

# Macquarie University

## Student Services and Amenities Fee (SSAF)

### FY2025 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 June 2025 the University received approval from the Department of Education to progress a three-year transition plan (2025-2027) to meet both the funding and governance requirements for the new student services and amenities fee minimum 40% allocation requirement to eligible student-led organisations as outlined under Section 19-39 of the *Higher Education Support Act 2003* and the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022. Approval of the three-year transition plan requires the University to comply with the funding and governance requirements from 1 January 2028.

In September 2025, Macquarie University conducted a Student Services and Amenities Fee (SSAF) survey as part of the University's ongoing commitment to consulting students on the provision of SSAF-funded services and amenities. The survey provided students with an opportunity to identify the services they had accessed and provide input into priorities for SSAF expenditure in 2026.

The survey captured feedback from a broad cross-section of the student population, with 45% of respondents identifying as international students and 55% as domestic students. Respondents also represented a mix of study levels, comprising 35% undergraduate students and 65% postgraduate students.

The University also maintains ongoing engagement with student representatives through the democratically elected Student Representative Committee (SRC), which plays an important role in advocating for student needs and distributing SSAF allocation funds aimed at enhancing the student experience.

While the University's 2025 SSAF expenditure was informed by priorities identified through the 2023 SSAF student survey, the 2025 survey findings reinforced many of these priorities. This consistency provides confidence that SSAF funding continues to be directed towards services and initiatives that deliver meaningful value to students.

The table below outlines the SSAF-funded services accessed by students during 2025. Services have been ranked based on the percentage of survey respondents who identified them as one of their top three accessed services.

Rank	SSAF Service Accessed	Top 3
1	Providing food or drink to students on campus	33%
2	Helping students obtain employment or advice on careers	26%
3	Helping students develop study skills	23%
4	Providing student libraries and reading rooms for non- academic purposes	22%
5	Promoting the health or welfare of students	21%
6	Supporting student clubs and groups	20%

7	Helping students with their financial affairs	18%
8	Giving students information about orientation	16%
9	Advising students about university rules, policies and procedures	15%
10	Supporting overseas students with welfare, accommodation and employment services	14%
11	Advocating students' interests in relation to rules, policies and procedures	12%
12	Supporting the student media and content	12%
13	Supporting student sport or other recreational activities	12%
14	Helping students secure accommodation	11%
15	Supporting an artistic activity by students	10%
16	Providing legal services to students	10%
17	Helping students obtain insurance against personal accidents	9%
18	Caring for children of students	9%
19	Supporting debating by students	7%

Highlights from the key activities undertaken in 2025 are summarised below:

#### **Providing food or drink to students on campus**

- The University continued to support students experiencing food insecurity through a range of food assistance initiatives designed to improve access to nutritious food on campus. Students were able to access free food through the Food Hub Cafe, including the daily Brekkie Hub service, which provided breakfast staples and fresh fruit, weekly hot breakfast services, and fortnightly hot lunches; and weekly free food hampers comprising grocery staples. Fortnightly cooking workshops also provided students with practical skills to prepare simple, budget-friendly meals at home. In addition, food vouchers ranging from \$50 to \$250 were provided to students experiencing financial hardship. These initiatives helped students in need to reduce immediate financial pressures and strengthen their food security, while more broadly support student wellbeing, and enable students to remain focused on their studies.

#### **Helping students obtain employment or advice on careers**

- Macquarie University delivered a range of career development and employability initiatives, including career consultations, CV reviews, interview preparation, specialised support for international students, and the pilot Macquarie Mentoring Program. By connecting students with alumni and industry professionals, these initiatives helped students build confidence, develop professional skills, explore career pathways, and enhance their readiness for employment.

- The STEMM Careers and Medical, Clinical and Molecular Sciences Careers events connected students with employers, industry professionals and alumni to explore career pathways, gain industry insights and build professional networks. These events increased students' awareness of career opportunities, strengthened their understanding of industry expectations, and supported informed career decision-making and employment readiness.
- The Lucy Mentoring Program supported female and gender-diverse students through mentoring, professional development workshops and networking opportunities. By connecting students with experienced mentors, including Macquarie alumni, the program helped participants build confidence, develop professional skills, expand their networks, and explore career pathways.

#### **Helping students develop study skills**

- Students were supported through individual study skills consultations delivered both online and in person. The service contributed to increased confidence in academic writing and study skills, with students reporting positive academic and socio-emotional outcomes from their participation.

