

Griffith University

Student Services and Amenities Fee (SSAF)

2025 Allocation Report



Introduction

The *Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022* (SSARA Guidelines) require higher education providers to provide a publicly available report on student services and amenities fee (SSAF) allocations and actual expenditure for the year as part of their annual reporting and in the form approved by the Minister. This *SSAF Allocation Report* is the form approved by the Minister.

The information provided in this *SSAF Allocation Report* does **not** require auditing by a financial accountant. The SSAF expenditure reporting is a separate process and remains unchanged, more information can be found in the [Financial Statements Guidelines](#) for Table A and B providers, and in the [Financial Viability Instructions: Applicants and Providers of FEE-HELP \(FVI\)](#) for all other approved providers.

SSAF Consultation and Achievements

In 2025, Student Services and Amenities Fee (SSAF) funding supported a comprehensive portfolio of services, programs, and student-led initiatives that enhanced the student experience across Griffith University. Through investment in wellbeing, cost-of-living support, student representation, transition, belonging, and employability initiatives, SSAF contributed to improved student engagement, success, and connection across all campuses. SSAF investments are aligned with Griffith's institutional commitment to equity, inclusion, and an outstanding student experience.

SSAF-funded initiatives contribute directly to the University's strategic priorities by:

- Enhancing students' sense of belonging and wellbeing.
- Supporting student success and employability.
- Enabling diverse and inclusive participation.
- Strengthening student engagement, leadership, and representation.

In 2025, SSAF operations at Griffith University underwent a significant step-change, with a stronger focus on governance, transparency, consistency, and alignment to both legislative requirements and student need. These changes have positioned SSAF as a coordinated system for delivering a high-impact, student-centred experience.

Griffith University undertook student consultation to inform the allocation and use of Student Services and Amenities Fee (SSAF) revenue, consistent with Part 3 of the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022. The University also strengthened its SSAF governance and reporting framework through enhanced oversight, more consistent reporting processes, improved data collection, and stronger integration of student voice into funding decisions. The Student Experience Subcommittee (SESC) played an expanded role in reviewing and prioritising SSAF investment, helping ensure funding decisions remained aligned with student needs and priorities. This process supported greater transparency, consistency, and student voice in the consideration of proposed SSAF expenditure and future service delivery priorities.

SSAF funding supported a broad range of services designed to address both immediate student needs and longer-term success outcomes. In response to ongoing cost-of-living pressures, significant investment was directed toward food security, financial assistance, affordable activities, and student-led support services.

SSAF funding totalled approximately \$12.1 million in 2025 and was distributed across a balanced portfolio of student-led and university-delivered services. In line with legislative requirements, more than 40 per cent of funding was allocated to student-led organisations, including the Student Guild, and Student Associations which include the Student Representative Council (SRC), and GUPSA. This allocation ensured that a significant proportion of SSAF funding directly supported student-led delivery, representation, advocacy, and student engagement activities.

The remaining funding supported university-managed services across health and wellbeing, campus life, student success, and employability. This included investment in Counselling and Accessibility, Sport and Recreation, Student Transition and Success programs, and targeted Career Readiness initiatives. The overall funding distribution reflected a deliberate balance between essential support services, preventative and developmental programs, and initiatives designed to strengthen the broader student experience.

Overall, the 2025 funding model demonstrated stronger alignment between resource allocation, legislative requirements, and identified areas of student need, particularly in response to cost-of-living pressures and increasing demand for wellbeing services.

