



GRIFFITH UNIVERSITY

Student Services and Amenities Fee (SSAF) 2025 Annual Report



Acknowledgement of Country

Griffith University acknowledges the people who are the traditional custodians of the land on which we operate: at South Bank, Mt Gravatt and Nathan, the Turrbal, Yugarabul, Yuggera and Jagera peoples; at Logan, the Yuggera, Yugarabul, Jagera and Yugambeh peoples; and at the Gold Coast, the Yugambeh/Kombumerri peoples. We pay respect to the Elders, past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples.





Contents

Introduction from the Deputy Vice-Chancellor (Education)2

SSAF at a glance3

SSAF operations.....4

You said, we did.....8

University-wide SSAF initiatives 11

Student-led organisations 23

Conclusion..... 28

Appendices..... 29

What is SSAF?

The Student Services and Amenities Fee (SSAF) is a government-legislated fee that universities can charge to fund non-academic services and amenities that support the student experience.

Funds must be used to benefit students and are governed by section 19-38 of the Higher Education Support Act (HESA) 2003.

At Griffith University, SSAF funding supports initiatives that enhance student engagement, wellbeing, connection, belonging, and success, consistent with the University's strategic priorities and student-led feedback.

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.





Introduction from the Deputy Vice-Chancellor (Education)



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.

Strengthening governance and student voice

The year marked a significant transition for SSAF nationally and at Griffith. A key legislative change required that a minimum of 40 per cent of SSAF revenue be allocated to student-led organisations. Griffith exceeded this requirement, with 59 per cent of SSAF expenditure directed to the Student Guild, Student Representative Council (SRC), and Griffith University Postgraduate Students Association (GUPSA).

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.

Supporting students where it matters most

SSAF funding supported a broad range of services addressing both immediate student needs and longer-term success outcomes. In response to ongoing cost-of-living pressures, significant investment went toward food security, financial assistance, affordable activities, and student-led support services. Key achievements in 2025 supported student wellbeing, strengthened belonging, reduced barriers to participation, and improved access to support.

Student feedback driving investment

In 2025, Griffith undertook a university-wide SSAF consultation involving more than 600 students across online and in-person engagement activities. Students consistently identified wellbeing, affordability, belonging, accessibility, representation, and employability as priority areas for investment.

These findings reinforced the importance of continued investment in services that support student success while informing future SSAF planning, funding priorities, and service improvements.

Looking ahead

The operational improvements implemented during 2025 have established a strong foundation for the future of SSAF at Griffith University. As student needs continue to evolve, ongoing priorities will include sustaining support in high-demand areas such as wellbeing and cost-of-living assistance, strengthening service integration, enhancing the use of evidence and outcomes data, and embedding student voice across all aspects of SSAF planning and delivery.

Together, these efforts will ensure SSAF continues to operate as a transparent, evidence-informed, and student-centred investment that enhances the student experience and supports student success.

Professor Shaun Ewen
Deputy Vice-Chancellor (Education)

SSAF at a glance

Student wellbeing



44,000+

health service interactions supporting student wellbeing and access to care



3,500+

counselling appointments for students with complex needs



255,000+

engagements through Campus Life programs (sport, events, orientation, and student employment)

Student-led delivery



54,000+

Guild service touchpoints and 14,000+ individual students engaged



45,000+

engagements through Student Associations



1,000+

student-led events and activations

Strong cost-of-living support



11,000+

food program engagements



12,000+

free meals, snacks, and coffees provided



Grocery and financial support for students experiencing hardship

Connection and belonging



6,000+

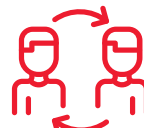
engagements through Chaplaincy and community programs



~30,000+

interactions through transition and student success programs

HDR student experience



Networking and writing programs supporting academic progress and connection



High satisfaction (average rating ~9/10 for networking events)

Career readiness and employability



500+

students engaged in mentoring programs



400+

HDR candidates engaged in career development activities



Evidence of employment outcomes following participation

Student voice embedded across SSAF



Student-led governance (Guild and SRC)



Co-design, feedback, and partnership shaping services and programs

SSAF operations

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.



Budget and investment

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, 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.

