Year 12 Parent Evening

February 11th 2026

Who are we?

Role	Person	Contact
Year Level Co-Ordinator	Rebecca Armstrong	rarms42@eq.edu.au
Head of Student Services	Adam Webb	awebb161@eq.edu.au
Guidance Officer	Hayley Schaefer	hscha44@eq.edu.au
Case Manager	Suboohi Khan	skhan80@eq.edu.au
Case Manager-QCIA	Lindy Cole	lcole113@eq.edu.au
Deputy Principal	Sandy Kane	skane6@eq.edu.au

Presentation focus

- Queensland Certificate of Education Eligibility

- Assessment

- AARA Process

- Mock Exams

- Academic Conferencing/QTAC

- Senior Formal

- TrackEd Profiles

- TEAM/ TRP/Essential Skills Program

Queensland Certificate of Education (QCE & QCIA)

- 20 Points from school Subjects
- Completed Core x 12 points – Complete all 4 units in a subject successfully = 4 points, Cert II completion = 4 points
- Literacy and Numeracy – pass a unit in Maths or English
- Students must have completed the Academic Integrity Course through their student account in QCAA. Completion can be seen on their TrackEd profile
- Students are tracked after each reporting period and on completion of Units
- QCIA – students are working on individual goals as set by their Learning Connections teacher.

Queensland Certificate of Education (QCE & QCIA)

- Results released on Wednesday December 16
- Results release via myQCE student portal on QCAA website
- This is the only way to access results for the QCE, QCIA and subject results
- Students will be able to access and download their Certificate and Senior Statement

Assessment Schedule 2026

- Proposed assessment dates have now been set
- Students and Parents have been emailed the proposed dates
- Changes may occur to due dates as they year proceeds
- Students will be given fair notice of any change of date particularly if the date is moved forward

Access Arrangements and Reasonable Adjustments - AARAs

- An AARA is required anytime a student requires an extension to the due date of assessment and/or a change of the access arrangements of the assessment piece, for example additional time, resources, seating etc

- Students are responsible for applying for AARAs by submitting an AARA application and evidence to support the application.

- Medical evidence from a treating medical professional or GP must be current eg within 6 months of the application – The more specific the report is, outlining the adjustments required the greater the chance of success in approval. A confidential medial report template can be accessed through the QCAA website, or the school can supply one.

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Access Arrangements and Reasonable Adjustments - AARAs

- The school will then develop a school statement which will outline the history of adjustments that have been applied and the adjustments that we are able to support the student with. This will be signed of by the parents or carers prior to submission to QCAA

- AARAs for assessments are submitted to QCAA for approval. QCAA have final approval of all AARA's in year 12.

- A new submission may need to be made for External Assessments in term 4 - this is case specific and will be communicated by the QCAA.

- There is always no guarantee that QCAA will approve the applications.

AARA PROCESS CHECKLIST

Year 7 - 11

Complete AARA document
Complete the Albany Creek State High School AARA form. Attach Medical Certificate and/or other supporting evidence to the form.

Email the completed AARA form and attached supporting evidence to AARA@albanycreekshs.eq.edu.au
Email AARA documentation

Wait for notification of approval
Parents will be emailed an approval notification once the AARA has been approved.

Year 12

Follow the Year 7 - 11 Process.
Unit 1 & 2

Unit 3 & 4
Ensure you have completed the QCAA Medical Statement with your external provider. Forward the completed document to AARA@albanycreekshs.eq.edu.au

Parents will be emailed an approval notification once the AARA has been approved.
Wait for notification of approval

For any questions regarding the AARA process, please contact:

AARA@albanycreekshs.eq.edu.au

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Medical reports may be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is used only for the purpose of determining the AARA application.

Use of this template is *not* required. If the health professional does not use this template, they must supply a current medical report containing all of the following information.

This page is to be completed by the student and their parent/carer

Student details		
Student name		
LUI		
School		
FOR
If you are unsure, see **About this report**, on the last page. | ☐ **AARA** application (for existing and chronic conditions)

Health professionals complete:
• Part A — AARA
• Health professional details. | **OR** ☐ **Illness and misadventure** application (for an unexpected illness or event)

Health professionals complete:
• Part B — Illness and misadventure
• Health professional details. |
| I give permission for my health professional to provide information concerning this application to the QCAA, if required. | | |
| Student signature: | | Date: / / |
| Parent/carer signature:
(if student is under 18) | | Date: / / |

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

The school will submit this completed report as part of an AARA or Illness and misadventure application via the QCAA Portal.

When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)

The information you provide on this form is being collected and used in relation to the functions and powers prescribed under Part 2 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*. The information will be accessed by QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

QCAA
Queensland Curriculum
& Assessment Authority

For all Queensland schools

When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)

Part A — AARA application

This section is to be completed *only* by the health professional for AARA applications (for existing and chronic conditions)

Student name	
Diagnosis	
Date of diagnosis	/ /
Date of occurrence/onset	/ /
Provide a brief history of the student's disability, impairment and/or medical condition, including relevant functional impact/s.	
Is the student currently receiving treatment? Please indicate.	

