

Preparing young
people for life



Melbourne
Montessori
College





Contents

Welcome to MMC	4
Message From the Principal	7
About Maria Montessori	8
The Planes of Development	9
Montessori Over Time	10
The Montessori Difference	11
Our Early Learner Programs	12
Our Junior School	14
Junior School Programs	17
Junior School Subjects	18
Freedom Within Limits	20
A Community of Learners	20
Preparing for Life Outside the Classroom	22
Cultivating Lifelong Leaders	23
Our Senior School	24
Montessori Secondary Education	27
Senior School Subjects	29
Occupations Program	30
What Makes a Well-rounded Individual?	33
A Learning Environment Designed for Growth	34
Educators as Guides	36
Education for the Real World	39
Student Wellbeing	40
Alumni	42

Welcome to MMC

Early Learner Program (ELP) – Year 12

At Melbourne Montessori College (MMC), education means more than academic achievement. It's about nurturing the whole child. Our approach cultivates curiosity, independence and a strong sense of self to empower young people to meet the future with confidence, compassion and purpose.

From their first days in our Early Learner Program and Junior School, children are immersed in a hands-on and self-directed learning environment that is deeply respectful of others. Their individual interests and abilities are recognised and help shape their learning journey.

What sets our Junior School apart is the integration of three leading educational frameworks: the Australian Curriculum (ACARA), the Montessori Curriculum, and the Early Years Learning Framework (EYLF). Together, these underpin a responsive and holistic education that is personalised to the needs of each child.

Our dedicated Junior School educators are highly qualified and hold dual accreditation through the Victorian Institute of Teaching (VIT) and Montessori-specific training. This ensures academic rigour and a deep understanding of child development.

This strong foundation prepares students for our Senior School, where they are empowered to build on their strengths in an environment that values critical thinking, collaboration and real-world application. In Years 11 and 12, MMC offers two distinct pathways:

- The internationally recognised International Baccalaureate (IB) for students with academic ambition and a global mindset.
- The Victorian Certificate of Education Vocational Major (VCE VM) for students seeking a practical, vocational approach to learning.

Whichever path students choose, MMC students graduate with confidence and resilience and are equipped with the knowledge, skills and character that they need to thrive in a rapidly changing world.

“Children are immersed in a hands-on and self-directed learning environment that is deeply respectful of others”





Let the student be the guide



Message From the Principal

From the very first day, MMC has been reimagining education for the changing world we live in. Now, more than ever, we understand how quickly our world can shift and the value of offering a curriculum that teaches students to be resilient and adaptable.

While MMC embraces rigorous study, we look beyond the traditional measures of student achievement to more holistically measure student excellence, fulfilment and potential. We have always believed that education should prepare our children for the exciting future ahead of them and equip them with skills and knowledge to thrive in an evolving world.

Melbourne Montessori College provides opportunities for young people to be excited by the world around them. We cater for each person's different interests and skill levels and we take students further in their learning journey. We surround them with passionate teachers who light that essential spark and support young people to ask more and expect more. We encourage our students to push boundaries and to start creating their own life path within a secure, supportive environment.

At Melbourne Montessori College, we are creating an educational environment that fires the imagination, develops good citizenship and promotes a life-long thirst for knowledge. If students are to maximise their learning, then MMC must be a place of optimism, excitement and challenge. It must also be a place where students, parents and staff see each day as a journey full of purpose that values intellectual engagement and connectedness to the real world.

I believe passionately that every individual has deep potential and ability and it is the role of every member of the Melbourne Montessori College community to discover and unlock the talents, passions, skills and interests of each child.

I look forward to welcoming you to MMC and working with you to embrace a culture of joy and 'Preparing Young People for Life'.

Daniel Thomas
Principal



“We are creating an educational environment that fires the imagination, develops good citizenship and promotes a life-long thirst for knowledge.”

About Maria Montessori

Dr Maria Montessori was an Italian physician, educator and leader whose revolutionary approach to education reshaped how we understand childhood development.