The following table provides a high-level overview of SSAF expenditure distribution across major funding categories in 2025:

Categories	Expenditure % of Total SSAF	
Student-led organisations	\$6.47m	59%
Health & wellbeing	\$1.88m	17%
Campus life & engagement	\$1.58m	14%
Student success & transition	\$0.69m	6%
Employability & careers	\$0.36m	3%

Governance, Systems and Process Improvements

A strengthened governance framework in 2025 improved accountability and oversight of SSAF funding, with clearer alignment to legislative requirements and enhanced transparency in decision-making. Student voice was more systematically embedded through both formal governance structures and ongoing consultation processes. The Student Experience Subcommittee (SESC) played an expanded role in reviewing, evaluating, and ranking SSAF proposals, strengthening student input into funding prioritisation and decision-making. Regular reporting to the Subcommittee also improved oversight of funded initiatives, supported greater transparency around investment decisions, and enabled more informed discussion regarding emerging student needs and service demand trends. These governance and systems improvements reflect a broader shift toward a more mature, evidence-informed, and strategically coordinated SSAF operating model.

Significant progress was also made in improving reporting and data quality. The introduction of a standardised reporting framework reduced variability in how services define and measure engagement, supporting a shift toward more outcomes-focused reporting. This has strengthened the University's ability to demonstrate the impact of SSAF investment across key areas such as wellbeing, belonging, retention, and employability.

Improved use of data and evidence has enabled more targeted investment and a stronger understanding of student needs. Enhanced collaboration between service areas and data teams has provided deeper insight into service utilisation patterns and emerging trends, particularly in areas such as mental health and cost-of-living pressures.

Greater integration across services has also been a key area of progress. Improved coordination between health, wellbeing, student success, and campus life teams has strengthened referral pathways, reduced duplication, and contributed to a more connected and student-centred support ecosystem.

Communication and awareness of SSAF-funded services were enhanced throughout 2025, with increased visibility of available supports and stronger messaging demonstrating responsiveness to student feedback. This has contributed to improved student awareness and uptake of services.

2025 SSAF Student Survey and Key Insights

In September 2025, Griffith University undertook a university-wide SSAF student survey to better understand student awareness, experiences, priorities and perceptions relating to SSAF-funded services and initiatives. The design was a mixed-methods consultation using online study and in-person pop-ups across five campuses. The survey formed part of Griffith's broader student consultation approach and provided students with an opportunity to directly influence future SSAF priorities and investment areas.

To inform future SSAF funding priorities, a collaborative project team designed a consultation process centred on students needs, ideas and experiences of SSAF funded services.

Insights were gathered through:

- An online Recollective study, where 162 students provided detailed responses to key questions.
- On-campus pop-up labs at Brisbane South (Nathan), Logan, Gold Coast and both Brisbane City (South Bank) campuses. Approximately 450 students engaged with interactive activities to share their views.

The aim of these student engagements was to better understand:

- Student awareness of the SSAF and its purpose
- Understand what services and supports matter most to students
- Hear from students about what's working well and where improvements are needed, and
- Gather ideas for services and support that could be funded by the SSAF in the future

Approximately **612** students contributed to this consultation, offering valuable direction for how the SSAF can best enhance the student experience now and into the future.

The survey explored student views across a range of themes including wellbeing and mental health, cost-of-living pressures, food security, belonging and connection, employability, accessibility of services, campus life, and awareness of SSAF-funded supports and activities.

Survey findings highlighted the continued importance of:

- accessible wellbeing and mental health supports
- affordable and practical student assistance initiatives
- opportunities for social connection and belonging
- student representation and advocacy services
- employability and career readiness initiatives
- inclusive and accessible support services across campuses and for online students

Feedback from the survey informed ongoing SSAF planning, funding prioritisation, service improvements and communication strategies. The findings also reinforced the importance of continued investment in services and initiatives that support student wellbeing, engagement, success and sense of belonging across the student lifecycle.

In addition to the university-wide survey, the 2025 consultation process incorporated interactive co-design and engagement activities, including online consultation platforms and in-person student engagement opportunities across campuses. Together, these approaches supported broader student participation and provided richer qualitative insights into student experiences, priorities, and emerging needs. The consultation process generated strong student engagement and reinforced several consistent themes across both survey and co-design activities, particularly relating to wellbeing, affordability, belonging, accessibility, and employability.

