



Medicine, Nursing and Health Sciences

# School of Primary Health Care

Strategic Plan 2012-15

# Introduction by Head of School



It is with pleasure that I introduce the School of Primary Health Care's Strategic Plan 2012-15.

This is an exciting time to be involved in primary health care research and education. In the last decade, the advantages of quality primary health care have been recognised by the World Health Organisation and all Australian governments as being critical to population health. Strong, effective primary health care systems promote and facilitate equity, social inclusion and social justice for our communities.

Monash's School of Primary Health Care is a unique body that incorporates key health disciplines, research and educational entities and a centre of clinical expertise. All are committed to providing solutions for the primary health care challenges of our times. We are part of an ongoing re-invigoration of primary health care research and are committed to preparing our students to focus on the needs of both individuals and populations in our rapidly changing world.

The Executive of the School of Primary Health Care has decided to develop a three year Strategic Plan to guide its activities and shape its future. We sought opinions from a wide range of staff across the School in the formulation of the plan, worked with consultants and gained input from several new School Committees. The Plan clearly defines our vision and mission, and outlines the ways we will strengthen and reposition the School to help realise our goals. I wish to thank all staff for participating in this process.

Our bold, refreshed vision is the School of Primary Health Care as a world leading academic provider of choice for integrated primary health care research, education and professional development. We are committed to innovation, international collaboration and social responsibility in order to realise our vision. We have also strongly reaffirmed our longstanding commitment to best practice interdisciplinary research and teaching, and to leading just and sustainable change within the communities in which we work.

The Plan commits to strengthening existing programs and fostering innovation and sustainability by creating a stronger School-level structure to support individual departments and units within the School. A strong School structure will enable stronger support for research and teaching activities, will promote interdisciplinary collaboration, and will optimise how we use the School's individual and organisational resources.

The Strategic Plan is an exciting development for the School and positions us well for the future. The Plan will be updated over time and as such may be regarded as a 'living document'. I invite you to familiarise yourself with the five goals for our School, our plans to realise the goals and our vision that underpins them. I would like to thank staff for their commitment in putting this Plan together and look forward to working collaboratively to help the school reach its potential.

**Grant Russell**  
MBBS FRACGP MFM PhD

# Reviewing our direction



A number of recent trends have provided an impetus to review our structure and direction:

- Ongoing national health reform including an increased focus on fostering team-based models of primary health care, the advent of meso-level primary health care planning and commissioning organisations (Medicare Locals), workforce and training initiatives and the National Disability Insurance Scheme.
- The incidence of particular health challenges within our communities such as the increasing prevalence of chronic illness and ageing populations.
- Increasing evidence that interdisciplinary and multidisciplinary approaches to primary health care can help address pressing health challenges.

Changes within Monash reinforce the importance of aligning our work to the broader university:

- The release of *Delivering Monash Futures* in support of *Monash Directions 2025*, the University's statement of intent to foster research-intensive, international efforts to address important theoretical and practical challenges of our times.
- University-wide changes to the way that administrative support is provided to support research and teaching activities.

Following consultation with School staff, the School Executive gathered in 2011 to map out this new Strategic Plan. It was recognised that the School's competitive advantages are the interdisciplinary nature of its education and research and ground breaking national and international collaboration within parts of the School. These advantages were seen as a good base upon which to strengthen existing programs and secure growth through entrepreneurial activities. It was also identified that the School would benefit from a stronger School-level structure to support and coordinate cross-departmental outputs.

The Executive agreed on four strategic priorities to enable the School to build on its competitive advantages and achieve its longer term goal to become a world leading academic provider of choice for integrated primary health care research, education and professional development.

# School of Primary Health Care



## Vision:

The School of Primary Health Care as a world leading academic provider of choice for integrated primary health care research, education and professional development.

## Mission:

The School of Primary Health Care is committed to high quality, socially responsive primary health care and social research and education.

The work of the School informs policy makers, clinicians, professionals and members of the community.

The School works together to build skills and capacity to address community health needs and to advocate for human rights.

The activities of the School are enabled by an efficient, transparent governance and administrative structure.

## Strategic Priority one:

### Ensuring sustainability through responsible long-term management

To ensure long term sustainability, operations across the School need to be underpinned by a strong School-level operational framework. This will be achieved through the creation of School-level structures to support the School's departments, units and centres.