As the first woman in Italy to graduate in medicine, she brought scientific observation into the classroom. She championed the idea that children learn best when given freedom to explore within a carefully prepared environment.

Deeply respectful of each child's potential, Dr Montessori believed that education should nurture independence, curiosity and a lifelong love of learning. Today, her evidence-based philosophy continues to inspire schools and progressive education around the world — including Melbourne Montessori College.

31, August 1870 – 6, May 1952
Chiaravalle, Italy

Qualifications:

Doctor of Medicine, University of Rome, 1896

Fields of Study:

Medicine, Psychology, Anthropology, Education

Professional Background:

Physician, Educator, Educational Reformer

First Montessori School:

Casa dei Bambini, Rome, 1907

Legacy:

Educational approach adopted in over 150 countries worldwide





The Planes of Development

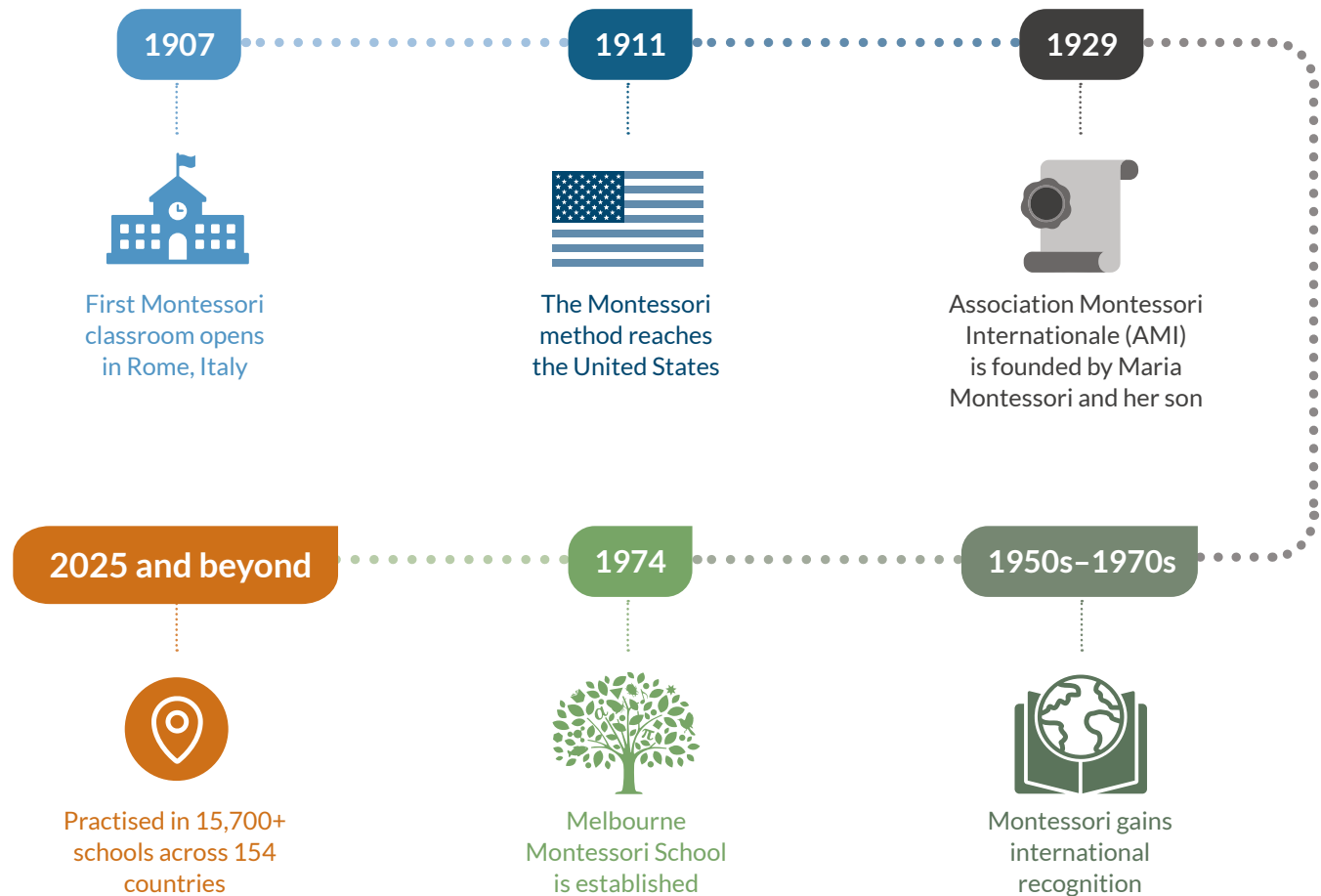
Dr Maria Montessori identified four distinct planes of development which are the key stages of human growth from birth to adulthood. Each plane reflects the changing needs, abilities and potential of the learner:

