

# La Trobe University

## Student Services and Amenities Fee (SSAF) 2024 Allocation Report

The [Higher Education Support \(Student Services, Amenities, Representation and Advocacy\) Guidelines 2003](#) 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.

Additional reporting was introduced to enhance transparency and consistency in SSAF allocations and expenditure.

Please note, the information provided in this *SSAF Allocation Report* does **not** require auditing by a financial accountant. The SSAF expenditure reporting 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

### 1. SSAF CONSULTATION

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#### 1.1. Consultation

La Trobe University collects, administers and allocates the Student Services and Amenities Fee (SSAF) charged to students on all La Trobe campuses, including those students studying at our online campus. The expenditure and subsequent reporting of this funding is governed by the *Higher Education Legislation Amendment (Student Services and Amenities) Act 2011*.

The Student Services, Amenities, Representation and Advocacy Guidelines, made under the 2011 Act, mandate that the University's governing body review and approve our consultation framework annually. The framework was reviewed and approved by the governing body in late 2024.

In 2024, the University undertook extensive and ongoing consultation with students and student groups, both on the use of proceeds from SSAF and service satisfaction. At a minimum, this included:

- Monthly meetings between the Deputy Vice-Chancellor (Academic) or DVCA delegate and representatives from our student organisations recognised under the Recognition of Student Organisations Policy.

- An annual Student Services and Amenities Fee (SSAF) survey, embedded into the broader La Trobe Experience Survey, open to all students. In 2024, more than 7,000 students engaged with this survey.
- An annual Student Services and Amenities Group (SSAG), to specifically discuss priorities for SSAF and review service usage and satisfaction. The SSAG includes selected student representatives from all recognised student organisations.
- Focus groups involving students to facilitate richer engagement with students about their priorities and feedback regarding SSAF- funded services.
- The ability for students to provide feedback throughout the year by submitting a form on the La Trobe website. This feedback is reviewed as part of the annual allocation process.

Following consultation, the University published the following information on our website:

- Established priorities and provision of SSAF spending for the following year.
- Identification of the head of expenditure.
- Any additionally funded projects (e.g. due to shortfalls in anticipated expenditure).

## 1.2. Outcomes and Priorities

The 2024 La Trobe Experience Survey, along with input from student focus groups and consultation with student associations, played a key role in shaping priorities for the allocation of SSAF funds. The table below outlines the SSAF support areas and the percentage of students who rated the service as extremely important or very important.

**Figure 1: 2024 Student Experience Survey (SSAF)**

<b>SSAF support areas</b>	<b>Extremely/Very Important</b>
Learning and study support	78%
Technology to support my learning	74%
Wellbeing and counselling support	69%
Career advice	69%
Industry mentoring	65%
Foodshare or emergency food programs	56%
Financial counselling	56%
Advocacy	49%
Legal advice	47%
Childcare	42%
Peer to Peer mentoring	40%
Gym discounts	38%
Leadership programs	36%
Events	34%
Student representation (honoraria payments to student associations)	34%
Student publications	34%
Clubs and societies	33%
Sporting activities	28%
Theatre and performance	22%
Subsidised national sporting competition (Uni-games)	21%

Source: LTU Experience Dashboard

According to the 2024 SSAF Survey, student feedback showed particularly high satisfaction with the following services:

1. Learning and study support.
2. Wellbeing and counselling support.
3. On campus food aid.
4. Safer Community services.
5. Career advice.

Based on comprehensive student consultation and feedback, La Trobe University strategically allocated the 2024 SSAF funding to key initiatives that support students in line with identified priority areas:

- Student learning and study support (Study Hubs, Studiosity, PLA's, SST's).
- Student Advising.
- Student associations (including student representation, student engagement, and student advocacy).
- Support for International students.
- Student financial assistance.
- Student legal advice.
- Food aid.
- Student Health and Wellbeing Services.
- Student Clubs and Societies.
- Employability.
- Student engagement and activities.
- Sport.