## Strategic Priority two:

### Strengthening existing programs through operational excellence and the satisfaction of stakeholder needs

The School has pockets of highly innovative programs spanning interdisciplinary research and teaching activities. The School will engage internal and external stakeholders to ensure that operational excellence is defined and achieved in all of these activities. New and inclusive School-based roles (as adjuncts to existing academic roles) and transparent committee structures will strengthen undergraduate programs, postgraduate programs, research and professional development across the School.

## Strategic Priority three:

### Securing growth through entrepreneurial initiatives

Leaders within the School will work collaboratively to define and prioritise growth opportunities, establish transparent goals and objectives, and then pursue growth. Growth initiatives will be supported by the new School-level structures and coordinated across the school, leveraging from the existing interdisciplinary and international collaborations.

## Strategic Priority four:

### Investing in new capabilities

The School will build capacity to support future growth initiatives. Required capacity will be defined in the new School-level structures, and may include succession planning and recruitment; infrastructure planning; the establishment of new departments, units, and centres; and new strategic partnerships.

The School Executive used these principles to define a plan underpinned by a vision, mission and values. We then worked to generate a strategic framework for growth and sustainability and defined key goals for the period of this Strategic Plan.

# Strategic framework and guidance:



## Building on our competitive advantages

This Strategic Plan will build on the competitive advantages that characterise the work of the departments, units and centres across the School: interdisciplinary collaboration as a core driver of academic excellence, and a deep commitment to research partnerships that span local, national and international boundaries and lead to better health and social change.

## Primary Health Care

The School sees primary health care as being *that level of a health service system that provides entry into the system for all new needs and problems, provides person-focused (not disease-oriented) care over time, provides care for all but very uncommon or unusual conditions, and coordinates or integrates care provided elsewhere by others.* (Starfield, 1998)

## Monash Directions 2025

Our vision is aligned with *Monash Directions 2025* and associated strategic plans. Monash University's statement of purpose commits us to an uncompromising pursuit of excellence through a research-intensive, international focus that enables us to address important theoretical and practical challenges of our times, and to develop diverse graduates who do the same. The University's aims are:

- A university that relentlessly pursues excellence,
- A university "in the world" utilising the best mix of various campus-based, experiences, technologies, and connections with local, national and international communities.
- A distinctive university, combining collaborative internationalism with research-based teaching.
- A research-intensive university, with research expectations on all staff and support provided for research that aspires to be 'world's best'.
- An international university, evident through the internationalism of our students, international collaborations, and the internationalism of our campuses.
- A university that addresses significant theoretical and practical challenges in line with our commitment to improving people's lives.
- A university whose graduates reflect its distinctive approach.

The School of Primary Health Care's Strategic Plan 2012-2015 more closely aligns School activities to the Monash Statement of Purpose through its focus on academic excellence, a strong program of research, an increased international focus, addressing theoretical and practical challenges in collaboration with industry and community partners, and through a new structure that is strongly focused on continuous quality improvement.

## Our Values:

The School's activities are underpinned by six values:

- Integrity
- Equity
- Transparency
- Accountability
- Boldness
- Social justice

# Our goals

As part of this strategic planning process the School has agreed on five high level goals. For more information on the planned outcomes, achievement measures and timelines related to each goal please refer to the comprehensive Work Plan later in this document.



## Goal one:

### A cohesive and collaborative School.

Cohesion and collaboration will strengthen the School. This goal can be achieved through harmonisation of support functions and enhancing the School's identity and its systems. The School will adopt and promote its refreshed vision, mission and strategic priorities as the first step towards implementing this strategic plan. A School-based committee structure will be created to introduce, review and support initiatives and administrative support will be rationalised and coordinated to ensure adequate and efficient support across all departments, centres and units.

## Goal two:

### Financially stable, with funding available for innovation.

The various departments and units within the School have undergone a period of significant growth over the last decade. We have pioneered interdisciplinary education and research programs that have attracted students, teachers and researchers of a high calibre. It is agreed that the time is right to establish transparent cross-School budget management policies, oversight and reporting for all departments and units to improve transparency and efficiency of allocated resources. The pursuit of external funding will be supported by the School through processes to prioritise strategic initiatives, business planning and support for grant writing.



## Goal three:

### Educationally innovative with a focus on interdisciplinary education

The School is committed to extending its national and international reputation as educationally innovative and will continue to develop its competitive advantage in the delivery of interdisciplinary education. To achieve this aim, we will create structures that identify and spread pockets of educational excellence across the breadth of the School. Workload allocation and performance management models will also be implemented across all departments and units so that staff are working to common frameworks that promote excellence. Interdisciplinary coursework will be further developed by supporting the development of common curricula across disciplines. The continuously improving quality of coursework and the overall educational experience will mean that graduates of the School will have achieved excellence within their chosen discipline and (uniquely) will have closely studied and learnt with students from other disciplines. The School's interdisciplinary perspective will equip graduates with the broad knowledge and skills required to work and contribute within a health system that increasingly demands interdisciplinary collaboration as well as disciplinary excellence to achieve the best health outcomes.