- **First Plane (0–6 years):** A period of absorbent learning, where children explore the world through their senses. MMC's Early Learners and Junior School programs foster independence, language, movement and social development.
- **Second Plane (6–12 years):** A time of imagination, reasoning and morality. Primary students seek to understand the world and their place in it. We guide them through collaborative, hands-on learning that inspires curiosity and responsibility.
- **Third Plane (12–18 years):** Adolescents undergo significant physical, emotional and social change. At MMC, our Senior School programs support identity formation, critical thinking and real-world application.
- **Fourth Plane (18–24 years):** A phase of self-construction and contribution to society. While this lies beyond our Year 12 offering, MMC prepares students with the confidence, skills and global outlook needed to thrive in adult life.

From 18 months to Year 12, every stage of learning at MMC is thoughtfully aligned with the Montessori Planes of Development. Every student is supported academically, socially and emotionally at every step of their educational journey.

Montessori Over Time

Montessori education has been shaping young minds since 1907
— representing over 115 years of innovative, child-centred learning.





The Montessori Difference

There are many reasons why families choose a Montessori education.

- **Exploration of interests:** Children are encouraged to follow their passions and learn at their own pace.
- **Development of skills:** Independence, critical thinking and problem-solving are woven into daily learning.
- **Mixed-age classrooms:** Students learn in multi-age groups, promoting collaboration and mentorship.
- **Respectful approach:** The Montessori method emphasises respect for self, others and the environment.
- **Holistic education:** Montessori nurtures physical, social, emotional and cognitive development.
- **Practical life learning:** Daily routines and real tasks help build confidence and real-world capability.
- **Preparation for life:** Students develop responsibility, self-discipline and resilience.
- **Supportive environment:** A calm, non-competitive atmosphere supports individual growth and wellbeing.

Children are
born curious



Our Early Learner Programs

A Foundation for Lifelong Learning

A Gentle Beginning: From 18 Months to 3 Years

Children are born curious. Our Early Learner Programs nurture this innate drive through joyful, purposeful experiences and our classrooms encourage independence, focus and social growth.

In the First Plane of Development (0–6 years), children absorb information from their surroundings. MMC's classroom environments are calm, carefully prepared and responsive and lay strong foundations for future learning.

EARLY LEARNER PROGRAMS

Parent & Toddler Group (18 months to 2½ years)

This program introduces young children and their parents to the Montessori philosophy in a nurturing and collaborative environment. They begin their Montessori journey together and build a strong bond through shared discovery. This gives parents a deep understanding that supports their child's learning in the years ahead.

Parents and toddlers engage in hands-on learning to foster independence, confidence and focused activity. In our carefully designed spaces, the program supports brain development, social-emotional growth and a love for learning.

Early Learners Program (2 to 3 years)

Building on the foundation laid in the Parent & Toddler Group, this program continues each child's Montessori journey with a greater sense of independence and curiosity. Toddlers explore self-reliance and concentration through structured yet flexible routines.

