ms McLEAN** — The teachers not knowing what I want to do, and it not being the easiest thing and most people do not want to do that. It is teachers having to know about it.

**Mr MELHEM** — What changes could we make to be able to assist the teachers to be able to know where to look and get other resources?

**Ms McLEAN** — I think we need a website with multiple different job applications and jobs that we could have in the future. Then if you click on one of those, it will take you to a link to another page and it says, 'For this job you will need' or, 'These unis offer this with an ATAR score of this' and then have the career options and the subjects you will need to do.

**Mr MELHEM** — That is excellent.

**Mrs FYFFE** — Rather than ask you a question, is there anything you are burning to tell us that we are missing completely? We are not you. As my colleague said, we are a very different generation, and my children are now reaching middle age with a large variety from being a merchant banker down to being a carpenter. We are not in your world. Is there anything that you really want to point out to us? It is a rare opportunity to get involved.

**Mr MELHEM** — We want to pick your brain.

**Mr GRIFFITHS** — I know it is not really a career pathway but being a professional athlete—it is not really clear what to do and how to get there. Say, if you do running, you do the regional stuff and get to the nationals but there is nothing after that. When you get older, where do you go to get further or stuff like that?

**Mrs FYFFE** — The Australian Institute of Sport—have they got a website you could go to?

**Mr GRIFFITHS** — Yes, but I think sport teachers at the school should be pushing you to do something.

**Mrs FYFFE** — Anything.

**Ms AITKEN** — I have decided that I want to pursue a career in the police force, and I feel like there are not many options of what to do and how to get there. We have a subject called politics and law, but I feel like that just touches base on a few things. It is not how to get there and how to become what you want to achieve.

**Mr McNABB** — There are a lot of kids these days who want to do physiotherapy, and it needs a high ATAR. I do not think there is enough emphasis on the kids that do not get the ATAR needed to get into the university course. I do not think there is enough emphasis on the different pathways you can get use to get into that course—going around to doing the other courses. I think people should probably be better informed on how to do that, because they will go to the university page, see what ATAR they need and think, 'Oh, I can't do that'.

**Mrs FYFFE** — Instead of doing health sciences, biology and coming through that way.

**Mr McNABB** — Yes.

**Ms GANGE** — As you have pointed out a few times, it is not your generation. I know we have got a lot of STEM job opportunities cropping up, but how are we getting there? Because in schools, apart from being told how to use computers and passing that knowledge on to my mum, there is still not an awful lot of emphasis in such a regional area on technological jobs—all that jazz. There is not education put in place to show, 'This is where jobs are going'. Jobs are changing; the job market is changing. The jobs that will exist in 20 years are not going to be close to jobs that exist today.

But then for kids who follow that pathway there are no resources. And for kids trying to do an alternative pathway—getting into being an athlete or doing a job that is not as well paid or not in the community at all, jobs that you have to travel away for, there are not as many resources and information for how to do that. That is something that you have to go and seek out and not get information and then go and seek out and try and get information, then not get information. There is still a lot of focus on uni being the only pathway to getting a good job, and all the focus as well seems to be on getting jobs, getting good money, retiring and having money when you retire. There is not a lot of emphasis on ...

**Mrs FYFFE** — Life before then.

**Ms GANGE** — Yes. Let us get more emphasis on the life before then.

**Ms DUNNE** — I agree with Sebastian. Say you do not make the ATAR score that you need to get into the course that you want, we do not get a lot of information on how we can get around that and how we can improve or find other ways to get into our courses, and I feel, even though I am only in Year 10 and I do not yet have an ATAR score, that information before going into Year 11 and 12 and VCE, if you choose to, would be useful. If the career path you are looking at has a really extreme ATAR score and you feel that you will not be able to achieve it, it would be a good to have backup plans on ways you can get around and still do a similar career path that you will enjoy.

**Mr MELHEM** — Just on that, the ATAR thing: you are saying there should be more focus in Year 10 for students who want to go to uni on all the various options. I can relate to you: I have got an 18-year-old and a 16-year-old going through that at the moment. There should be more focus on that to help with the ATAR. Can you explain that? Maybe then fine-tune it: is what you want to do and what you do you have to do to get there? Or do you really want to go and do medicine? Maybe you want to do something else instead. Is that what you are referring to — to get that clear in Year 10?

**Ms DUNNE** — Yes, to understand how, if you choose to do VCE, your ATAR will work. I know if I was to go and ask people in my class or my year level at school, they would not even know what that is. So I feel like pre-information about what your ATAR is and how you need to achieve it before you go into VCE will help a lot of students realise that if you want to get to this career path, you really need to work hard for your ATAR score, and if you are unable to achieve it, it is good to reassure yourself that there are other ways to get into your career.

**Ms McLEAN** — Just on the ATAR scores, there are back ways around it—you can go through other fields and areas to get into the path that you want. Let us say the ATAR score was a 75 to get into the course you wanted to do and you did not quite meet the 75 that you needed. That is what you really wanted to do and you had your heart set on it, so you get put back when you do not get it. People need to know the back way of how to get in there through different things so they can still do what they want to do and not have to feel upset that they did not get what they wanted.

**Mr MELHEM** — There are back ways.

**Ms McLEAN** — Yes.

**Ms BROOKES** — I just want to touch base on the cost of things, because personally I am the youngest of four coming from a single parent income and it is harder to pay for the camps and courses and all that. My beauty course cost over \$900, so it has been hard to get the money without funding. I do not think I qualify for the school funding thing; I am not sure about it. But it has been hard for my mum to get the money to pay for things and help with my siblings as well.