While a full allocation and expenditure table can be found in Appendix A, 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 and wellbeing	\$1.88m	17%
Campus life and engagement	\$1.58m	14%
Student success and transition	\$0.69m	6%
Employability and careers	\$0.36m	3%

The 2025 funding distribution reflected several key strategic priorities and emerging student need trends identified through student consultation, service utilisation data, and operational demand patterns. Significant investment continued in wellbeing, advocacy, food security, and financial support initiatives in response to increasing cost-of-living pressures and sustained demand for mental health and support services.

The allocation model also reflected a deliberate balance between preventative and developmental initiatives, essential support services, and student-led engagement activities designed to strengthen belonging, connection, and student success outcomes across the student lifecycle.



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 consistency 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.

While demand pressures remain, particularly in high-demand areas such as health and wellbeing, the operational improvements implemented in 2025 provide a strong foundation for continued system maturity. SSAF is increasingly functioning as a more strategic, evidence-informed, and integrated model, supporting both immediate student needs and long-term student success.



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.
- Gather ideas for services and support that could be funded by the SSAF in the future.

Approximately 612 students contributed to the 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.

Overall, students value SSAF-funded services and recognise their impact on wellbeing, belonging and success—but many remained unaware of what the SSAF funds or how it benefits them. 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.



You said, we did

In 2025, more than **600** students shared their experiences, priorities, and ideas through the SSAF Student Survey and consultation activities. Their feedback directly informed SSAF planning, investment decisions, and service improvements.

You said...

Cost of living pressures are making study harder.



Impact



11,000+

food program engagements and thousands of students supported through cost-of-living initiatives.

We did...



Expanded food security initiatives through the Student Guild, SRC and Chaplaincy.



Provided more than **12,000** free meals, snacks and coffees across campuses.



Supported emergency financial assistance, grocery vouchers and transport support.



Continued affordable and subsidised student activities, training and events.

You said...

Mental health and wellbeing support is essential.



Impact



44,000+

health service interactions

3,500+

counselling appointments



765

wellbeing support contacts

We did...



Continued investment in Counselling and Accessibility services.



Maintained the 24/7 Griffith Mental Wellbeing Support Line.



Expanded wellbeing workshops and early intervention supports.



Strengthened crisis response and referral pathways.



You said...

We want to feel connected and belong at Griffith.



Impact



255,000+

Campus Life engagements



45,000+

student association engagements



6,000+

Chaplaincy and community program engagements

We did...



Delivered orientation programs, campus events and student activations.



Invested in student clubs, societies, volunteering and leadership opportunities.



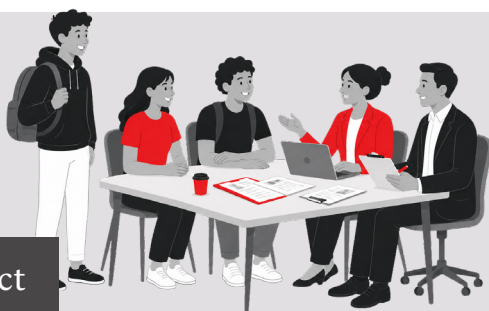
Supported faith, cultural and community connection programs.



Expanded peer mentoring and transition support initiatives.

You said...

Career readiness and employability matter.



Impact



500+

students engaged in mentoring programs



400+

HDR candidates participated in career development activities

We did...



Expanded the Industry Mentoring Program.



Delivered career development workshops and networking opportunities.



Supported HDR employability and career planning initiatives.

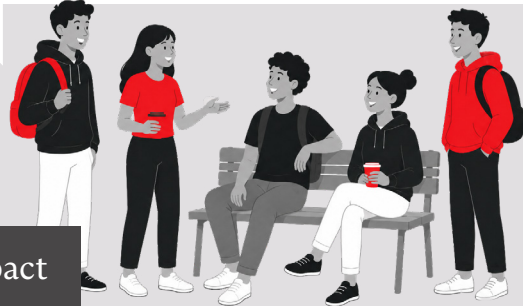


Connected students with mentors, employers and industry professionals.



You said...

Student voices should help shape decisions.



Impact



Student voice is now more systematically embedded across SSAF planning, governance and investment decisions.

We did...



Strengthened the role of the Student Experience Subcommittee (SESC) in SSAF governance.



Increased student involvement in funding prioritisation and decision-making.



Improved consultation processes and reporting transparency.



Committed to ongoing student engagement and co-design.

Listening. Responding. Improving.