Practical life exercises, art, music and sensory exploration foster deeper engagement and independence. This environment lays the groundwork for lifelong learning and prepares children for a confident transition into the Junior School.

“The goal of early childhood education should be to activate the child's own natural desire to learn.” — **Maria Montessori**

Our Junior School

Building Independence and Confidence

A Journey from 3-Year-Old Kinder to Year 6

The Junior School at MMC delivers a transformative educational journey through Cycles 1, 2 and 3. Each step in this important journey – from 3-year-old kinder right through to Year 6 – is designed to meet the developmental needs of children aged from three to twelve.

Guided by the Montessori philosophy and its Planes of Development, our students progress through thoughtfully designed learning environments that evolve with their curiosity, independence and abilities. For example, in Cycle 1, three and four-year-olds explore language and numeracy through tactile materials like Sandpaper Letters and Number Rods. By Cycle 3, students collaborate on independent research projects, manage their own work plans, and explore complex topics in science, history and mathematics.

A hallmark of Montessori education is freedom within limits. Children choose from a curated range of hands-on tasks that match their interests and stage of development – they might learn times tables with Bead Chains or experiment with magnetism using Discovery Kits. Teachers observe and offer tailored guidance, so students can move from concrete to abstract thinking at their own pace.

The specially designed Montessori materials are not only engaging, they're self-correcting. This encourages students to take ownership of their learning while receiving gentle guidance from teachers. This approach empowers students to learn through discovery and to achieve mastery in their own time.

“A hallmark of Montessori education is freedom within limits.”



Children are empowered to choose



Self direction, empathy,
respect and teamwork

Junior School Programs

Cycle 1: Ages 3 to 6 (Kindergarten and Prep)

In the Children's House, students work with Montessori materials across language, numeracy, sensorial development, practical life and cultural exploration. The multi-age setting encourages mentoring, collaboration and social-emotional development. Through real-world tasks — like food preparation, sweeping floors, watering plants and group storytelling — children learn responsibility and self-regulation. These foundational years are full of joy, deep concentration and a growing sense of independence.

Cycle 2: Years 1 to 3

Students begin to think more abstractly and collaboratively. Academic exploration deepens as they build on foundational knowledge in mathematics, language, geography and science and mixed-age classrooms support peer-to-peer learning and reflection. At this stage, children are eager to understand fairness, community and their place in the world — themes which are naturally explored through shared stories, research projects and small group discussions. Educators guide students toward self-direction while nurturing empathy, respect and teamwork.

Cycle 3: Years 4 to 6

Children transition toward independent learning and abstract thinking. Projects become more complex, interdisciplinary and self-directed and incorporate science, geography, history, mathematics and research. Leadership roles become more prominent, and students regularly take initiative in classroom routines, group work and presentations. Cycle 3 learners start linking academic concepts to real-world challenges and this prepares them for a confident and smooth transition into adolescence and secondary school.

“Education is a natural process carried out by the child and is not acquired by listening to words, but by experiences in the environment.” — **Maria Montessori**

Junior School Subjects

Cycle	Core Subjects
Cycle 1	Practical Life, Sensorial, Language, Mathematics, Culture — Geography, Botany, and Zoology
Cycle 2	Mathematics, Geometry, Language, Cosmic Education (History, Geography, Botany, Zoology and Science), Practical Life
Cycle 3	Mathematics, Language, Sciences (Biology, Chemistry, Physics), Geography, History, Practical Life
All Cycles	French, Creative Expression, Physical Expression, Visual Art





Freedom Within Limits

At MMC, students follow their interests and take an active role in directing their own learning — all within a carefully prepared environment that is grounded in structure and purpose.

Montessori classrooms offer choice and independence within clear boundaries. Under the guidance and observation of trained educators, students select from meaningful, developmentally appropriate activities while demonstrating respect for others and for their learning environment.

This balance of freedom and responsibility supports academic growth, emotional resilience, self-discipline and a lifelong motivation to learn.

“Only through freedom and environmental experience is it practically possible for human development to occur.”