## 2. SERVICES AND PROGRAMS OVERVIEW

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In 2024, La Trobe students were supported through a variety of effective services and programs, which contributed to improved retention (78.6% in 2023-24 to 79.7% in 2024-25) and academic success (88.1% in 2023 to 90.4% in 2024). These services and programs align with the SSAF legislative allowable spending areas under subsection 19-38(4) of the Higher Education Support Act 2003 and are further supported by various other funding sources, including contributions from La Trobe University's operational budget. The following sections provides an overview of services and programs across a number of divisions and notes their link to the specific allowable spending areas

### 2.1 *Student Experience & Employability*

#### 2.1.1 *Student Advising*

SSAF allowable spending areas:

- (p) advising on matters arising under the higher education provider's rules;
- (r) giving students information to help them in their orientation; and
- (s) helping meet the specific needs of overseas students relating to their welfare, accommodation and employment.

The Student Advising Program delivers positive, proactive, and holistic support to all La Trobe University students, helping them build confidence, capability, and long-term academic success. The expenditure on Student Advising directly contributes to student retention and academic success.

Key features of the program include:

- Individualised support from dedicated advisors for every commencing student.
- Ongoing engagement and check-ins throughout the student lifecycle.
- Targeted support for students identified as at academic risk, ensuring timely interventions to improve outcomes and
- A focus on student wellbeing, academic planning, and goal setting, embedded in a personalised approach to guidance.

### *2.1.2 Employability*

SSAF allowable spending areas:

- (h) helping students obtain employment or advice on careers; and
- (s) helping meet the specific needs of overseas students relating to their welfare, accommodation and employment.

La Trobe's Employability division delivers a comprehensive suite of careers and employability education, services, and programs through both in-curricular and co-curricular initiatives, all anchored by the Career Ready Advantage (CRA) Award. The funding for these initiatives play a crucial role in improving students' employability and readiness for their careers.

Career development and work-integrated learning are strategically embedded across the curriculum to align with the CRA Award framework, ensuring students gain practical, career-relevant experiences as part of their academic journey.

Robust co-curricular programs are available to all students and are carefully structured around the key stages of career development: Explore, Connect, and Apply. These programs offer tailored support that complements academic learning and empowers students to build confidence and capability in their career planning.

In 2024, La Trobe's Employability division launched large-scale events specifically designed to enhance student engagement with the CRA Award and elevate the visibility of employability offerings. These events not only underscored the value of career readiness and practical experience but also expanded opportunities for students to engage directly with industry professionals, strengthening pathways to employment.

Flagship employability initiatives include expert career consultations, graduate readiness workshops, industry mentoring programs, international employability experiences, and the Career Ready Ambassador peer support service. To further enhance student support, the Employability Programs and Placement Partnership teams jointly piloted an innovative program that combined the roles of Career Ready Ambassadors and Work-Based Learning Ambassadors. This initiative provided an integrated and accessible support model, while also increasing the promotion and visibility of workbased learning opportunities across the student cohort.

### *2.1.3 Student Experience, Events & Orientation (including Student Clubs)*

SSAF allowable funding areas:

- (a) providing food or drink to students on a campus of the higher education provider;
- (c) supporting the administration of a club most of whose members are students;
- (m) supporting an artistic activity by student;
- (r) giving student information to help them in their orientation; and

(s) helping meet the specific needs of overseas students relating to their welfare, accommodation and employment.

La Trobe University, via the Student Engagement team, delivers tailored orientation programs and events designed to support the University's diverse student population. The funding for these initiatives is essential in ensuring equitable opportunities for success and progression across all cohorts, campuses, and modes of study.

The centrally coordinated Orientation Program offers a blend of in-person and online activities, addressing students' academic, social, and cultural transitions. This comprehensive approach equips students with the tools they need to confidently integrate into university life and navigate their study journey from the outset.

**Figure 2:** Orientation Events Available to Students

On demand	Live Online	In-Person
Pre-recorded content available 24/7. Students can submit questions and access more resources via the ON24 platform	Interactive sessions presented via Zoom, Teams or ON24.	Events for students to meet peers and familiarise themselves with campuses.
<ul style="list-style-type: none"> <li>- Wellbeing</li> <li>- Careers</li> <li>- Library and Academic skills</li> <li>- Enrolment support</li> <li>- Course Essentials</li> <li>- Living in Australia Webinar</li> </ul>	<ul style="list-style-type: none"> <li>- New to La Trobe workshops</li> <li>- International pre-departures</li> <li>- Living in Australia Webinar</li> <li>- Course Meet &amp; Greet</li> <li>- Library Skills workshops</li> <li>- Wellbeing</li> <li>- Careers</li> </ul>	<ul style="list-style-type: none"> <li>- Course Meet &amp; Greet</li> <li>- Welcome and Festival Days</li> <li>- LTU Explorer Tours</li> <li>- After-hours social events</li> <li>- International Meet and Greet</li> </ul>