Student feedback continues to guide how SSAF funding is invested at Griffith University. By listening to students and responding to emerging needs, SSAF helps create a more supportive, connected and successful student experience for all.



University-wide SSAF 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. 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. These services are delivered under the *Griffith Sport and Recreation* and *What's On at Griffith* brand.

Key projects and activities

Sport, Fitness, Health and 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 and 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.

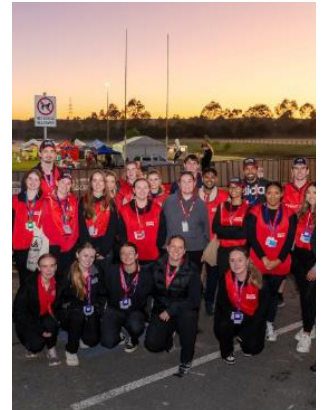
Impact

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.

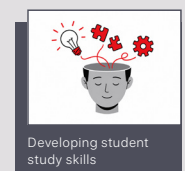
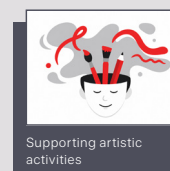
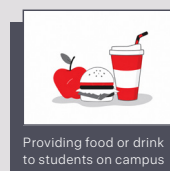
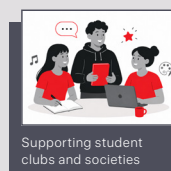
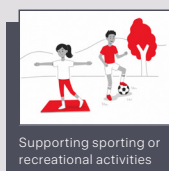
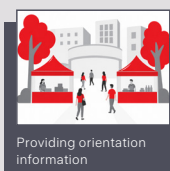


“As a frequent member of the gym, it means a lot to me that I am able to use the facility to improve my fitness!”

Griffith student



SSAF alignment categories





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 and 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.



SSAF alignment categories



Promoting the health or welfare of students



Developing student study skills



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.



SSAF alignment categories





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.



SSAF alignment categories



Providing orientation information



Developing student study skills



Providing food or drink to students on campus



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.

Main objectives for 2025

- foster student connection and belonging to uplift wellbeing
- increase engagement in faith-based support and cultural events
- strengthen students' sense of connection to Griffith University
- increase awareness of, and referrals to, Chaplaincy pastoral care.

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.



88%

of students reported that attending Iftar increased their sense of connection to Griffith University

91%

of students surveyed said that Chaplaincy's pancake program helped reduce cost-of-living pressures

“The pancakes are a simple but powerful gesture. It gives me a sense of community. I appreciate it a lot.”

Griffith student

“More of this—builds connections, student life and the very thing that Griffith needs more of.”

Griffith student



SSAF alignment categories



Providing food or drink to students on campus



Promoting the health or welfare of students



Advocating for student interests



Supporting student clubs and societies



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. The program collaborated with the Griffith Business School to pilot the expansion of mentoring into two courses, Creating Better Business and Co-Design Incubator. Mentors also contributed to several industry panels and guest lecturers within various courses throughout the year, as well as supporting extra-curricular events.

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.

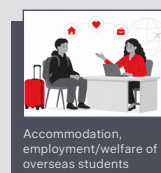
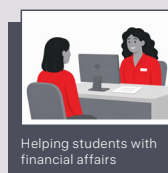
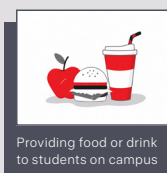


“My mentor has been truly amazing. She gave me incredible guidance when I was looking for a job, helped me polish my cover letters and resume, and connected me with valuable networking opportunities. Thanks to her support, I was able to land a job I love, and we still keep in touch! Her encouragement and genuine care made such a difference in my journey.”

Griffith student



SSAF alignment categories





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

- career workshops focused on academic and non-academic employment pathways;
- pilot employability programs and tailored career resources supporting transferable skill development and career planning;
- structured writing retreats providing dedicated productivity-focused writing environments; and
- networking and orientation events designed to strengthen cohort connection and reduce 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

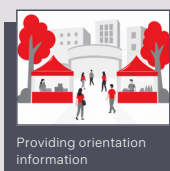
More than **400** HDR candidates participated in career development, networking, and writing initiatives, strengthening research productivity, peer connection, and confidence in pursuing both academic and non-academic career pathways.