— Maria Montessori

A Community of Learners

Multi-age classrooms inspire collaboration, empathy and leadership. Students learn to support one another, celebrate achievements and navigate challenges as a community.

Older students act as mentors and role models and this reinforces their own learning while guiding their peers. These relationships create a strong sense of belonging and mutual respect.

“These relationships create a strong sense of belonging and mutual respect.”

Fostering independent thinkers



Preparing for Life Outside the Classroom

Learning at MMC is grounded in realistic applications. From preparing meals and tending to garden beds, to exploring culture through excursions or managing their workspaces, students see how classroom knowledge actually applies to life beyond the school gate.

Practical life activities build independence and precision while the exploration of ethical and global themes encourage critical thinking, compassion and social responsibility.

“The hands are the instruments of human’s intelligence.” – Maria Montessori

Building confidence,
responsibility, and
resilience





Cultivating Lifelong Leaders

Leadership is woven into the fabric of our classrooms. Whether taking the lead in group clean-up, mentoring a younger peer, or presenting a project to the class, students are trusted with genuine responsibility and given space to grow.

They set goals, reflect on their progress, and learn how to adapt to challenges. These habits build initiative, collaboration and confidence. At MMC, leadership is not confined to a specific role, instead it is cultivated daily through decision-making, teamwork and ownership of learning.

Our educators provide the guidance and freedom that children need to take initiative and learn from experience. From presenting their work and helping to solve group challenges to journaling or leading classroom meetings, students develop a sense of agency and integrity that remains with them.

With strong foundations in independence, collaboration and real-world learning, our students enter the Senior School ready to deepen their thinking, expand their horizons and take the next step in their Montessori journey.

“Leadership is woven into the fabric of our classrooms.”

Our Senior School

Adolescence is a Time of Transformation

A Path to Independence: From Year 7 to Year 12

Adolescence marks the transition into adulthood. It's a time of significant physical, emotional and social development, and as young people mature, they begin to question, explore and define their own place in the world.

Maria Montessori described this stage, the Third Plane of Development affecting ages 12 to 18, as a time of intense social awareness and influence. Adolescents seek purpose, grapple with questions of justice, and become deeply interested in moral and ethical issues.

The Senior School at MMC responds to these needs and to this time of growth with a learning environment that blends structure and independence. Students engage in cross-curricular projects, lead initiatives and collaborate in ways that mirror real-life experiences. They embark on entrepreneurial ventures and deliver insightful research presentations to community partnerships.

We help students connect their learning to the wider world by examining global issues, cultural perspectives and environmental sustainability through purposeful excursions and an integrated curriculum. These shared experiences foster belonging, resilience and a deepening sense of responsibility in each student.

At this stage, too, our students are very much seen and heard. They are treated as emerging adults capable of moving discussions forward, managing deadlines and shaping their own journeys. We recognise their growing sense of agency, purpose and direction and ensure they are ready for the challenges of life in Senior School and beyond.

We expect more from education – and, rightfully, so do our students.

A young woman with long dark hair is walking towards the camera on a black metal ramp. She is wearing a blue and white horizontally striped sweater and light blue wide-leg jeans. She is holding a book with a smiley face on the cover. The ramp has metal railings on both sides. In the background, there are school buildings and a blue sky with clouds. A decorative graphic of white dots and lines is on the right side of the image.

Living the journey toward adulthood



Delivering a meaningful education

Montessori Secondary Education: for Tomorrow and Beyond

Montessori Adolescent Program — Years 7–10

As students enter secondary school, they need support and inspiration and to be challenged. Our Adolescent Program delivers a unique framework that connects traditional disciplines with the world beyond our school gates. Students develop their identity, broaden their knowledge and engage in purposeful and meaningful work.

Small class sizes and individual attention support each student as they journey into adulthood.

International Baccalaureate — Years 11–12

The International Baccalaureate (IB) Diploma Programme shares core values and an educational philosophy with Montessori. It offers a holistic, globally focused education that challenges students to think critically, act compassionately and learn independently.