The centrally coordinated Orientation Program offers a comprehensive blend of in-person and on demand activities, delivered over a four-week period, two weeks before and after semester commencement. Designed to support all commencing students across campuses, courses, and study modes, the program ensures students are equipped to transition successfully into university life.

Key components include:

- Academic preparation through sessions outlining expectations and study strategies.
- Social integration by fostering connections through events, clubs, societies, and student-led organisations.
- Awareness of support services, including wellbeing, academic, and campus resources.
- A customisable online Orientation Planner, accessible from the release of first-round VTAC offers, allowing students to tailor their orientation experience.

**Figure 3:** Number of Customised Orientation Plans by Campus

Campus	2024	
	Semester 1	Semester 2
Bundoora	5,865	930
City	217	138
Bendigo	1,040	82
Albury Wodonga	183	15
Mildura	104	10
Shepparton	147	8

In 2024, the Student Clubs program experienced substantial growth, with a 30% increase in the number of active clubs. By the end of October, there were 98 active clubs, 80 of which were affiliated with Student Life. The number of registered events run by clubs rose by 107%, reflecting a strong rise in student-led activity.

The Student Life clubs team also expanded its support services, increasing development and training activities by over 30%. These sessions equipped club leaders with valuable skills in event management, risk assessment, data collection, and financial and governance practices, strengthening club operations and leadership capacity.

#### *2.1.4 Student Partnerships*

Allowable funding areas:

(k) supporting debating by students; and

(q) advocating students' interests in matters arising under the higher education provider's rules (however described).

In 2024, a new initiative "You Said, We Did" communications campaign was launched for the first time to close the loop on student feedback from La Trobe Student Experience surveys. This campaign identified key trends from the 2023 La Trobe Student Experience Survey and showcased the initiatives implemented in direct response to student feedback. The program was designed to clearly communicate to students that their voices are heard and that the University takes meaningful action based on their input.

To support the campaign and encourage broader engagement, communications and incentive strategies were expanded in 2024 to promote participation in the La Trobe Student Experience Survey. These efforts aimed to strengthen the feedback loop and ensure student perspectives are well-represented in the ongoing development of student services and programs.

### 2.1.5 *Student Mental Health and Wellbeing* (including Legal Service & Financial Counselling)

SSAF Allowable funding areas:

- (a) providing food or drink to students on a campus of the higher education provider;
- (e) providing legal services to students;
- (f) promoting the health or welfare of students;
- (i) helping students with their financial affairs; and
- (s) helping meet the specific needs of overseas students relating to their welfare, accommodation and employment.

Student Mental Health and Wellbeing delivers a comprehensive suite of evidence-based programs and support services for the university community, focusing on education, prevention, early intervention, and ongoing recovery. Key services include general and specialist counselling, with tailored support for LGBTIQA+ students, Men's Wellbeing and Counselling specialist service, Regional Counselling services, complex case management and mental health crisis response. An on-campus outpost of the Centre Against Sexual Assault (CASA) is embedded on the Bundoora campus, with a newly established CASA at La Trobe Bendigo campus. The service also facilitates intake and triage for the broader Health, Wellbeing and Inclusion (HWI) division through the Health and Wellbeing Centre and its Centralised Intake team.

Additional support services coordinated under this stream include free legal assistance, professional financial counselling, the Wellbeing Mentor Program, and the University Crisis Line (offering afterhours support). Administrative support for the HWI division is also managed within this area.

The financial counselling team provides professional, student-focused support to address financial hardship and promote financial literacy. Services include one-on-one guidance with budgeting, debt management, and navigating financial systems such as Centrelink, as well as preventative education initiatives, and advocacy with utility providers and service agencies. These supports aim to build students' financial capability and reduce barriers to academic success.