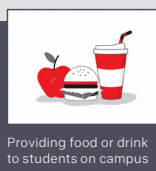
“A well thought out initiative by the University. I got to meet many different teams who provide services in a variety of areas. I would love to thank everyone for taking the time. At the same time I made few new friends from this program. So, all in all a very well spent morning.”

Griffith student

SSAF alignment categories



Providing orientation information



Providing food or drink to students on campus



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.

Across all trimesters in 2025, orientation communications achieved strong engagement:

- **84,029** messages sent
- **66,002** opens
- Average open rate: **76.4%**
- **14,788** total clicks
- Average click-through rate: **22.6%**

The regular student email series Stuff You Need to Know achieved the following in 2025:

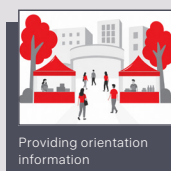
- Messages sent: **988,314**
- Opens: **461,690**
- Average open rate: **47.4%**
- Total clicks: **25,159**
- Average click-through rate: **5.8%**

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.



SSAF alignment categories



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 Associations (Student Representative Council (SRC) and Postgraduate Students Association (GUPSA)), reinforcing the central role of student-led delivery, representation, and advocacy.

Together, the SRC-GUPSA 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 play 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.

Key projects and activities

Delivery of Student Pantry initiatives across multiple campuses; emergency financial assistance and transport support; subsidised professional development courses including First Aid, RSA and Barista training; student advocacy and wellbeing support services; and delivery of affordable social and recreational activities designed to strengthen student 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 and 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.

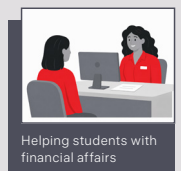
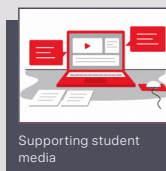
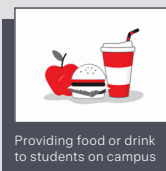
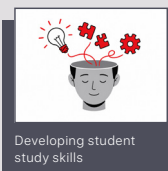
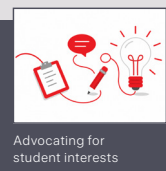
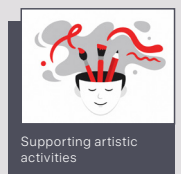
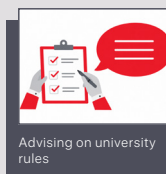
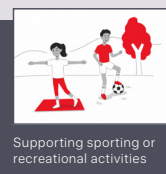
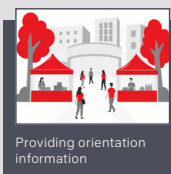
Impact

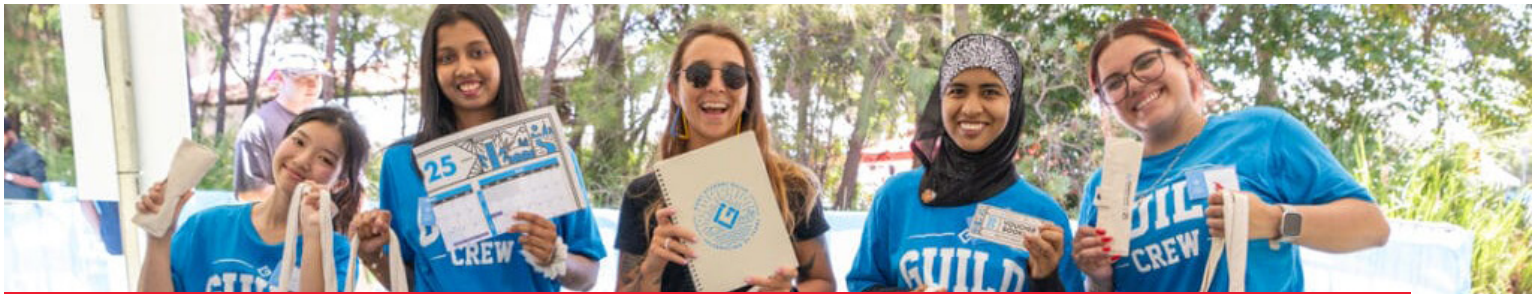
Student Associations supported more than **45,000** student engagements, delivering significant cost-of-living assistance through food security, financial support, advocacy and student representation initiatives, strengthening student voice and improving access to support.





SSAF alignment categories





Student Guild

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 across the following key categories

Health and 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 and 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.