Following the 2025 consultation cycle, Griffith University also determined that the SSAF student survey would move to a two-year cycle going forward. This change reflects a more strategic approach to student consultation, allowing greater time for implementation, evaluation, and communication of actions arising from student feedback between survey periods.

University-Wide SSAF Funded Initiatives

Campus Life

Each year, Campus Life delivers a comprehensive calendar of events, activities, programs and services to enhance the overall student experience at Griffith University. These services are delivered under the Griffith Sport and Recreation and What's On at Griffith brand.

Key projects and activities:

- Sport, Fitness, Health & Wellbeing – through expert service provision, Griffith Sport promotes the benefits of sport and recreation on students' physical, emotional, social and mental health. Griffith Sport continues to enhance the student experience through engagement in sport and recreation, creating social connections, contributing to overall wellbeing and providing personal and professional growth opportunities to assist students to reach their full potential and to support their graduate outcomes through these experiences.

- Student Orientation – the first opportunity for students to learn about life at Griffith University. Griffith Sport and Recreation work closely with other internal departments to ensure students receive a well-rounded orientation experience. The events team deliver orientation activities both on campus and online.
- Campus Activations & Engagement – Campus Life delivered an event calendar of 55 events and activities for students throughout the year, primarily through on-campus activations at Brisbane and Logan Campuses under the What’s on at Griffith banner.
- Student Sporting Clubs and Associations – Sports Clubs are student run organisations providing a vital opportunity for students to meet like-minded people and create connections with other students at university. On a weekly basis, Sports Clubs keep students active, develop and improve skills and give an outlet outside of study.

Overall, in 2025, Campus Life provided multi-campus orientation programs supporting transition and early engagement; large-scale activations and festivals designed to build connection; social sport and recreation programs expanding access to inclusive, low-cost participation; student employment opportunities aligned to study; and leadership and volunteer development initiatives.

Impact: More than 255,000 engagements across events, sport, recreation, leadership, and student employment initiatives strengthened student belonging, fostered peer connection, and enhanced participation in campus life.

Student Wellbeing and Accessibility

SSAF funding in 2025 enabled Student Wellbeing and Accessibility to provide both direct, high-impact student support through specialist counselling and case management roles, and system-level prevention and capacity-building through the Project Manager – Embedding Mental Health and Wellbeing in Learning and Teaching. Together, these roles improved immediate student wellbeing outcomes while strengthening long-term, curriculum-embedded wellbeing literacy across the University.

SSAF funding enabled the continuation of the Griffith Mental Wellbeing Support Line, providing students with access to immediate, professional mental wellbeing and crisis support 24 hours a day, seven days a week. The service played a critical role in ensuring student safety, particularly after hours and during periods of acute distress, complementing on-campus counselling services and strengthening the University’s overall mental wellbeing support system.

Student Safety & Wellbeing supported students experiencing safety, wellbeing and interpersonal concerns, identified through staff referrals, student self-referrals and the University’s *Report a Concern* process. Many concerns involved complex situations affecting more than one student, requiring separate engagement with each student to ensure fairness, safety and timely assistance.

Key projects and activities: Expanded counselling delivery models to respond to demand; Mental Wellbeing Support Line providing after-hours support; crisis intervention and complex case management; and targeted wellbeing workshops focused on stress, anxiety, and academic pressures.

Impact: More than 3,500 counselling appointments and 765 after-hours support contacts provided timely intervention for students experiencing personal, academic, and mental health challenges, supporting wellbeing, safety, and continued engagement with study.

Health and Medical Services

In 2025, SSAF funding supported Health and Medical Services to coordinate and deliver health services to Griffith students across Nathan and Gold Coast campuses, ensuring access to a high-quality, multidisciplinary health practice including doctors, a psychiatrist, psychologists, dietitian, mental health and clinical nurses.