Confidential medical report
Access arrangements and reasonable adjustments (AARA)

Queensland Curriculum & Assessment Authority
September 2023

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When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)

Comment on how the disability, impairment and/or medical condition is likely to affect this student's daily functioning in the classroom.

Comment on the probable effect of the disability, impairment and/or medical condition on this student's capacity to complete timed assessment (examinations). Include professional recommendations for assessment adjustments.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)

Queensland Curriculum & Assessment Authority
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Mock Exams – Term 3 Weeks 8 & 9

- Proposed to commence on September 2nd
- Focus on preparing students for external exams
- Results will identify areas to focus on in the lead up to external exams
- All general subjects will have 1 exam session
- All applied and vocational subjects will have compulsory sessions for students that are not up to date with work.
- Students will only attend if they have a scheduled exam or work to complete in their applied and/or vocational subjects.

External Exams Term 4 Weeks 4-7

- Commence Monday October 26th and conclude Tuesday November 17th
- Year 12 classes will be suspended during this time
- Tutorials will be offered to students
- Exam schedule is set by QCAA and exams must be sat during the session
- If absent due to illness or other misadventure, students must provide evidence to Mr Martin support their absence. QCAA will make a decision on results for the student
- AARA evidence may need to be updated
- Results published in myQCE accounts on December 16

Academic Conferencing Meeting

- **Every** Year 12 Student will be invited to attend an Interview with their parent

- Bookings via Daymap

- Information will be emailed to you and put on FB

- Starting in Week 8, Term 2 – 10th June
  - ATAR Prediction will be provided

- Every student will be invited to book a QTAC Preparation Meeting with the Senior Schooling Team in Term 3 Week 6

TrackEd Profiles

Process for Academic Conferencing

- All students complete TrackEd profile in TEAM lesson
- Teacher completes checklist with notes if necessary
- These will then be used in Academic Conferencing and QTAC meetings in Week 8 of Term 2 and Week 6 of Term 3

ATAR Estimations

- Purpose is to provide students with estimate that can be used as a guide for QTAC applications

- Based on IA1 and IA2 results in term 2 and IA1 – 3 in Term 3

- Uses trends in assessment types both completed and yet to complete be completed

- Will be emailed to students as part of their TrackEd profile in Term 2 Week 5 and Term 3 Week 6

- Will expressed as a range eg 82 – 87

- ATARs Released in December by QTAC*

* Date not released by QTAC yet

What does progress look and feel like when students are learning?

1. LEARNING is not straightforward!

2. To MAKE PROGRESS, you need to step out of your comfort zone.

3. When you do this, your PERFORMANCE DIPS.

4. A lot of people give up here...

The Pit

5. But if we KEEP WORKING AT IT, these dips will be temporary...

Having done it one, you'll know YOU CAN FIGURE IT OUT again (and again and again)

Success
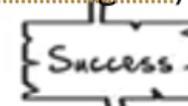
7. OVERCOMING CHALLENGES is more satisfying than completing easy tasks

6. "Working at it" includes...
➤ Asking questions
➤ Talking through an idea
➤ Being brave and taking risks
➤ Trying, getting feedback and trying again
➤ Using a different strategy

Interim Reporting

- Completed Week 6 of Term 1 and Term 3
- Reports will be emailed home
- **Academic progress reporting** communicates progress rather than achievement.
- On-balance progress judgements are based on a range of evidence to date. These may include diagnostic/ formative tasks (tests, quizzes); class activities (quick-writes; quizzes; worksheets); drafts and progress checks from assignment/ project work; anecdotal records from teachers (verbal quizzing, in-class discussions, feedback).
- These judgements are not summative results. Students, families and teachers will receive updated results via TrackEd after the unit of work's summative assessment is complete, as well as formal Semester reports twice a year.

Interim Progress Reports
Academic, Effort and Behaviour Matrix

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Students, parents and carers will receive an Interim Progress Report in Week Six of Term One and Term Three. This report communicates learning progress, effort and behaviour. The purpose of this report is to provide an early progress indication to parents and students prior to undertaking further assessment in their subjects.

On-balance progress judgements are based on a range of evidence to date. This may include diagnostic/ formative tasks (tests, quizzes); class activities (quick-writes; quizzes; worksheets); drafts and progress checks from assignment/ project work; anecdotal records from teachers (verbal quizzing, in-class discussions, feedback). Interim judgements are not summative results.

Students and families will receive updated results via TrackEd after the unit of work's summative assessment is complete as well as formal Semester or Unit reports twice a year. These reports are based on finalised summative assessment.