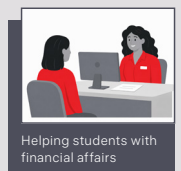
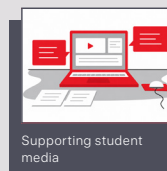
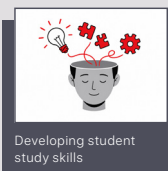
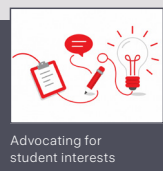
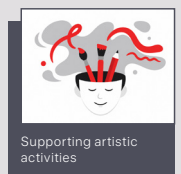
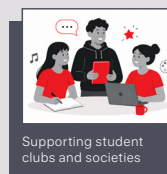
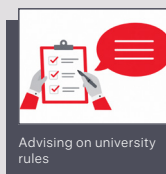
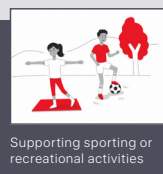
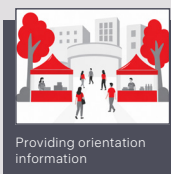
Impact

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.





SSAF alignment categories





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.

Appendix A: SSAF distribution

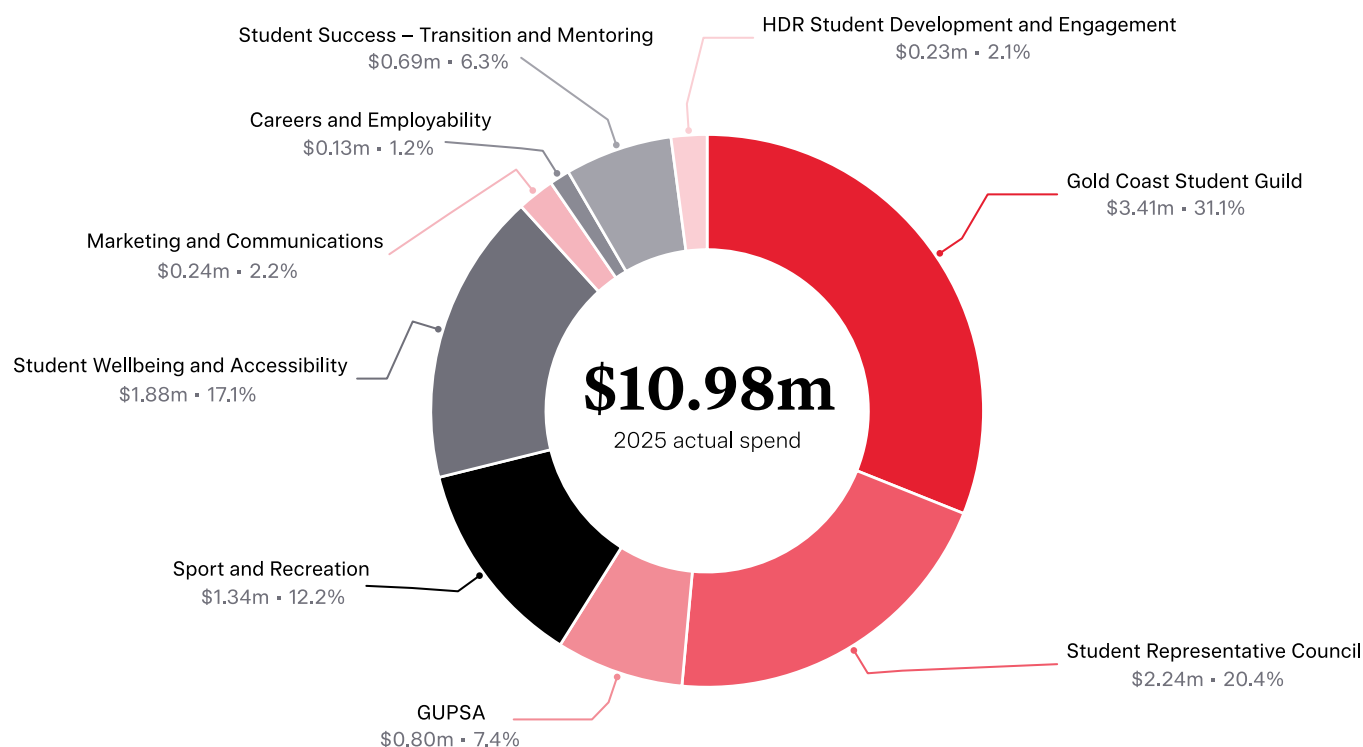
2025 SSAF financial overview

Funding overview	Amount
SSAF revenue received in 2025	\$11.07m
SSAF carry-forward available from previous years	\$7.03m
Total SSAF funding available in 2025	\$18.10m
Actual SSAF expenditure in 2025	\$10.98m
SSAF funds available for future approved expenditure and commitments	\$7.12m