The Health and Medical Services directly supports Griffith's strategic priority of student wellbeing and success. By ensuring students have access to timely, high-quality, on-campus healthcare, the service reduces health-related barriers to study, supports student retention, and contributes to a safe and supportive campus environment. The service's multidisciplinary model also aligns with the university's commitment to a holistic, student-centred approach to health and wellbeing.

Key projects and activities: Integrated multidisciplinary healthcare including general practice, mental health, and allied health services; introduction of targeted programs such as women's health and preventative care; and strengthened referral pathways across services.

Impact: More than 44,000 health service interactions enabled students to access affordable, timely healthcare on campus, helping reduce health-related barriers to study and supporting student success and wellbeing.

Student Transition and Success

In 2025, the suite of Student Transition and Mentoring services delivered consistent, proactive, and accessible support to students across the lifecycle. Students received timely contact at key transition points, new-to-Griffith cohorts were better connected with staff and peers, and at-risk students were guided to personalised academic and wellbeing support.

The activities were highly effective, as they consistently reached students who needed support, offered multiple accessible engagement points, and demonstrated positive shifts in student confidence, preparedness, and academic behaviours. The proactive design ensured students were contacted early, provided with clear guidance, and offered follow-up pathways, supporting both engagement and retention outcomes.

Key projects and activities: Structured orientation and onboarding programs; expansion of peer mentoring models; academic skills workshops; and targeted support for priority cohorts including first-year and equity students.

Impact: Approximately 30,000 student interactions supported successful transition into university life, increasing student confidence, strengthening connection to support services, and promoting early engagement with study.

Chaplaincy and Community Programs

SSAF funding enabled Griffith Chaplaincy to provide free food, cultural connection, and the celebration of religious festivals across all campuses in 2025. Through Iftar dinners, Hindu prayer and connection events, and weekly pancake programs, students were supported in ways that improved wellbeing, eased cost-of-living pressures, and strengthened students' sense of belonging and connection to Griffith University.

Programs intentionally addressed access, inclusion, and equity, particularly for students from faith backgrounds that may feel marginalised in the broader Australian context. By celebrating religious and cultural festivals on campus, Chaplaincy reinforced that these students are visible, valued, and supported members of the Griffith community. Through these initiatives, Chaplaincy aimed to foster student connection and belonging, enhance wellbeing, increase participation in faith-based support and cultural activities, strengthen students' sense of connection to Griffith University, and improve awareness of and access to pastoral care services. Key projects and activities: Delivery of community meals and food-based support initiatives responding to cost-of-living pressures; inclusive cultural and community events; and provision of safe, welcoming spaces for connection.

Impact: More than 6,000 student engagements created opportunities for cultural connection, community building, and practical support, strengthening belonging and reducing social isolation for students across the University.

Industry Mentoring Program

In 2025, SSAF funding enabled the Industry Mentoring Program to connect students with volunteer industry mentors, supporting a confident transition into graduate employment. The program strengthened students' professionalism and employability skills, with a strong focus on building social capital (networks and industry connections) and cultural capital (workplace norms, expectations, and professional identity). In 2025, the Industry Mentoring Program marked its 31st year of operation and included Mentoring on the Move, Spend Smart, Live Well and End-of-Year Celebrations. Program Leaders continue to iterate and refine the program in response to emerging student needs and feedback as well as insights from our community of mentors.

The main objectives for 2025 were to provide structured, equitable access to industry mentoring; support students to build employability skills and professional identity; strengthen students' sense of mattering and connection to industry and the University; and recruit, support, and retain a strong community of volunteer mentors.

Key projects and activities: Expansion of structured mentoring partnerships (362 matches); delivery of career development workshops; and facilitation of employer engagement and networking events.

Impact: More than 500 students participated in mentoring and industry engagement activities, increasing career confidence, expanding professional networks, and improving readiness for graduate employment.

HDR Student Development and Engagement

SSAF funding supported a range of initiatives designed to enhance the HDR student experience through career development, academic productivity, and peer connection opportunities. Delivered across Careers and Employability and Graduate Research Development (GRD), these initiatives aimed to support HDR candidates in navigating both their research journey and future career pathways.