The La Trobe Bundoora Legal Service Outpost, staffed by Banyule Community Health, provides targeted support to students through an online referral system. The service is designed to assist students with complex and intersecting issues, including legal, housing, and wellbeing matters. International students continue to be the primary users of the service, receiving tailored support that addresses their unique circumstances.

Key areas of support include:

- Mental health issues.
- Family violence.
- Housing insecurity.
- Legal and financial concerns, such as fines, employment rights, and motor vehicle accidents.
- Family law matters.

The service is scheduled for a comprehensive review in 2025 to ensure alignment with emerging student needs and to improve outcome tracking and reporting transparency.

Additionally in 2024, our complex case management service, Student Wellbeing Connect, revised its operating model to offer tailored case management support for key student

cohorts. This included the launch of dedicated services for international students in March 2024, followed by targeted support for students from equity groups in November 2024.

### *2.1.6 Health and Wellbeing Centre*

Allowable funding areas:

- (e) providing legal services to students;
- (f) promoting the health or wellbeing of students;
- (i) helping students with their financial affairs; and
- (s) helping meet the specific needs of overseas students relating to their welfare, accommodation and employment.

The Health and Wellbeing Centre provides a public-facing, welcoming "walk-in" access point for the University community seeking health and wellbeing support. The Centre is home to a multidisciplinary team, offering a consolidated, one-stop location for early intervention, wellbeing consultations, and coordinated support. It also acts as the primary gateway to Health, Wellbeing and Inclusion Division services through a centralised intake process. As part of its commitment to holistic student support, the Centre also houses student-accessible financial counselling and legal services.

### *2.1.7 Strategy, Prevention and Education*

Allowable funding area:

- (f) promoting the health or wellbeing of students.

In 2024, the Strategy, Prevention and Education team led the delivery of two major university-wide initiatives: the Sexual Harm Prevention and Response Action Plan (SHPRAP) and the Universal Design and Inclusion Action Plan (UDIAP). These programs encompassed a broad suite of actions, including community engagement initiatives and networks, awareness campaigns, training programs, resource development, strategy formulation, and policy implementation.

These initiatives successfully contributed to strengthening mental health support, preventing racism and gender-based violence, promoting LGBTQIA+ pride and inclusion, and advancing disability and neurodiversity inclusion. The team's work significantly enhanced the culture of safety, belonging, and equity across the University's student and staff community.

## *2.2 Library Learning Services*

Allowable funding areas:

- (l) providing libraries and reading rooms (other than those provided for academic purposes) for students; and
- (o) helping students develop skills for study, by means other than undertaking courses of study in which they are enrolled.

### *2.2.1 Studiosity*

Studiosity provides real-time learning support, delivering immediate assistance and feedback to students that complements their formal academic studies. This 24/7 online platform ensures students have continuous access to academic help whenever they need it. This service is designed to enhance the student learning experience by supporting skill development, improving understanding and promoting academic success.



### 2.2.2 Academic Skills Advisor Program

The Academic Skills Advisors (ASAs) play a crucial role in advancing student success across all levels of study, including undergraduate, postgraduate, master's by coursework, and research students. As an integral part of the broader Library Learning Services (LLS) team, the ASA team focuses on developing academic literacy through a wide range of targeted, student-centered programs and services.

Key services include:

- Workshops: Designed to build core academic competencies such as study techniques, assignment planning, academic writing, and academic English, particularly beneficial for international students transitioning into an English-speaking academic environment.
- Subject-integrated support: Co-designed sessions embedded within the curriculum to provide contextual academic guidance.
- One-on-one consultations: Tailored, individual academic support for students needing focused assistance.
- On-demand and in-subject resources: Flexible support options available anytime students need them.

The ASA's also operate within a highly collaborative framework across the University, receiving referrals from the Academic Integrity Unit, AccessAbility Services, Student Advising, academic progression teams, and academic staff across Schools. This integrated approach ensures students most in need are quickly connected to the support that will help them succeed.

### 2.3 La Trobe Sport

Allowable funding area:

(b) supporting a sporting or other recreational activity by students.