#### **Promoting the health or welfare of students**

- The Student Wellbeing team provided timely support to students experiencing wellbeing, accessibility and welfare-related challenges. During 2025, the service continued to strengthen its approach to intake and triage, helping students access the most appropriate support more quickly. Through counselling, welfare assistance, accessibility services, referrals and practical support, students were assisted to navigate challenges and remain engaged in their studies.

#### **Supporting overseas students with welfare, accommodation and employment services**

- A range of initiatives were delivered to support the wellbeing and engagement of international students, including social lunches, excursions, wellbeing activities and career-focused events. These initiatives helped students build social connections, reduce feelings of isolation, strengthen their sense of belonging, and support their transition to university life. Students also benefited from opportunities to engage with alumni and industry professionals, enhancing their understanding of career pathways while fostering community and wellbeing.
- International Articulation Student Welcome Events supported the transition of commencing international students into university life by connecting them with academic staff, student societies and support services. The events helped students build early connections, understand academic expectations, and navigate their new learning environment with confidence.

#### **Supporting the student media and content**

- Grapeshot is Macquarie University's student publication, run by students, for students. It features a diverse range of content including news pieces, opinion pieces, creative nonfiction, memoirs, short stories, poetry, photo-essays, illustrations, comic strips, interviews, and reviews. Grapeshot's colourful matte pages are released in print 6 issues annually and distributed across Macquarie University's campus; they are also released online.

- Working under the supervision of the University’s Group Marketing team, the Student Content Creator (SCC) program provided students with hands-on experience in student-focussed content creation, digital communications and social media. Student-created content is aimed at increasing awareness of university services, initiatives and support programs, strengthening student engagement and connection across the broader student community. Those involved in the program also had the opportunity to develop professional skills and enhance their employability.

### Student recreation and sport activities

- SSAF funding supported the refurbishment of an outdoor recreation facility. Completed in December 2025, the upgraded facility provides students with a free and accessible space to engage in physical activity on campus. By increasing opportunities for exercise and active recreation, the facility supports physical wellbeing, encourages healthy lifestyle habits, and reduces financial barriers to accessing fitness and recreational opportunities.

### Student Social and Cultural Activities

- In 2025, over 150,000 student engagements were recorded across a broad range of social, cultural, academic support, and wellbeing initiatives. These included large-scale events such as Convocation, Kickstart, and Graduation; cultural and awareness-raising activities like Days of Significance and Sextember; targeted support for specific student cohorts including international, neurodiverse, and at-risk students; and student-led initiatives such as Peer Mentor programs, Student Group events, and the student publication *Grapeshot*. These activities fostered a strong sense of belonging, community connection, and student success across the University community.

The table below captures the number of students who engaged in a range of these activities.

Initiative	# Students
Convocation	1,499
Kickstart S1 & S2	31,400
Mac2025 Enrolment online onboarding for new students	13,100
Kickstart (express and Plus) S1 & S2: Additional support up until Census Date	7,707
International student targeted events to promote sense of belonging and connection, information about Sydney and Surrounds	6,100
Peer Mentor activities – academic focus	5,100
Stay on course – Academic focus	3,100
Student Success Celebration for high performing students WAM of >80	1,800
Days of significance activations and cultural events	6,200
Student group workshops for training and development for student leaders	401
Student Group events	4,965
At risk calling – students at risk of failing and providing academic support	11,200

Welcome calling campaigns S1 &S2 – providing information about resources and referrals for academic support	12,300
Food Security – delivery of food to students who are experiencing food insecurity	16,131
STI clinic appointments – sexual health support	168
Exam distress support activities including academic support and referrals	6,500
Neurodiverse Student engagement	
Grapeshot – student publication how many magazines circulated	10,000
Student experience survey activations	1,121
Sextember engagement – sexual health awareness, workshop and activities	1,901
Graduation	9,926
<b>TOTAL</b>	<b>150,619</b>

## SSAF Revenue Summary

	2025 Allocation \$ <sup>1</sup>	2025 Actual \$
SSAF Revenue	\$13,372,947	\$13,372,947
SSAF revenue carried forward from 2024	\$0	\$0
<b>Total SSAF funds available for 2025</b>	<b>\$13,372,947</b>	<b>\$13,372,947</b>
SSAF revenue carried over into 2026	\$0	\$0

<sup>1</sup> 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 **\$13,372,947**.