Key projects and activities included career workshops focused on academic and non-academic employment pathways; pilot employability programs and tailored career resources to support transferable skill development and career planning; structured writing retreats that provided dedicated, productivity-focused writing environments; and networking and orientation events that strengthened cohort connection and reduced isolation among HDR candidates. The Writing Retreats provided HDR candidates with dedicated space to focus on research and writing alongside peers, while catered networking opportunities throughout the day supported relationship-building and a stronger sense of belonging within the HDR community.

Impact: More than 400 HDR candidates participated in career development, networking, and writing initiatives, strengthening research productivity, peer connection, and confidence in pursuing both academic and non-academic career pathways.

Marketing and Communications

In 2025, SSAF funding supported a coordinated orientation communications program that guided commencing students to MyOrientation and the Orientation Planner and reinforced key messages throughout trimester via the *Stuff You Need to Know* email series. Together, these communications introduced ongoing academic, wellbeing and social supports, enabling students to feel supported and connected throughout their studies.

SSAF funding supported the delivery of a streamlined orientation communications series for each trimester in 2025, commencing from week -5 through to Orientation.

Orientation content was personalised and delivered separately for five study modes: Timetabled, timetabled online, online on demand, EmpowerED and Headstart. Content was also personalised and delivered conditionally within each edition for various cohorts, including academic groups, equity cohorts, campus-specific cohorts, Career Readiness and Student Association content.

Key projects and activities:

Communications were mapped to the student journey, with a clear focus on guiding students to MyOrientation and the Orientation Planner as the key sources of orientation information.

Content highlighted essential academic, wellbeing and student support services, alongside opportunities for social connection and engagement.

This approach continued throughout each trimester via the weekly email series *Stuff You Need to Know*, which features key events, study information, support services and social opportunities.

Impact: Targeted orientation and student communications helped students navigate university systems, access support services, and engage with academic, wellbeing, and campus life opportunities throughout their studies.

Student Led Organisations

A key legislative change required that a minimum of 40 per cent of SSAF revenue be allocated to student-led organisations. At Griffith, this was achieved through clearly defined allocations to the Student Guild and Student Representative Council (SRC), reinforcing the central role of student-led delivery, representation, and advocacy.

Together, the SRC and Guild form the foundation of student-led SSAF delivery at Griffith.

Student Associations - Student Associations sit within Student Engagement and Success – Student Life, and consist of the Student Representative Council (SRC), Postgraduate Students Association (GUPSA) and Clubs at Griffith. Student Associations plays a critical role in representing student interests and delivering student-led services across the University. SRC-GUPSA activities contribute significantly to ensuring that student perspectives inform university decision-making, while also delivering direct support and engagement opportunities for students.

In 2025, the SRC-GUPSA delivered a broad range of student-led services and initiatives that enhanced the student experience, student wellbeing and success across Griffith University's Brisbane, Logan and Online campuses. In accordance with the SRC's 2025-2027 Strategic Plan a significant focus in 2025 was addressing cost of living pressures affecting students. Thousands of students accessed food security initiatives, emergency financial assistance, subsidised courses, wellbeing services and opportunities for connection and belonging.

SSAF was spent across the following key categories:

- Clubs – support existing and newly established non-sporting clubs and societies to deliver activities for student members.
- Advocacy and Wellbeing – provide high quality advocacy support to all undergraduate and postgraduate students.
- Cost of Living/Support – Respond to emergent student needs through the provision of grocery and transport vouchers including the Student Pantry at Logan, Nathan & South Bank
- Recreation and Engagement – Deliver a broad range of events on and off campus for free or heavily subsidised to ensure students have affordable access to recreation activities
- Academic and Professional Development – support students toward academic success through the provision of personalised editing support, and access to courses that will improve employability such as First Aid, Responsible Service of Alcohol and Barista courses.