The IB curriculum includes six subject groups alongside a core made up of Theory of Knowledge, the Extended Essay and CAS (Creativity, Activity, Service). Students explore Language and Literature, Humanities, Business Management, Science, Mathematics, Film and the Arts. Through independent research and service-based projects, they gain tangible experiences and become reflective, well-rounded learners.

Learn more about the IB at www.ibo.org

VCE VM — Years 11–12

The VCE Vocational Major (VM) is an applied learning pathway for senior students who want hands-on, practical experience. It is ideal for students who plan to graduate and then work, go to TAFE or begin an apprenticeship or other vocational training.

MMC graduates are capable, independent learners who think critically and take responsibility for their future. They work closely with our careers counsellor to create an individual pathway that genuinely reflects their goals, skills and aspirations.

*Recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

“Small class sizes and individual attention support each student as they journey into adulthood.”





Senior School Subjects

Cycle	Core Subjects
Cycle 4	English, Mathematics, Science, Humanities, Physical Expression, Art and Design, Languages (French and Mandarin), Occupations
Cycle 5	English, Mathematics, Science, Humanities, Art and Design, Language Acquisition (French and Mandarin), Critical Thinking, Community Service, Physical Expression, Occupations
Cycle 6 – VCE VM	Literacy and Numeracy Skills, Personal Development Skills, Work Related Skills, Industry Specific Skills
Cycle 6 – IB	<p>Group 1 Language and Literature: English A: Language and Literature</p> <p>Group 2 Language Acquisition*: Italian B, Italian Ab Initio, French Ab Initio, Spanish Ab Initio, Mandarin Ab Initio, Japanese Ab Initio</p> <p>Group 3 Humanities: Business Management, History, Psychology</p> <p>Group 4 Sciences: Sports, Exercise and Health Science, Physics, Chemistry, Biology</p> <p>Group 5 Mathematics: Mathematics: Applications and Interpretation, Mathematics: Analysis and Approaches</p> <p>Group 6 The Arts: Visual Arts, Film</p> <p>*More Language offerings can be discussed with the IB coordinator. Check with the School for the most up-to-date subject offerings.</p>

Occupations Program

MMC’s Occupations Program is an integral part of Cycles 4 and 5 (Years 7–10). It offers hands-on experience in relevant industries and develops practical skills, entrepreneurial thinking and collaborative problem-solving. Occupations subjects are shaped by student interest and provide a dynamic link between classroom learning and future pathways.

The Program sees students select from an evolving menu of industry-aligned subjects. Whether managing a café or producing a podcast, each Occupation is guided by expert staff and works towards tangible, purposeful outcomes.

Subjects may include:

Occupation	Focus
Hospitality (Café)	Food preparation, customer service, barista training, business operations
Urban Farm (Horticulture)	Sustainable agriculture, gardening, food systems, environmental and animal science
Makers Space (Coding & Robotics)	Programming, engineering, problem-solving, digital design
Theatre Production	Set and costume design, stage management, performance skills
Content Creation	Media production, podcasting, photography, digital storytelling
Textiles	Sewing, fashion design, sustainability in clothing production
Bike Education	Mechanics, road safety, physical literacy, community engagement

As interests shift, new Occupations are introduced to reflect current student passions and emerging industries. This ensures that learning remains relevant, engaging and future-focused. Please check with the school to find out more about the latest Occupations choices.

Real-world learning in action





Educating to
inspire growth

What Makes a Well-rounded Individual?

A well-rounded individual is confident in who they are. They are curious about the world and capable of working with others to make a positive difference.

At MMC, we nurture these qualities by guiding students through experiences that develop their academic and personal growth.

- Leadership is nurtured through classroom responsibilities, peer mentoring and public speaking.
- Collaboration is strengthened through group work, shared projects and school-wide initiatives.
- Critical thinking is developed by encouraging students to ask questions, analyse ideas and engage with complex and current topics.
- Empathy and ethics grow through guided discussions on social justice, cultural perspectives and community impact.
- Initiative emerges when students create and lead their own activities – from service projects to student-led events.