In 2024, La Trobe Sport focused on enhancing student engagement and supporting student wellbeing through a wide range of inclusive and accessible activities. Programs included representative sport, social sporting competitions, mass participation events, and health and fitness initiatives aimed at promoting active lifestyles and building a sense of community on campus. Dedicated support was provided to Regional and International students through targeted facility subsidies and sport participation bursaries, enabling broader access to recreational opportunities. Additionally, La Trobe Sport supported a vibrant network of student-run clubs and facilitated flagship events such as the multi-campus Team La Trobe Walk and Run and the University Basketball League, encouraging widespread participation across all campuses.

## 3. ACHIEVEMENTS

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### 3.1 Student Experience & Employability

#### 3.1.1 Student Advising

A total of 21,117 students engaged with their Student Advisors during 2024, demonstrating wide reaching impact across the student community.

All commencing students received direct advisor support, helping to lay the foundation for a positive start to university life.

Part of the Student Advising program involves predictive modelling for targeted outreach. The predictive model uses machine learning to predict weighted-average marks (WAM) using an array of data including a number of socio-demographic factors, measures of prior academic achievement (such as ATAR or previous university results) and engagement indicators (such as logging into LMS at various crucial stages). Students with a predicted WAM between 0 and 46 were classified as “high risk,”. Those with a predicted WAM between 47 and 53 were classified as “medium risk.

Among high-risk students:

- 53.3% engaged with an advisor.
- Those who engaged achieved a 51.9% retention rate.

Among medium-risk students:

- 49.3% engaged, with a 76.4% retention rate.

Across the total student cohort:

- 40.8% engagement rate, with engaged students showing a 78.3% retention rate.

These outcomes highlight the program’s strong contribution to student retention, particularly for those at greater risk, and reinforce the importance of early, sustained, and meaningful student support.

### *3.1.2 Employability*

In 2024, significant enhancements were made to the Career Ready Advantage (CRA) Award processes, including the introduction of automated recognition for work-based learning and other key professional learning activities. These improvements streamlined student engagement and contributed to an amazing 2,834 CRA Awards completed, a major milestone in embedding employability outcomes at scale. Integration of the CRA Award framework into the curriculum continued to grow, with 89 courses formally aligned to the CRA Silver Award criteria by year’s end, and further curriculum mapping underway for 2025. A strong institutional focus on work-based learning led to exceptional participation, with 8,614 students undertaking placements, resulting in 17,301 placements completed, demonstrating both the breadth of opportunities and the university’s commitment to real-world experience.

Co-curricular engagement also remained high, with 722 students attending graduate preparation workshops, 602 completing the flagship industry mentoring program, and 865 participating in international employability events. In addition, 1,105 students attended employability expos, 455 accessed the one-on-one career consultation service, and the Career Ready Ambassadors engaged over 2,000 students across 238 events.

Further supporting our students, the University’s online career development platform, Career Ready OnLine (Abintegro), was accessed by 2,943 students, providing scalable and flexible support across the student lifecycle.

### *3.1.3 Student Experience, Events & Orientation (including Student Clubs)*

The following outcome highlights the reach, adaptability, and positive impact of the Student Experience & Employability’s orientation programs in 2024 resulting the creation of nearly 9,500 individual Orientation Plans, demonstrating broad student engagement with the program. These outcomes reflect the program’s adaptability and commitment to improving access and engagement, particularly for students in regional locations.

The program's structure and delivery model continue to provide inclusive and accessible pathways for student engagement and success, with consistently strong uptake across student cohorts and locations. Its flexibility ensures relevance to a diverse student population and contributes meaningfully to early engagement, community-building, and retention outcomes.

Student Clubs' engagement reached a record high in 2024, with over 27,000 students attending club event, an increase from 19,000 in 2023. This growth reflects the enhanced vibrancy of the student club community and the success of both the expanded programming and strengthened support services.

### *3.1.4 Student Partnerships*

As a result of these targeted efforts, both in closing the feedback loop through the "You Said, We Did" campaign and in expanding outreach, student participation in the La Trobe Student Experience Survey increased by 6.61%, rising from 17.89% in 2023 to 24.50% in 2024. This improvement ensures a more representative student voice and strengthens the University's ability to develop and deliver responsive, student-informed programs and services.