## Goal four:

### Internationally and nationally recognised for primary care and social research

The School is home to many high calibre researchers with national and international reputations across a range of disciplines. Building on these strengths, we will develop an inclusive approach to planning the School's research focus across disciplines. Important components of this plan will include support for early career researchers, including mentoring models; the identification of opportunities to improve research efficiencies; and research training. Further support will be provided for national and international collaborative research through this process. The School will also work more closely with industry, assisting them to address significant theoretical and practical challenges through the translation of research into policy and practice.

## Goal five:

### Engaged nationally and internationally

The School is committed to the University's aim to combine collaborative internationalism with world's best research-based teaching practices across a range of national and international campuses. Research and education within the School are already collaborative and we will build on this strength both within the School, and between School staff and other researchers and industry partners throughout Australia and the world. Work to achieve this goal is somewhat encapsulated in the goals above; however we will also work closely with the international office of the Faculty to explore and capture opportunities to increase collaborative entrepreneurial activities. The ultimate aim is to connect with international researchers, teachers and students where further opportunities exist.

# Introduction to the School

## Context

The School of Primary Health Care was established in 2001 to provide support for a wide range of departments and units spread across a number of campuses. Since inception, the School has gained a reputation for its high quality, socially responsive academic programs and research across a range of departments, centres, units, course streams and disciplines.

The School remains committed to innovative and interdisciplinary teaching, research and a professional development focus that fosters better approaches to the delivery of health care, addresses community health needs and progresses human rights. Our students are admitted on merit and receive a world class education that focuses on excellence through interdisciplinary learning methods that equip them to contribute to a better world, both globally and locally.

## Head of School

**Professor Grant Russell**

The role of the Head of School encompasses provision of:

- Leadership and strategic direction, including promotion of the School to the Faculty and monitoring and reporting on the School's performance,
- Academic direction across the School's departments and units including a focus on research excellence, educational excellence and mentoring,
- Staff management and coordination, and
- Financial and infrastructure management, including taking responsibility for financial sustainability.

## School Manager

**Gillian Pause**

The School Manager is responsible for overseeing the School's business and professional service functions. Specifically, the School Manager has substantial responsibility for:

- budgeting and financial planning,
- ensuring the efficiency of academic programs,
- communication within the School,
- managing resources across all campuses of the School,
- leading and directing a professional support team within the School,
- ensuring effective liaison with the Central Support Hubs.

Furthermore, in conjunction with the Head of School, the School Manager is responsible for effective implementation of the School's Operational and Strategic Plan.

## Units and Departments

The School's departments and units have developed reputations not only for quality research and education in their own right, but also collectively through interdisciplinary collaboration.

### Department of Community Emergency Health and Paramedic Practice

**Acting Head of Department:  
Dr Paul Jennings**

The Department of Community Emergency Health and Paramedic Practice (DCEHPP) provides undergraduate and postgraduate courses to students currently working in or planning employment in ambulance and community based emergency health settings. Since 1998 the Department has been providing education and training to meet the needs of Ambulance Service Victoria and providers of private patient transport services. There is educational collaboration with teaching hospitals throughout Victoria, as well as Ambulance Victoria. The Department also has a strong research program in pre-hospital care and collaborates with similar organisations both nationally and internationally.

### Department of General Practice

**Head of Department:  
Professor Danielle Mazza**

The Department of General Practice was established in 1975 and is one of the largest general practice teaching departments in Australia with over 30 full-time equivalent academic, research and professional staff. The Department has a proud tradition of academic excellence in teaching and research and is involved in three principal areas: teaching in one of the few remaining undergraduate medical courses in Australia, postgraduate studies and general practice and primary care research.

### Department of Occupational Therapy

**Head of Department:  
Associate Professor Louise Farnworth**

The Department of Occupational Therapy provides undergraduate and postgraduate courses to students seeking employment in hospital and community health settings. The four year Bachelor of Occupational Therapy degree is the hallmark course of the Department and is renowned for offering students the opportunity to study and learn with students in other disciplines including physiotherapy, nursing and paramedics. The Department is also active in research, with a number of academic staff regularly publishing in journals both in Australia and internationally.