By linking knowledge with experience and self-awareness with social responsibility, MMC helps students to become grounded, capable and future-ready. Our students are not only prepared for academic success, but for the life that awaits them beyond MMC.

“In our different environments, students learn how to think critically, to enquire and inform themselves, and to analyse and synthesise information.”



A Learning Environment Designed for Growth

At MMC, the environment is a critical part of how students learn, grow and thrive. Every space, every structure and every opportunity is intentionally designed to support adolescents through one of the most transformative stages of their life.

Creating the right learning environment

Small by Design, Personal by Nature

Our small school size is intentional. It enables greater connection between students and staff, it creates flexibility in learning, and it nurtures an atmosphere where every student feels known, supported and challenged. Personalised education thrives in this setting as teachers are able to tailor support and provide meaningful guidance to each student.

Spaces That Inspire Learning

Across the Senior School, spaces have been designed to encourage collaboration, independence and deep thinking.

- Large, shared tables support discussion and creativity.
- A warm, quiet library supports quiet study and reflection.
- Dedicated Art and STEM spaces spark experimentation and expression.
- Students in each Cycle have access to their own dedicated space — areas that they help design and make their own. This contributes to a strong sense of belonging, ownership and connection.
- Outdoor learning spaces include a greenhouse, chicken coop and vegetable gardens. These areas create opportunities for hands-on experiences in sustainability, food production and animal care.

In the senior years, students can also take advantage of calm, focused study zones around the school.

From Campus to Community

MMC's environment expands beyond the school gates. Students connect with the wider community through excursions, service initiatives, work experience and much-valued local partnerships. These experiences and opportunities deepen their understanding, embed hands-on skills and strengthen their sense of connection to the wider world around them.

Learning Together, Leading Together

Students work across year levels, especially in Cycles 4 and 5 (Years 7 to 10), learning at their own pace and sharing knowledge with their peers. Everyone in the school has the opportunity to lead, to contribute and to be part of something meaningful. Within this culture of respect and collaboration, students build confidence in who they are and where they are going.

“Spaces have been designed to encourage collaboration, independence and deep thinking.”

More Than a Classroom: Educators as Guides

Adolescence is a time of change. Students move from a focus on self to a broader awareness of life and the world around them. At MMC, we support them through this transition by encouraging global thinking, self-reflection and a strong sense of purpose.

Guided by Teachers, Led by Students

From the start of Cycle 4 through to Cycle 6, students are mentored to take responsibility for their own learning. They are supported as they plan, organise, set goals and reflect on their progress — all essential skills for success in school and life after MMC.

Our students are motivated learners who develop independence, resilience and confidence. While they are encouraged to lead their learning, they are never alone. Teachers provide ongoing guidance, challenge and care.

What matters most is connection. Our teachers understand the energy, curiosity and sometimes the awkwardness of adolescence. They know how to connect with young people and exactly how to support their growth.

MMC programs are enriched through partnerships with experts and opportunities for learning beyond the classroom. Camps, excursions and hands-on projects help students pursue their interests and apply their learning in authentic and realistic contexts.

“Teachers understand the energy, curiosity and sometimes the awkwardness of adolescence.”



Connection matters most





Skills for life,
not just for school

Education for the Real World

Adolescents are energised by work that feels real, purposeful and connected to the world around them.

At MMC, the Montessori and International Baccalaureate programs are designed to offer exactly that — learning that is hands-on, meaningful and grounded in personal growth. When students can see the relevance of their efforts, they become more engaged, motivated and confident in their journey toward adulthood.

Learning Through Real Experience

Practical learning is a hallmark of the MMC journey.

In Cycle 4, students spend time at our farm camp where they explore science, humanities, ethics and mathematics through hands-on tasks and teamwork. It is an environment that fosters social interdependence and builds responsibility.