### *3.1.5 Health, Wellbeing and Inclusion (including Financial Counselling & Legal Services)*

In 2024 the university's Financial Counsellors, who are approved sponsors under the Work and Development Permit (WDP) scheme, supported vulnerable students address their fine debt through non-financial means. By engaging in approved activities such as university attendance and participation in programs run by the Health, Wellbeing and Inclusion Division, students cleared \$22,629 in fines, with an additional \$40,316 in approved applications currently being processed.

Throughout the year, 335 unique students accessed Financial Counselling services. The most common issues students sought help with included:

- Negotiation with creditors.
- Budgeting.
- Accommodation and housing.
- Centrelink support.
- Emergency relief.
- Cost of living pressures.
- Fines and infringements.
- Financial scams.

In response, Financial Counsellors tailored their outreach and education strategies delivering information sessions, blog posts, and orientation activities that focused on practical financial skills, accessible resources, and scam awareness. These initiatives aimed to empower students with the tools to make informed decisions around budgeting, saving, debt management, and scam prevention, particularly targeting support for vulnerable student communities.

In 2024, the La Trobe Bundoora Legal Service outpost was delivered in partnership with Banyule Community Health, receiving 173 online student referrals.

International students were the largest user group, representing 46% of all clients. Among all service users:

- 23% reported experiencing mental health issues.
- 13% were affected by family violence.
- 23% sought support for housing-related issues.
- The top five legal concerns students self-referred for were:

- Renting and housing issues (30 cases). ○ Fines and infringements (19 cases). ○ Employment matters (18 cases). ○ Motor vehicle accidents (15 cases).
- Family law issues (10 cases).

This data underscores the critical role of accessible legal support for students, particularly for international cohorts and those navigating complex personal and financial challenges.

The Centralised Intake Service, embedded within the Health and Wellbeing Centre since its establishment in February 2023, continued to strengthen its role as the primary entry point for La Trobe Wellbeing Services. The service triages student enquiries, resolving many at the first point of contact or referring students to the most appropriate internal wellbeing services based on their specific needs. In 2024, the service handled 3,340 unique student enquiries, marking a 6.3% increase from 3,140 in 2023. This growth reflects the ongoing demand and trust in a streamlined, student-centred support system, reinforcing the value of the Centralised Intake model in improving access and responsiveness across wellbeing services.

### *3.1.6 Strategy, Prevention and Education*

In 2024, the Sexual Harm Prevention and Response Plan entered its implementation phase with several key achievements including the design and delivery of the Respect@La Trobe campaign across all university campuses, raising awareness and driving engagement on issues of safety and respect.

Comprehensive training programs were developed and delivered to staff and students, covering:

- Mental health awareness.
- Respectful behaviours and workplace culture.
- Preventing and responding to gender-based violence.
- Promoting respect in sports clubs.
- Building disability confidence.
- Inclusive communication practices.
- Creating pathways for positive and inclusive employment.
- These initiatives contributed to a more informed, respectful, and inclusive university community.
- Universal Design and Inclusion Action Plan.

Implementation of the Universal Design and Inclusion Action Plan in 2024 resulted in impactful outcomes across inclusion and accessibility:

- Launch of the Neurodiversity Program: Student Placement Project, supporting ten shared placements across the Strategy, Prevention and Education team and the Olga Tennison Autism Research Centre.
- 18 collaborative events delivered in partnership with the student-led CANDID group, supporting chronically ill, neurodiverse, impaired, and disabled students, as well as their carers and allies.
- Establishment of a Neurodiversity Network, which has grown to include 62 staff and 219 student members, fostering a strong, supportive, and connected community.
- Together, these programs have strengthened inclusion, raised awareness, and created meaningful opportunities for engagement and support across the University.

In 2024, the Strategy, Prevention and Education team partnered with an LGBTIQ+ Peer Worker from Mental Health and Wellbeing to deliver the Finding Pride therapeutic group sessions for LGBTIQ+ students, engaging 17 participants.

As a direct outcome, the previously inactive LGBTIQ+ student club, dormant since the pandemic was successfully reactivated, revitalising peer connection and community on campus.

Building on this momentum, the team conducted targeted student consultations to inform the development of the LGBTIQ+ Respectful Relationships Resource, ensuring it was student-led and aligned with lived experiences.