### Department of Physiotherapy

**Head of Department: Prue Morgan**

The Department of Physiotherapy offers an innovative four year undergraduate Bachelor of Physiotherapy program, with an embedded Honours program available to highly able students. Collaborative learning with students of other health care professions such as occupational therapy, dietetics and nutrition, nursing and paramedics is fully integrated into the program. The Department is intensely research-active with a Tendon Research Group, an Educational Research Group, a Motor Control laboratory and more than 15 PhD and 30 honours students.

### Department of Social Work

**Head of Department:  
Professor Margaret Alston**

The Department of Social Work was established in 1973. Since that time the Department has become one of the most respected social work schools inside and outside Australia. The Department offers a Master of Social Work by coursework, (the MSW), also available in the off campus

mode to Australian and International students studying. This complements a Bachelor of Social Work (BSW), and double degrees in Arts and Health Sciences. In 2009 the Department introduced a MSW qualifying program which enables a professional qualifying pathway at post-graduate level. Both Masters programs (qualifying and advanced) provide pathways to PhD study. A Bachelor of Social Welfare began at the Berwick campus in 2012. There are three research groupings within the department. The Gender, Leadership and Social Sustainability (GLASS) research unit undertakes internationally relevant research and supervision in the areas of gender and climate change, sustainability, leadership and violence against women. The long-established Criminal Justice Research Consortium (CJRC) undertakes research in the area of criminology. The Social Policy and Social Inclusion unit is undertaking research and analysis of social policies.

### Centre for Developmental Disability Health Victoria

**Director: Associate Professor Robert Davis**

The Centre for Developmental Disability Health Victoria (CDDHV), is an academic unit established by the Victorian State Government to improve health outcomes for people with developmental disabilities through a range of educational, research and clinical activities. In the field of developmental disability medicine, activities include leadership and coordination, the provision of undergraduate and postgraduate education, clinical support and consultancy, and clinical placements for registrars. The Centre also conducts research programs in relation to the health of people with developmental disabilities and provides

health and human relations education and counseling services.

### Clinical Education and Professional Development Unit

**Director:**

**Associate Professor Lynette Clearihan**

The Clinical Education and Professional Development Unit (CEPDU) was formed in July 2010. The Unit amalgamates a diverse set of undergraduate and postgraduate courses and programs. Many of these programs have been running for a number of years (both nationally and internationally) and have been contributing to the professional development of a large range of multidisciplinary health professionals. CEPDU aims to develop and deliver high quality postgraduate educational programs within the School of Primary Health Care, identify new and innovative multidisciplinary educational opportunities and build on, and expand the postgraduate international educational repertoire of the School of Primary Health Care. The Unit is also aiming to foster a climate that engenders excellence in educational research.

### Primary Care Research Unit

**Director: Professor Colette Browning**

The Primary Care Research Unit encompasses the Healthy Ageing Research Unit (HARU), the Problem Gambling Research and Treatment Centre (PGRTC) and the Monash China Health Initiatives (MCHI). The HARU was established in 2006 to conduct research of the highest international standards that is designed to improve quality of life for older people while recognising the dynamic and diverse nature of the ageing population in the community. The

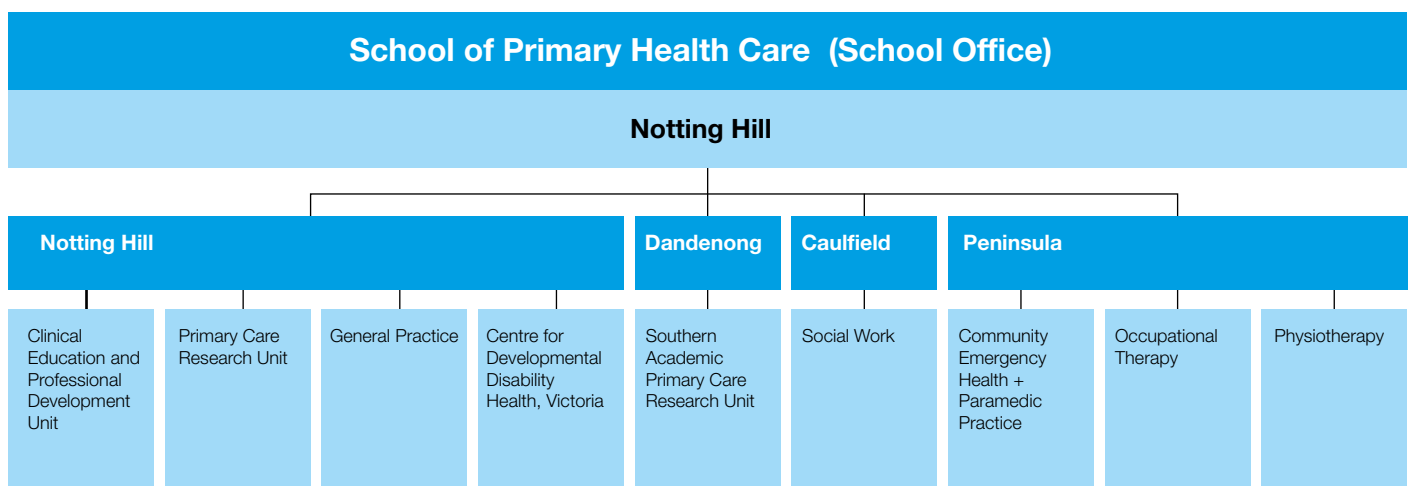
PGRTC is a partnership between the Victorian Government, Monash and Melbourne Universities and is funded under the Victorian Government's Problem Gambling Strategy. The PGRTC conducts research into problem gambling treatment approaches and trains new and existing staff working in gambler's help services. The MCHI links leading Chinese universities, hospitals and health services agencies with Australian and international research in order to translate policy into measurable health service improvements.