**Mr MELHEM** — Just on that, are you aware of any program or process in the school system, or in your school, to actually address that point or circumstances where funding can be made available? Maybe a principal can answer that.

**Ms BROOKES** — I think there is one, but I am not too sure where to go to find out about it.

**Mr MELHEM** — Right. Maybe one of the principals listening can help. We will find out anyway.

**Mrs HORKINGS** — We were talking about that it would be good if there was a fund, but there is not currently.

**Mr MELHEM** — Yes, we talked about it. That is an important point.

**Ms GANGE** — Can I just touch on two more points? Another thing—building on cost as well, going into VCE, so doing all units 1 and 2 of all this—I am doing a few maths and science subjects and the price for a textbook for biology is \$80, and it is \$80 for a textbook for chemistry and \$50 for a textbook for maths. I am doing expensive courses, and that is almost off-putting. Obviously there are ways around it. I pay for it with scholarship money. There are organisations like Chances for Children, which, if you can prove you are eligible, can give you textbooks for free. Is there any way that the government could help with that, because it is expensive to get an education? I am entitled to get my own education, and it is so much effort to try and get it.

Another point, just touching on work experience: work experience is one week in one job. Are there any other options that have been considered for being able to try a range of things? I know for me personally that all I have done with work experience is crossed things out—like, ‘This clearly is not for me, I will focus on something else’. Are there any other programs that you can think of or try to run or start experimenting with that are not just exposing you to this one job in this one field?

**Mr CRISP** — Perhaps that is something that, while we are on that topic, we will explore with the other students as well—that is, how easy is it to organise work experience in this region, and building a little bit on what you have said, Dallas, how could schools or the Victorian Government help you to find work or get the experience in the field you are interested in? We will go to Campbell, as always, to start.

**Mr GRIFFITHS** — I think for kids who want to go and do something in Melbourne or away it is really hard to arrange, because you have got to arrange accommodation and how to get there and how to come back and all that. I think smaller businesses and the health part of work experience are hard to get into, because smaller businesses are just not taking anyone. If you want to do work experience with a physio, they do not really take people because people do not want you in there while they are getting rubbed.

**Ms AITKEN** — As I said before, I want to become a police officer. I actually applied to do my week of work experience at the police force in Mildura. I got accepted into everything, but the headquarters up in Melbourne did not give my school a spot, so therefore I could not do my work experience in the police force. I have had trouble finding somewhere else—at other places where I can do something similar to that.

**Mr McNABB** — I think if the companies that are willing to take work experience students are aware of when the work experience period is for that school, they can send their inquiries: ‘We are happy to take students for work experience’ instead of having the kids putting effort into their application and getting turned down because they are not going to take anyone. It would probably be more beneficial for kids’ confidence as well to go and ask at the next place.

**Ms GANGE** — I am just building on what has been said already about the expenses. There was a program running in Melbourne where students could sign up to get a chance to do work experience at an information technology festival thing. I had my heart set on it. I really wanted to apply to this gaming firm. They were going to run a week of work experience in a gaming firm. I was like, ‘That sounds amazing’, but I could not do it, because just paying for a plane ticket would have been \$137 out of my pocket. I would have had to find a place for accommodation where I would have been either staying with people who I would be a hassle for, staying with other people who I would be hassle for or staying by myself with no way to get anywhere, because I am hopeless with public transport systems—it is terrible to witness me trying to navigate buses. Not having access to go and do something that I was super keen on was a limitation for me. It is Mildura, so I have got this, this, this or this to choose between for work experience.

**Ms DUNNE** — With work experience I have started looking but have not applied anywhere. Our careers coordinator gave us a list of places around Sunraysia that do not accept work experience and that also do not deal with students directly; they have to go through the school. I found that a bit difficult because with work experience it is all about getting used to applying for jobs. But if organisations and businesses do not want to deal with students directly, how are we going to get that experience of going through application processes, writing application letters and stuff like that? Also with the field I am looking into—health and sport sciences—being in a rural area we do not have as many facilities and options to go into that field. There are certain places



that only take one student from four schools, so there might be 50 students going for those four spots, and that leaves a lot of students without options.

**Mrs FYFFE** — I am just terribly impressed by all of you. Thank you very much. It really has been great listening to you.

**Mr MELHEM** — I have just got a comment. Just to echo what Christine has said: thank you very, very much. It was a great session. We are very proud that you are here and that you are sharing your thoughts with us. I am quite impressed, and your principals and teachers should be proud and impressed with the presentation ...

**Mr CRISP** — The facial expressions behind you have been very positive!

**Mr MELHEM** — and you talking to a bunch of politicians. But that is what we need—to hear from you. One of the points you made about, ‘Let’s learn from the people who went before us—let’s say last year’s Year 11 or 12—and maybe start documenting that’ was one of the highlights that I think we will take into consideration, because learning from previous years and so forth is great. Again, thank you very much, we really appreciate your work.

**The CHAIR** — Peter, do you want to add anything?

**Mr CRISP** — No, just thank you. I am your representative and I come from your region, and you have done your region very proud here today, so well done.

**Mr MELHEM** — When you are 18, you can vote for him!

**The CHAIR** — Normally I close the hearing on behalf of the Committee, but it looks like everyone has spoken for themselves—but I still have to do it. On behalf of the Committee I would like to thank the school principals for allowing you to come to us and provide us with evidence. I wish you all a happy future and I hope that whatever you think you want to do, you get there. Thank you for time and contributions.

**Witnesses withdrew.**