In 2024, the Strategy, Prevention and Education team delivered targeted mental health training to 195 staff and 226 students, building capacity across the University community to recognise signs of mental health concerns and access appropriate support services.

The team also partnered with the Communicating for Impact and Ambassadors programs to lead high-impact engagement events during key awareness campaigns, including Respect Week, Pride Week, and Are You Safe at Home Day, fostering visibility and inclusion across campus.

Key strategic developments included:

- Co-development of a Student Wellbeing Strategy, focused on improving student retention through culturally responsive mental health resources and initiatives to strengthen connections among domestic students.
- A new partnership with the Headspace National University Support Program to create a comprehensive Suicide Prevention and Postvention Plan, including integrated staff training to support prevention, early intervention, and recovery following critical incidents related to suicide risk.

These initiatives demonstrate a whole-of-community approach to student mental health, underpinned by evidence-based training, strategic planning, and cross-sector collaboration.

## 3.2 *Library Learning Services*

### 3.2.1 *Studiosity*

In 2024, Studiosity continued to deliver high-impact academic support, reaching a broad student audience and achieving strong outcomes: 4,196 unique students accessed Studiosity throughout the year:

- A total of 14,522 student contacts were recorded, demonstrating high levels of engagement and ongoing demand for the service.
- 94% of students reported feeling more confident after using Studiosity, highlighting the program's effectiveness in boosting student self-assurance and academic capability.

These outcomes affirm Studiosity's vital role in supporting student learning and wellbeing, providing flexible, timely assistance that enhances academic success across the university community.

### 3.2.2 *Academic Skills Program*

The Academic Skills Advisors (ASAs) made a significant impact in 2024:

- 75 workshops delivered, attended by 1,970 students.
  - 90% of attendees said they would recommend the sessions to others.
  - 91% reported satisfaction with the content.
- 364 one-on-one consultations provided to individual students.
- Collaborative design and delivery of subject-specific classes and development of tailored academic support resources.

Student testimonials further underscore the significant value of the ASA team, highlighting their contribution to promoting academic integrity, increasing student confidence and engagement, and strengthening the overall academic experience.

### 3.3 La Trobe Sport

Throughout 2024, La Trobe Sport successfully broadened participation and created more inclusive opportunities for students to engage in physical activity. The introduction and continuation of targeted support programs for underrepresented student groups helped remove barriers to participation. The growth of the University Basketball League and the popularity of campus-wide events such as the Team La Trobe Walk and Run demonstrated strong student engagement. Enhanced support for student clubs also contributed to a more diverse and active sporting community, aligning sport and recreation with the university's broader student well-being goals.

Additionally, student sport clubs and other La Trobe students accessed over 5,000 hours of field and court usage, either free of charge or at significantly discounted rates, demonstrating the University's commitment to removing financial barriers and supporting student participation in sport and recreation.

In 2024, student participation in La Trobe Sport activities remained strong across a diverse range of programs:

- 331 students took part in weekly La Trobe's League Social Sport Competitions.
- 91 students represented the university at Uni Nationals on the Gold Coast.
- 32 students competed in the University Basketball League.
- 1,114 students were active members of a La Trobe University affiliated sporting club.
- 1,043 students held gym memberships, with 785 at Bundoora campus and 258 at Bendigo campus.
- 207 students participated in the multi-campus Team La Trobe Walk and Run event.

## SSAF Revenue Summary

	2024 Allocation \$ <sup>12</sup>	2024 Actual \$
SSAF Revenue	9,611,364	10,319,137
SSAF revenue carried forward from 202 <sup>3</sup>	720,000	720,000
<b>Total SSAF funds available for 2024</b>	10,331,364	<b>11,039,137</b>
SSAF revenue carried over into 2025	0	732,968

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

<sup>1</sup> Note: As per Part 2 of the Higher Education Support (Administration) Guidelines 2003 (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 2024. 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 2024 as the total EFTSL they undertook in 2024 was equal to 0.875.