In Cycle 5, the City Experience and Journey Learning Camps take learning to the next level. The City Experience immerses students in urban life as they navigate public transport, explore civic spaces and develop independence away from school. Journey Learning Camps require students to navigate between locations themselves, manage their own equipment and make decisions.

These programs challenge students physically and mentally as they take another step towards adulthood.

The Final Senior Years: Skills for Life and Work

Students in the VCE (VM) focus on skills for life and work. Through real and simulated projects, they explore leadership, entrepreneurship, regulation and marketing — gaining valuable insights into the professional world.

IB students experience a globally focused education. They complete academic research, study a second language and engage in meaningful service to their communities. Along the way, they develop independence, empathy and an impressive breadth of personal skills.

These programs challenge students on all levels as they prepare for future adulthood.

At MMC, learning is purposeful, personal and designed for the world students will step into and shape.

“These programs challenge students on all levels as they prepare for future adulthood.”

Student Wellbeing – Supporting Emotional and Academic Needs

Student wellbeing is central to our educational mission. Our strategic plan prioritises creating a safe, supportive environment where every student feels seen, heard and valued. We work closely with students to improve the inclusiveness and respectfulness of their learning spaces and we ensure that wellbeing is a key focus across the school.

We've enhanced our student support system by introducing a dedicated psychologist and a wellbeing coach. Both of these skilled and respected professionals offer essential mentoring and counselling services.

Our teachers receive specialised training in student wellbeing, which is integrated into our curriculum. This prioritisation of wellbeing ensures it remains a core aspect of the Melbourne Montessori College experience.

“Student wellbeing is central to our educational mission.”

A supportive and
nurturing environment



Montessori Alumni

The following are some of the prominent students who have attended Montessori schools, globally and locally.

Global alumni

Joshua Bell
Violinist

Elizabeth Berridge
Actor

T. Berry Brazelton
Paediatrician and author

Jeffrey Bezos
Founder of Amazon.com

Kees Boeke
Dutch educator, creator of the Powers of 10 metaphor

Sergey Brin
Co-founder of Google

Julia Child
Celebrity chef and author

George Clooney
Academy Award winning actor

Professor Peter Drucker
Writer, management consultant, 'social ecologist'

Erik Erikson
Psychologist and author

Dakota Fanning
Award-winning actor

Anne Frank
Author of The Diary of Anne Frank

Gabriel Garcia Márquez
Nobel Prize winner for literature

Katharine Graham
Owner/editor of the Washington Post

Friedensreich Hundertwasser
Austrian painter and architect

Helen Hunt
Academy Award winning actor

Jacqueline Kennedy Onassis
Editor, former First Lady of the United States

Larry Page
Co-founder of Google

Taylor Swift
Singer/songwriter and global superstar

Jimmy Wales
Co-founder of Wikipedia

Prince William
Prince of Wales

Will Wright
Video game designer, creator of The Sims and Spore

MMC alumni

Rebecca Gilbert
Montessori teacher

John Gurr
Barrister

Grace Halphen
Author

Jonathan Kearsley
Journalist

Madeleine Kenihan
International Trade Officer

Miski-Saya Krawiec
Business Services

Beck Lowe
Permaculturist, educator and writer

Alex Molnar
Property investor

Robert Molnar
Filmmaker and art director

Amy Nisselle
Research scientist, communicator and educator

Tiziana Princi
Commercial lawyer

Max Stewart
Network engineer

Sebastian Strangio
Journalist and author

Melissa Vile
Medical practitioner

Stephanie Watts-Williams
Research scientist in plant biology

Rudi Williams
Photographer and artist

In great company



Preparing young people for life



mmc.vic.edu.au

Enrolment enquiries:
enrolments@mmc.vic.edu.au

Caulfield Campus

6 Roselea Street
Caulfield South VIC 3162

Brighton Campus

741 Hawthorn Road
Brighton East VIC 3187

Contact Us

03 9131 5200
admin@mmc.vic.edu.au