### Southern Academic Primary Care Research Unit

**Director: Professor Grant Russell**

The Southern Academic Primary Care Research Unit (SAPCRU) was formed in 2009 as an unique organisational partnership between Monash University, Southern Health and the then Dandenong Casey General Practice Association (DCGPA). The Unit has steadily built a research profile and is entering its second phase of activity as part of the new South Eastern Melbourne Medicare Local, Southern Health, the School of Primary Health Care and the South Eastern Health Providers Association. SAPCRU's mission is to conduct and facilitate high quality, regionally relevant research to influence policy makers and health services to shape a primary care system that is continuously focused on improving the health and wellbeing of the south east metropolitan Melbourne community. Since its foundation, SAPCRU has developed a broad range of academic, government and community partners in Australia and in North America. Its multidisciplinary research is oriented to research themes of primary care reform and refugee health.

## School of Primary Health Care – Units and Departments<sup>1</sup>

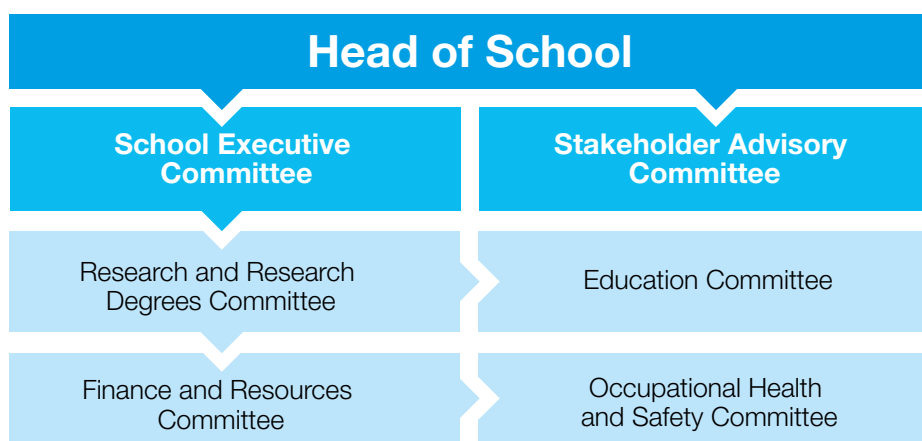


<sup>1</sup> DCEHPP activities are also conducted at the Alfred Hospital  
Social Work operates a new course in Social Welfare at the Berwick Campus



# Our new committee structure

A new School-level committee structure has been created that will harness the talents of staff across the School to achieve the Strategic Plan. Each committee has an important role to play to ensure realisation of the Plan. The new structure will help drive continuous quality improvement, generate transparency, collaborative decision making and allow broad input into policy formation.



Strategic Plan, and in particular activities related to research training, research capacity building, grant and publication success and research promotion and marketing.

## Education Committee

This new committee will have overall responsibility to ensure that the School is educationally innovative with a focus on interdisciplinary education.

Initially this will consist of a single committee with the potential to form subcommittees as required. These subcommittees may focus on specific education issues or problems within the school or they may evolve around the three key reporting areas that the committee will be required to provide advice on to the School Executive and the Head of School on undergraduate, postgraduate and inter-professional education.