Student Status	2025 SSAF charged \$ <sup>2</sup>	Number of students charged in 2025 <sup>3</sup>
Full-time <sup>1</sup> (> 0.75 EFTSL)	\$11,556,348	33,332
Part-time <sup>1</sup> (< 0.75 EFTSL)	\$1,816,599	10,526*
<b>Total:</b>		<b>43,858</b>

\*Includes 4,221 students who completed both full-time and part-time study during the year and have been counted as part-time for SSAF reporting purposes.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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 2025. 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 2025 as the total EFTSL they undertook in 2025 was equal to 0.875.

Student Status	2025 SSAF charged \$ <sup>2</sup>	Approx. number of SSAF students remote learning 2025 <sup>4</sup>
Remote learning/Online only	0	0

<sup>4</sup> 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.

# 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.

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	\$3,400,118	\$3,400,118	Y	11,415
<b>2. Clubs or other associations</b>	<b>\$3,502,916</b>	<b>\$3,502,916</b>		
a. Sporting	\$1,490,813	\$1,490,813	N	4,405
b. Internal student politics and representation (includes the Student Representative Committee)	\$280,388	\$280,388	Y	2,835
c. Gender, sexuality, ethnicity, race, or nationality-based	\$288,931	\$288,931	Y	9,810
d. Areas-of-study related e.g. law	\$446,991	\$446,991	Y	900
e. Other activities e.g. music, debate, chess	\$439,549	\$439,549	Y	9,875
f. Other (Food, Childcare)	\$556,244	\$556,244	Y	16,200
3. Accommodation	\$405,198	\$405,198		3,370
4. Employment/career services	\$1,341,706	\$1,341,706	Y	1,125*
5. Legal aid	\$0	\$0		
6. Support for financial affairs	\$0	\$0		

7. Other student amenities	\$120,808	\$120,808	Y	4,695
<b>8. Other - please provide description</b>	<b>\$4,602,201</b>	<b>\$4,602,201</b>		
a. Helping students develop study skills	\$2,861,521	\$2,861,521	Y	4,075
b. Supporting overseas students	\$281,867	\$281,867	Y	10,095
c. Giving students information about orientation	\$1,131,603	\$1,131,603	Y	31,400
d. Advocating students' interests in relation to rules, policies and procedures	\$302,336	\$302,336	Y	1,750
e. Helping students obtain insurance against personal accidents	\$24,874	\$24,874	Y	49,383
<b>Total</b>	<b>\$13,372,947</b>	<b>\$13,372,947</b>		

\*In-person appointments/engagements only. Online appointment records not available.

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

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

Organisation Name <sup>1</sup>	Australian Business Number (ABN)	Supported Key Area	Total SSAF Funding Received from provider \$	% of total SSAF revenue collected by the Provider
U@MQ Ltd	27 125 926 169	Clubs or other associations	1,343,724	10%
U@MQ Ltd	27 125 926 169	Other (Food, Childcare)	457,015	3%
<b>Total SSAF provided to non student-led organisations</b>			<b>\$1,800,739</b>	<b>13%</b>

<sup>1</sup> 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**

Currently, Macquarie University does not have a student led organisation as defined by Section 19-39 (3) of the Higher Education Support Act 2003 and therefore it did not allocate a minimum of 40 per cent of SSAF funding in 2025. As noted above, in June 2025 the University received approval from the Department of Education to progress a three-year transition plan (2025-2027) to meet both the funding and governance requirements for the new student services and amenities fee minimum 40% allocation requirement to eligible student-led organisations. Approval of the three-year transition plan requires the University to comply with the funding and governance requirements from 1 January 2028.

Organisation Name <sup>2</sup>	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
			\$0	0%	Yes	Three-year plan approved by the Department of Education on 11 June 2025
<b>Total SSAF provided to student-led organisations</b>			\$0	0%		

<sup>2</sup> 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**

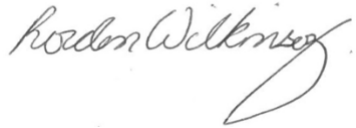
As above.

Organisation Name <sup>1</sup>	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
	No	No	No	No	No	Yes	Three-year plan approved by the Department of Education on 11 June 2025

## Declaration by Person of Authority

I, Rorden Wilkinson, Deputy Vice-Chancellor Academic of Macquarie 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.

A handwritten signature in black ink, appearing to read 'Rorden Wilkinson', with a stylized flourish at the end.

Signature of Person making Declaration

Professor Rorden Wilkinson

Deputy Vice-Chancellor (Academic)

24 June 2026