- Griffith University Postgraduate Student Association – supporting postgraduate students on a range of non-academic services.

Impact: Student Associations supported more than 45,000 student engagements and delivered significant cost-of-living assistance through food security, financial support, advocacy, and student representation initiatives, strengthening student voice and improving access to support.

Student Guild - The Student Guild plays a central role in delivering non-academic services that enhance student life, wellbeing, and engagement on the Gold Coast campus. The Guild's integrated service model ensures students can access practical support, build social connections, and develop skills in a student-led environment.

As a key provider of non-academic services on campus, the Student Guild receives an annual SSAF allocation in order to support its work enhancing the student experiences on the Gold Coast campus. SSAF supports a broad range of events, programs and services intended to promote student wellbeing, foster social connection, deliver advocacy and support, provide recreational activities and to support student led clubs.

SSAF was spent on the following key categories:

- Health & Wellbeing – dedicated to empowering students to enhance their physical and mental wellbeing through a diverse range of services and programs to address different aspects of student health.
- Sport – offers students a broad range of opportunities to participate in various sporting activities, catering to all levels of interest, from social to competitive sports.
- Academic and Advocacy – offers a range of initiatives designed to support students throughout all stages of their academic journeys.
- Careers & Employability – assists students to gain the knowledge, skills and experience they require to build meaningful careers. Delivers peer-to-peer services with low barriers to entry that boost the employability of students, as well as fostering long-term career development.
- Social Events and Community – helps students to build and maintain positive social relationships by creating a safe and inclusive environment, and culture that develops a sense of belonging to peers, the University and the community.
- Student Welfare – dedicated to helping students navigate the challenges of university life, supporting students to transition to university studies, address personal and cost of living concerns, and foster a welcoming environment.
- Clubs – the beating heart of campus life acting as the foundation for lifelong friendships, personal and professional development, and an enhanced university experience.
- Volunteering – multiply the Guild's ability to engage and support students through a variety of projects.
- Student Representation – Gold Coast Association of Postgraduates (GCAP) aims to create a positive experience for Gold Coast's postgraduate students by providing academic services and support, opportunities for increased social engagement with the postgraduate community.

Key projects and activities: Expansion of Campus Cupboard and food relief programs; subsidised meal initiatives; and delivery of advocacy and support services for students experiencing financial hardship.

Impact: More than 54,000 service touchpoints supported over 14,000 students through advocacy, wellbeing, food security, employability, and community-building initiatives, reducing barriers to participation and enhancing the student experience.

Conclusion

In 2025, SSAF funding supported a broad and integrated set of services and initiatives that contributed to the student experience at Griffith University. Investment across student-led organisations and university-delivered services enabled support at scale, while also responding to key areas of need, including cost-of-living pressures, wellbeing, transition, and career development.

The year also represented an important step forward in the maturity of SSAF at Griffith. Legislative changes were successfully implemented, and improvements to governance, reporting, and funding allocation strengthened the transparency, consistency, and effectiveness of SSAF investment. There was a clearer alignment between funding and student priorities, supported by improved use of data and increased coordination across services.

Looking ahead, several priorities will shape the continued development of SSAF. Sustaining and scaling support in high-demand areas, particularly health and wellbeing and cost-of-living initiatives, will remain critical. There is also a need to further strengthen service capacity and workforce sustainability in areas experiencing continued pressure.

A continued focus on embedding student voice and co-design across all services will be important to ensure initiatives remain responsive and relevant. Building on improvements in data and reporting, there is an opportunity to further enhance the use of evidence to inform planning, measure outcomes, and guide investment decisions. Strengthening integration across services will also remain a priority, supporting a more connected and coordinated student support ecosystem.

Overall, SSAF in 2025 has provided a strong foundation for ongoing improvement. The focus moving forward will be on consolidating these gains while continuing to evolve SSAF as a more strategic, evidence-informed, and student-centred system that responds to the changing needs of the Griffith community.