## Occupational Health and Safety Committee

The Occupational Health and Safety Committee contributes to the preservation of the health, safety and wellbeing of the School's community by proactively overseeing issues relating to occupational health and safety across the spectrum of activities undertaken across the School's departments and units.

## The Work Plan

The School will maintain a Work Plan, updated on an annual basis that will define key work that needs to be progressed so that the five goals of the Strategic Plan are achieved by 2015. The Operational Plan (July 2012-December 2013) has been developed to guide initial activities and is laid out with reference to the overall Three Year Strategic Framework 2013-15).

## School Executive Committee

The School Executive Committee is one of two committees directly reporting to the Head of the School of Primary Health Care. It will be the main policy setting body for the School, informed by the four core committees (Education, Research and Research Degrees, Finance and Resources, and Occupational Health and Safety). The committee members shall represent the departments, units and centres of the School.

## Stakeholder Advisory Committee

The School's Stakeholder Advisory Committee is intended to provide:

- an expert external perspective on the School's core business activities
- policy level advice and recommendations for consideration by the Head of School to inform the decision making process on matters relating to School's Departments and its core activities.

The Committee members will be drawn from key primary health care professionals, academics (particularly those whose experiences are beyond Monash University), policy makers and members of relevant community groups.

## Finance and Resources Committee

The School Finance and Resources Committee is one of four standing subcommittees of the Executive of the School. It recommends policy and oversees the implementation of the Strategic Plan related to financial and resource matters.

The Committee is a senior school committee that acts as an advisory committee to the School Executive and to the Head of School. It is intended to:

- oversee and recommend actions designed to generate efficient management of the schools human, financial and physical resources
- recommend School approaches to benefit from broader University (including centralised Hub) processes.

## Research and Research Degrees Committee

One of the goals of the School of Primary Health Care is to be a nationally and internationally recognised leader in primary health care research. To ensure efficiencies in research management and policy and to oversee research support to achieve this goal, a committee consisting of experienced researchers, research managers and early career researchers will be formed.

The Research and Research Degrees Committee will advise on matters relating to research and research training. It will also oversee and advise on the implementation of the research relevant aspects of the School's

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
<b>Goal 1: A cohesive and collaborative School</b>				
The School's new vision, mission and strategic priorities are understood across the School.	Document and disseminate the School's Strategic Plan.	Plan documented and launched.	December 2012	Head of School, School Manager
		Dissemination of plan to all departments and units.	December 2012	
An appropriate School-based committee structure is in place to initiate, review and support initiatives within this Plan.	Make the School Executive the key policy setting body for the School, informed by four committees – Education; Research and Research Degrees; Finance and Resources; and Occupational Health and Safety.	Documentation and approval of new model by School Executive.	July 2012	Head of School, School Manager
	Introduce a Stakeholder Advisory Committee.	Identification, terms of reference and first meeting of committee.	March 2013	Head of School
		Reporting processes of Stakeholder Advisory Committee developed and approved.	March 2013	Head of School
Implementation of a collaborative and efficient School-wide administration structure.	Formulate a SPHC organisational chart incorporating administrative, research and educational activities.	Document and disseminate organisational chart.	August 2012	School Manager
	Align School-based staff to the new organisational structure.	All staff have position descriptions that incorporate roles in relation to the School structure.	October 2012	School Manager, HR Business Partner
	Develop and implement operational plans and organisational charts at all levels of the School.	All departments and units have documented operational plans and organisational charts.	November 2012	Heads of Heads of Departments/ Units
The health, wellbeing and safety of staff and students is protected.	Establish an Occupational Health and Safety (OHS) Committee.	Terms of reference and reporting processes developed and approved.	July 2012	Occupational Health and Safety Committee, School Manager
		Four meetings of the committee to be held annually.	Ongoing	
	Formalise and implement a School-based Occupational Health and Safety plan aligned with the Faculty/ University Plan.	Documented OHS plan.	September 2012	
		Safety Officers in all Departments and Units.	October 2012	
	Encourage health, wellbeing and productivity by use of physical space.	Formalised space plan for all campuses of the School.	July 2013	School Manager, Heads of Departments/Units