Note: SSAF funding may be allocated across multiple years to support ongoing services, strategic initiatives, infrastructure investments, and future student priorities. Any unspent SSAF funds remain quarantined and are retained for expenditure on eligible student services and amenities in accordance with legislative requirements.

Appendix B: SSAF allocation and expenditure by service area

Business area	Service provider	Approved 2025 SSAF budget	2025 actual expenditure
Gold Coast Student Guild (including Gold Coast Association of Postgraduates)	GUGC—student led organisation	\$3.42m	\$3.41m
Student Representative Council	SRC—student led organisation	\$2.41m	\$2.24m
Griffith University Postgraduate Students Association	GUPSA—student led organisation	\$0.88m	\$0.80m
Sport and recreation	Griffith	\$1.54m	\$1.34m
Student Wellbeing and Accessibility	Griffith	\$2.66m	\$1.88m
Marketing and Communications	Griffith	\$0.28m	\$0.24m
Careers and Employability	Griffith	\$0.14m	\$0.13m
Student Success—Transition and Mentoring	Griffith	\$0.73m	\$0.69m
HDR student development and engagement	Griffith	\$0.25m	\$0.23m
Total 2025		\$12.3m	\$10.98m



Appendix C: SSAF alignment categories

The 19 allowable categories for SSAF expenditure include:



Providing orientation information



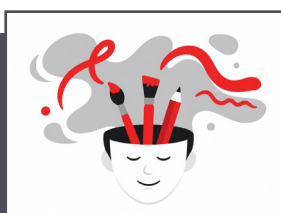
Supporting sporting or recreational activities



Supporting student clubs and societies



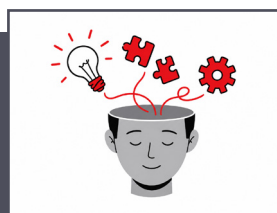
Providing food or drink to students on campus



Supporting artistic activities



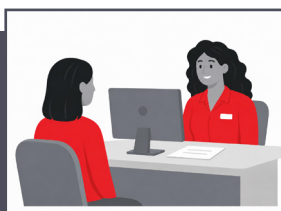
Promoting the health or welfare of students



Developing student study skills



Caring for children of students



Helping students with financial affairs



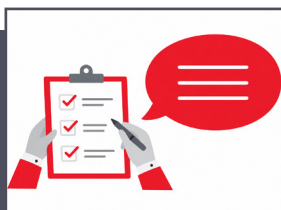
Providing legal services to students



Providing libraries and reading rooms



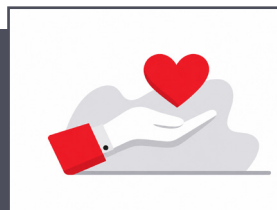
Helping students with employment or careers



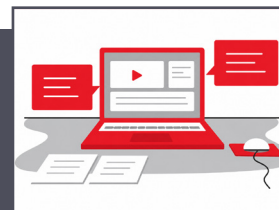
Advising on university rules



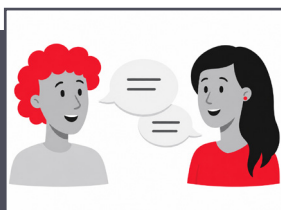
Providing personal accident insurance



Helping students secure accommodation



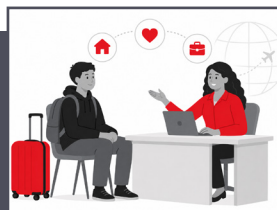
Supporting student media



Supporting student debating



Advocating for student interests



Accommodation, welfare/employment for overseas students



Supported by your

SSAF

This report has been prepared by the Student Experience and Employability portfolio in partnership with Marketing and Communications, and in collaboration with SSAF-funded areas across the University.

For further information, please contact the SSAF team at ssaf@griffith.edu.au