# 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*. In 2024 the maximum SSAF was \$350.

Student Status	2024 SSAF charged \$ <sup>2</sup>	Number of students charged in 2024 <sup>3</sup>
Internal Full Time Full Year	350	12,256
Internal Part Time Half Year/Full Time Half Year	306	2,091
Internal Part Time Full Year	262	1,512
Internal Full Time Half Year/ Online Full Time Half Year	262	355
Internal Full Time Half Year	175	2,069
Internal Fully Time Half Year/ Online Part Time Half Year	240	316
Internal Part Time Half Year	131	1,273
Internal Part Time Half Year/ Online Full Time Half Year	218	31
Online Part Time Half Year/ Internal Part Time Half Year	196	304
Other (international students)	N/A	5,593
		<b>Total 25,800</b>

Student Status	2024 SSAF charged \$ <sup>2</sup>	Approx. number of SSAF students remote learning 2024 <sup>4</sup>
Online Full Time Full Year	174	1,115
Online Part Time Half Year/Full Time Half Year	152	740
Online Part Time Full Year	130	1,752
Online Full Time Half Year	87	858
Online Part Time Half Year	65	2,128

<sup>4</sup> Note: The Department 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

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	2024 Total Allocation \$	2024 Total Actual Spend \$	Are services available online?	Estimated No. of students accessing services
1. Health Services	2,431,174	2,393,044	Yes	4,957 (unique students)
2. Clubs or other associations	671,069	669,624	Yes	Open to all La Trobe students
a. Sporting	830,000	881,425	No	Open to all La Trobe students
b. Internal student politics (specific to Honoraria)	220,000	160,000*	N/A	Open to all La Trobe students
c. Gender, sexuality, ethnicity, race, or nationality-based	\$0	\$0	N/A	Captured in 2 (Clubs or Other)
d. Areas-of-study related e.g. law	\$0	\$0	N/A	Captured in 2 (Clubs or Other)
e. Other activities e.g. music, debate, chess	\$0	\$0	N/A	Captured above, not distinguished
f. Other	\$0	\$0	N/A	N/A
3. Employment/career services	278,188	260,019	Yes	Open to all La Trobe students
4. Legal aid and Financial Counselling	134,966	223,973	Yes	587
5. Student Concession (iUse)	80,000	46,163	N/A	Open to all International students
6. Learning Hub (Science, Coding & Maths) Studiosity, Academic Skills & Language Advisors, Peer Learning Advisors	1,785,481	2,035,576	Yes	10,368 unique students
7. Student Engagement	233,502	507,650	Yes	Open to all La Trobe students
8. Student Partnerships	643,926	471,923	Yes	Open to all La Trobe students
9. Student Communications	0	104,419	Yes	Open to all La Trobe students
10. Student Support Advising	912,658	1,227,063	Yes	14,499



Key Area	2024 Total Allocation \$	2024 Total Actual Spend \$	Are services available online?	Estimated No. of students accessing services
11. Student Conduct & Investigation	0	121,890	No	Open to all La Trobe students
12. Student Engagement and Student Advocacy (student organisation led)	1,340,400	1,153,400	Yes	Open to all La Trobe students
13. Glider Bus	50,000	50,000	No	Open to all La Trobe students
<b>Total</b>	<b>9,611,364</b>	<b>10,306,169</b>		

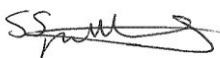
\* Note: 2 (b) La Trobe Student Association (LTSA) allocates \$50,000 (out of a \$110,000 allocation) to honoraria and redirects the balance to support students.

## Organisations bodies or third-party providers that received SSAF funding in 2024.

Organisation Name <sup>1</sup>	Australian Business Number (ABN)	Supported Key Area	Total 2024 SSAF Funding Received \$	% of total 2024 SSAF Funding Received
La Trobe Student Association	55 644 397 160	Student Representation International Student Support Other student-led activities and events	586,800	6.10%
La Trobe Student Union	15 079 588 570	Student Representation Student Advocacy Service (partial year only) <sup>2</sup> International Student Support Other student-led activities and events	726,600	7.55%

## Declaration by Person of Authority

I, Sharna Spittle, Acting Deputy Vice-Chancellor (Academic) of La Trobe 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.



**Signature of Person making Declaration**

*Sharna Spittle*

**Full name of Person making Declaration**

*Deputy Vice-Chancellor, Academic*

**Position of Person making Declaration**

**Date:** 24 June 2025

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

<sup>2</sup> Note: Student Advocacy was removed from the student organisation due to concerns with the operation of the function by the La Trobe Student Union.