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
Staff are supported to develop skills for contemporary academic activities.	Develop and approve plan to support professional development in all Departments and Units.	Professional development budget in financial plans for all School operational units.	October 2012	School Executive Committee, Finance and Resources Committee
	Develop and implement professional development plans for all staff.	Documented professional development plans for all staff in all departments and units.	June 2013	Heads of Departments/Units, School Manager
The School has an explicit and well established identity.	Erect signage at the Notting Hill and Peninsula sites of the School that clearly indicate a School presence.	Signage designed and established at both offices.	December 2012	School Manager
	Develop a School Communications Strategy.	Documented School Communications strategy.	December 2012	School Manager
	Optimise School and departmental web identity.	Details on School and departmental websites to be up to date.	December 2012	School Manager
		Preparation of a SPHC annual report		
Establish regular intra-School communication systems/methods, including a newsletter.	Establishment and dissemination of a regular School newsletter.	February 2013	Head of School, School Manager	
	Work with the Faculty to explore potential for future co-location of Departments and Units.	Completion of a scoping exercise with recommendations.	June 2013	Head of School, School Manager.
The School is well prepared for leadership transition.	Develop and implement leadership training plans and clear succession plans at the School, Department and Unit levels.	All departments and units have a Deputy Head or equivalent.	August 2012	
		Documented leadership training plans for academics and senior professionals.	November 2012	Heads of Departments/Units, Head of School
		All department/unit operational plans to include a succession plan.	November 2012	
<b>Goal 2: Financially stable, with funding available for innovation</b>				
The School has a robust approach to setting financial and resources policy.	Establish a Finance and Resources Committee.	Terms of reference and reporting processes developed and approved.	July 2012	Finance and Resources Committee

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
The School adopts a consistent and transparent budgeting and expenditure model across all departments and units.	Increase the understanding of, and transparency associated with, costs for academic activities within the school (including HDR student funding).	Summary document prepared and disseminated.	December 2012	Finance and Resources Committee, School Manager
	Develop and implement a common approach for budget setting and reporting across all departments aligned to the new budget model introduced by the University/ Faculty.	Common template for budgeting and reporting is created.	February 2013	Finance and Resources Committee, School Manager, Heads of Departments/Units
		Appropriate adjustments made to budgets across the School.	March 2013	
		All departments and units are using the new approach.	March 2013	
A common staff workload model has been implemented across the School.	Plan and trial a new School workload model.	Workload model is developed.	July 2012	Head of School, Finance and Resources Committee
		Identify one department for trial.	October 2012	
		Review trial and plan for broad implementation.	April 2013	
	Workload model implemented across all departments and units.	Commence utilisation of workload model in all departments of the School.	March 2013	Finance and Resources Committee, Heads of Department/Units
	Evaluation of implemented workload model.	Evaluation report on outcomes of the implementation.	March 2014	School Manager
Greater efficiencies across the new School-wide administration structure are realised.	Integrate School activities with Faculty and Central services.	Faculty and/or Hub representation on all School committees.	August 2012	Finance and Resources Committee, Education Committee, Research and Research Degrees Committee, School Manager
		Regular Central and Faculty presentations at School Executive meetings.	Ongoing	
	Potential to share administrative roles across departments and units is explored.	Paper to document ways in which administrative roles should be shared.	February 2013	School Manager
A strategic development fund exists to support strategic initiatives.	Establish a process for prioritising potential strategic initiatives	Process established and embedded in committee activities.	October 2012	Finance and Resources Committee
	Budget for and establish a strategic development fund.	Budget exists for future School strategic initiatives.	January 2013.	Head of School
<b>Goal 3: Educationally innovative with a focus on interdisciplinary education</b>				
The School has established structures to plan and implement innovations in education across the School.	Establish an Education Committee and build the capacity of the Education Committee.	Terms of reference and reporting processes developed and approved.	July 2012	Education Committee
	Investigate potential role of Director of Education.	A position paper to explore the potential and feasibility of a Director of Education for the School.	December 2012	Education Committee