SSAF Revenue Summary

	2025 Allocation \$ ¹	2025 Actual \$
SSAF Revenue	\$11,066,196	\$11,009,575
SSAF revenue carried forward from [insert previous reported year]	\$7,031,238	\$7,031,238
Total SSAF funds available for 2025	\$18,097,434	\$18,040,813
SSAF revenue carried over into 2026	\$	\$7,149,579

¹ Allocation refers to the SSAF funds expected to be received in the reported year (i.e., budgeted SSAF revenue).

SSAF Charge Summary

The student services and amenities fee (SSAF) charged to students must not be above the maximum fee for a calendar year. The maximum SSAF is indexed annually as required by the *Higher Education Support Act 2003* (the Act). In **2025**, the maximum SSAF was **\$365**.

Student Status	2025 SSAF charged \$ ²	Number of students charged in 2025 ³
Full-time ¹ (> 0.75 EFTSL)	\$8,784,954	27,261
Part-time ¹ (< 0.75 EFTSL)	\$2,224,621	16,859
	Total:	44,120

¹ Note: As per Part 2 of the *Higher Education Support (Administration) Guidelines 2022* (Administration Guidelines), students studying on a part-time basis must not be charged more than 75 per cent of the maximum SSAF that a higher education provider determines for students studying on a full-time basis. The term “part-time basis”

means a study load of less than 75 per cent of the normal full-time student load for the period to which the fee relates. As per part 7 of the Administration Guidelines, the normal EFTSL value for a full-time student studying over a period of one year is 1.0.

² Note: As per Part 2 of the Administration Guidelines, a higher education provider may choose to determine a different SSAF for particular categories of persons, including a zero amount.

³ Note: Students are categorised as full-time or part-time students based on the total EFTSL value of the units of study they undertook in [insert reported year]. For example, a student undertook a full-time study load in Semester 1 which was equal to 0.5 EFTSL and undertook a part-time study load in Semester 2 which was equal to 0.375 EFTSL. This student would be categorised as a full-time student in [insert reported year] as the total EFTSL they undertook in [insert reported year] was equal to 0.875.

Student Status	2025 SSAF charged \$ ²	Approx. number of SSAF students remote learning 2025 ⁴
Remote learning/Online only	\$1,662,129	9,955

⁴ Note: The Department of Education understands that not all higher education providers capture mode of study in their information systems and many students undertake a mixed mode of study such as face-to-face and remote learning. The data provided above is for students who undertook remote learning for 100% of their units of study. Please note, due to the limitations of our information systems, the above data may be approximate.

SSAF Allocation Summary

Key areas of expenditure 2025

Subsection 19-38(4) of the *Higher Education Support Act 2003* (the Act) provides a list of 19 allowable expenditure items which higher education providers may allocate and spend SSAF revenue on.

Please note, under subsection 19-38 of the Act, SSAF revenue must not be spent to support a political party or the election of a person as a member of the legislature of the Commonwealth, State or a Territory, or a local government body.

Griffith University took steps to ensure SSAF revenue was expended in accordance with subsection 19-38(4) of the Higher Education Support Act 2003 by mapping SSAF-funded initiatives against the allowable expenditure categories, reviewing proposed expenditure through established internal governance and finance processes, and requiring funded areas to provide reporting on activity, expenditure and outcomes. SSAF revenue was not used to support a political party or the election of a person to a Commonwealth, State, Territory or local government body, consistent with the requirements of the Act.