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
Ways of ensuring viable and efficient education delivery across the School are fostered.	Review education initiatives throughout the University and/ or in other institutions that might represent opportunities to improve efficiencies.	At least 3 presentations from outside the School, or within the School, to the Committee.	June 2013	Education Committee
		At least 3 reports from Committee members.		
	Review and advise on availability of educational resources and capabilities within the School, Faculty and wider University and identify strategies to improve viability of education programs within the School.	Report prepared and presented to School Executive.	May 2013	Education Committee
The School's educational capabilities and experiences are promoted.	Promote the School's educational capabilities.	School website has education tab highlighting and profiling teachers within the School.	October 2012	Education Committee
		Established cross disciplinary review group to support development of education focused roles in the School.	December 2012	Education Committee
Educators are supported and recognised.	Recognise educators for excellence.	Committee encourages, reviews and submits nominations for Dean's Excellence Awards in Teaching.	Ongoing	Education Committee
		Educators achievements recognised in end of year School report.	December 2012	Head of School
All School-based educational methods are evidence-based.	Assist departments to ensure all course learning outcomes align with the Australian Quality Framework, Monash graduate attributes and the Bologna outcomes.	Assistance provided on request for documented mapping of course learning outcomes against nominated standards.	December 2012	Education Committee
	Encourage the introduction and/ or piloting of new evidence-based methodologies in education programs.	At least one research project funded to evaluate the impact of a new education methodology.	June 2013	Education Committee
Increased inter professional educational activities within the School.	Education Committee develops a strategy for optimising a common School curriculum in relevant areas.	Activity plan agreed for implementation.	June 2013	Education Committee
		At least one program/module with cross discipline focus ready for delivery.		
The School promotes education excellence and supports innovation in education delivery	Foster the introduction and development of new education technology in education delivery.	At each meeting, Education Committee discusses technologies and supports research projects that use technology for education.	October 2012	Education Committee
	Plan and deliver a conference showcasing educational excellence.	Successful completion of one event.	April 2013	Education Committee

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
<b>Goal 4: Internationally and nationally recognised for primary care and social research</b>				
The School has world leading research capabilities.	Reform the structure of the current School Research Committee.	Terms of reference and reporting processes developed and approved.	July 2012	Research and Research Degrees Committee
	Specify the responsibilities of the School Research Manager.	Disseminate responsibilities of the School Research Manager.	August 2012	Research Director, Research Manager
	Establish Early Career Researchers (ECR) working group.	Appoint School ECR co-ordinator.	September 2012	Research Director, Research Manager
	Develop a school research plan, incorporating research focus, support for early career researchers, and integration of research training.	Plan written and disseminated.	December 2012	Director of Research, with support from the School Research and Research Degrees Committee
Research activities are highly effective and efficient.	Explore ways of collating and using research performance data, including grant submissions, publications and PhD completions, to support research planning.	Proposal written and implemented.	December 2012	Director of Research, with support from School Research and Research Degrees Committee and Research Manager
	Tailor the Monash PhD model for implementation within the School.	Plan and disseminate information on School PhD Model.	September 2012	Research Director, Research and Research Degrees Committee
	Strengthen processes for efficient research management.	Implementation of School oriented PhD training courses.	December 2013	Research and Research Degrees Committee, Research Manager, Heads of Departments/ Units
		Map research training offered within departments and units of the School.	February 2013	Research Director, Research Manager
Increased translation of research outcomes.	Strengthen skills of Research Manager.	Participation in research management training.	December 2013	Heads of Departments/Units, Research Director, Research and Research Degrees Committee
	Increase capabilities for knowledge transfer and exchange.	Develop strategies to increase School capability in research translation.		
Increased professional education research.	Foster research activities within departmental education programs.	20% increase in education research publications.	December 2013	Heads of Departments/Units, Research Director, Research and Research Degrees Committee, Education Committee

Three Year Strategic Framework 2013-15	Operational Plan July 2012-December 2013			
Outcome	Activity	Achievement Measure KPI	Timing	Responsible
Increased funding success.	Increase collaborative research activity with other Monash, national and international partners.	20% increase in successful collaborative research grant applications.	December 2013	Heads of Departments/Units, Research Director, Research and Research Degrees Committee
	Augment inter-departmental research.	20% increase in inter-departmental research grant applications.	December 2013	Heads of Departments/Units, Research Director, Research and research Degrees Committee
Support for grant development.	Develop a scheme to support small projects for Early Career Researchers.	Seed Funding Grant Scheme terms of reference and budget established.	September 2012	Head of School, Heads of Departments/ Units, Research Director, Research and Research Degrees Committee, Finance and Resources Committee
Staff and HDR recruitment to build capacity in areas of research focus.	Develop a plan for staff and HDR student recruitment.	Plan documented and circulated.	April 2013	
<b>Goal 5: Engaged nationally and internationally</b>				
Increased international entrepreneurial activity in education and research.	Work closely with international office of the Faculty to explore and capture opportunities.	Processes and frameworks for engaging internationally clearly established.	March 2013	Head of School, School Manager, Heads of Departments/Units, CEPDU
	Document international initiatives within the school.	Database of international activities across the School.	March 2013	CEPDU
Streamlined international educational opportunities in the depts and units.	Departments and units collaborate to engage in international educational opportunities.	Development of a database of international orientated programs (UG and PG) for all departments and units across the school.	July 2013	CEPDU, Education Committee, School Manager, Head of School

**Further information**

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