Key Area (reporting against these are mandatory)	2025 Total Allocation \$	2025 Total Actual Spend \$	Are services available online?	Estimated No. of students accessing services
1. Health Services	\$2,846,899	\$2,073,950	Y	35,000
2. Clubs or other associations	\$720,967	\$656,294	Y	
a. Sporting	\$1,605,939	\$1,600,877	Y	
b. Internal student politics	\$	\$	NA	
c. Gender, sexuality, ethnicity, race, or nationality-based	\$	\$	NA	
d. Areas-of-study related e.g. law	\$	\$	NA	
e. Other activities e.g. music, debate, chess	\$40,311	\$40,311	N	
f. Other	\$	\$	NA	
3. Accommodation	\$14,395	\$14,395	NA	
4. Employment/career services	\$1,390,237	\$1,330,395	Y	
5. Legal aid	\$386,714	\$386,714	Y	
6. Support for financial affairs	\$12,731	\$12,731	Y	
7. Other student amenities	\$4,318,754	\$3,890,615	Y	
8. Other – please provide description	\$	\$	NA	
9. Academic skills support	\$75,692	\$74,797	Y	
10. Capital Projects	\$6,119,000	\$114,000	N	
11. Aggregate Staff costs for services across all categories	\$761,936	\$696,155	N	
Total	\$18,293,575	\$10,891,234		

Organisations, bodies or third-party providers that received SSAF funding in 2025

1. Allocation of SSAF revenue – non-student-led organisations

Organisation Name ¹	Australian Business Number (ABN)	Supported Key Area	Total SSAF Funding Received from provider \$	% of total SSAF revenue collected by the Provider
N/A	N/A	N/A	\$	%
Total SSAF provided to non student-led organisations			\$0	%

¹ Note: Only organisations, bodies or third-party providers who receive over \$1,000 in SSAF funding are expected to be disclosed.

2. Allocation of SSAF revenue to student led organisations – evidence of meeting requirement of 40 per cent

Organisation Name ²	Australian Business Number (ABN)	Supported Key Area	SSAF Funding Received from Provider \$	% of total revenue collected by the provider	If below 40 per cent, is there an agreed transition plan in place	Details of transition plan
Griffith University Student Representative Council (SRC)		2, 4, 7, 9 & 10	\$2,182,583	20%	N	N/A
Griffith University Postgraduate Students Association (GUPSA)		2, 4, 7, 9 & 10	\$795,144	7%	N	N/A
Gold Coast Guild	54 543 741 436	2, 4, 7, 9 & 10	\$3,414,000	31%	N	N/A
		Total SSAF provided to student-led organisations	\$6,391,727	58%		

² Note: Only organisations, bodies or third-party providers who receive over \$1,000 in SSAF funding are expected to be disclosed.

3. Attestation that student led organisations in receipt of a minimum of 40 per cent of SSAF revenue are meeting governance requirements

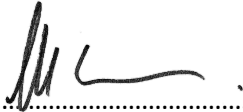
Organisation Name ¹	Majority student-led	Democratically elected leaders	Independence	Audited accounts	Corporate Governance policies and procedures established and adhered to	If replying no on any measure, is there an agreed transition plan in place?	Details of transition plan
Griffith University Student Representative Council (SRC)	Yes	Yes	Yes*	Yes	Yes	No	N/A
Griffith University Postgraduate Students Association (GUPSA)	Yes	Yes	Yes*	Yes	Yes	No	N/A
Gold Coast Guild	Yes	Yes	Yes	Yes	Yes	No	N/A

*Griffith is satisfied that the SRC and GUPSA are independent student-led organisations in line with governance requirements and have committed to further strengthening our level of satisfaction in meeting this requirement. This reflects our ongoing commitment to continuous improvement and to ensuring robust alignment with legislative expectations.

Declaration by Person of Authority

I, Professor Shaun Ewen, Deputy Vice-Chancellor (Education) of Griffith University, declare that the information provided in this Student Services and Amenities Fee (SSAF) Allocation Report is to the best of my knowledge true, complete and correct.

I further attest that the information provided in this Report meets the requirements of the *Higher Education Support Act 2003* and the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022 and that, where transition arrangements have either been sought or approved, information is provided on this.



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Signature of Person making Declaration

.....
Professor Shaun Ewen

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Full name of Person making Declaration

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Deputy Vice Chancellor (Education)

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Position of Person making Declaration

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2 June 2026

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Date