		ACADEMIC PROGRESS	EFFORT	BEHAVIOUR
A	EXCELLENT	The student is **showing excellent progress towards demonstrating** knowledge, understanding and skills from the achievement standard.	The student is a model learner, demonstrating personal commitment, persistence and adaptability.	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
B	VERGY GOOD	The student is **showing very good progress towards** demonstrating knowledge, understanding and skills from the achievement standard.	The student consistently demonstrates personal commitment, persistence and adaptability in their learning.	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
C	SATISFACTORY	The student is **showing satisfactory progress towards** demonstrating knowledge, understanding and skills from the achievement standard.	The student typically demonstrates commitment, persistence and adaptability in their learning.	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
D	NEEDS ATTENTION	The student is **showing some progress towards** demonstrating knowledge, understanding and skills from the achievement standard.	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
E	UNACCEPTABLE	The student is **showing limited progress towards** demonstrating knowledge, understanding and skills from the achievement standard.	The student requires frequent encouragement to persist and persevere with learning.	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.

2026 Senior Monitoring Processes

2026 Academic Conferencing Calendar

Term 1

Week	Professional Development
SPDD	**Year 9:** • Subject Pathways ——→ 3 year senior course (Years 10,11 and 12) • ATAR and non-ATAR • Goal Setting ——→ SMART Goals • Reading a TrackEd Profile • Links to Essential Skills • Subject Selection Process **Year 10:** • What are SET Plans? • Stages of SET Planning • Goal Setting • SMART Goals • What is required in OneSchool for SET Planning • How it links to Essential Skills Program **Year 11 and 12:** • Review on SET Plans and what has happened previously • QCE • ATAR- marks for the first time in General subjects in Year 11 Units 1 and 2. Always had marks in Unit 3 and 4 General subjects • VET • Goal Setting • Expectations in Essential Skills
1	
2	
3	Year 7,8,9 and12 Parent Evening
4	Year 11 Parent Evening
5	Year 10 Parent Evening
6	
7	
8	
9	
10	Year level TEAMs meetings on Wednesday afternoon check-in

Term 2

Week	Professional Development
1	
2	
3	
4	
5	
6	
7	Refresher Year 12 Training with TrackEd Profiles ½ day for each staff member • TrackEd profile review • Individual student TrackEd profiles in preparation for interviews • Actual interview process
8	Year 12 Academic Conferencing Day Unit 3 Wednesday
9	Year level TEAMs meetings on Wednesday afternoon check-in
10	Refresher Year 11 Training with TrackEd Profiles ½ day for each staff member • TrackEd profile review • Individual student TrackEd profiles in preparation for interviews • Actual interview process Year 11 Academic Conferencing Day Unit 1 Friday

Term 3

Week	Professional Development
1	
2	Proposed QTAC presentations
3	
4	SET Plan training Session 2 with TrackEd profiles ½ day per staff member • TrackEd profile review • Individual student TrackEd profiles in preparation for interviews • Actual interview process
5	Year 9 Academic Conferencing Wednesday Year 10 SET Planning Interviews Wednesday
6	Year 12 ATAR/ QTAC meetings
7	
8	
9	Year level TEAMs meetings on Wednesday afternoon check-in
10	

Term 4

Week	Professional Development
1	
2	
3	Refresher Year 11 Training with TrackEd Profiles ½ day for each staff member • TrackEd profile review • Individual student TrackEd profiles in preparation for interviews • Actual interview process
4	Year 11 Academic Conferencing Day Unit 1 and 2 Monday
5	
6	
7	
8	
9	
10	

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QTAC

- Key Dates
  - QTAC applications open early August
  - Pay QTAC fee prior to Sep 30
  - ATARs are released in December (approx.)
  - https://www.qtac.edu.au/key-info/
  - tel:1300 467 822

- Preferences
- Accepting offers

Offer Round and Key Dates   ATAR Release

Offer Round	Due Date to Apply & Submit Docs*	Due Date to Change Preference	Offers Released	Response Date
Fri 23 Aug	Fri 16 Aug	^	Fri 23 Aug, from 8.30am**	Tue 27 Aug
Thu 10 Oct	Fri 4 Oct	^	Thu 10 Oct, from 8.30am**	Mon 14 Oct
Fri 15 Nov	Fri 8 Nov	^	Fri 15 Nov, from 8.30am**	Fri 22 Nov
Mon 23 Dec	Sun 8 Dec	Wed 18 Dec 12pm*	Mon 23 Dec, from 10am**	Mon 30 Dec
Thu 16 Jan	Mon 9 Dec	Tue 7 Jan 11.45pm*	Thu 16 Jan, from 10am**	Mon 20 Jan
Thu 23 Jan	Mon 9 Dec	^	Thu 23 Jan, from 8.30am**	Mon 27 Jan
Thu 30 Jan	Thu 23 Jan	^	Thu 30 Jan, from 2pm**	Mon 3 Feb
Tue 4 Feb	Tue 28 Jan	^	Tue 4 Feb, from 2pm**	Sat 8 Feb
Thu 6 Feb	Thu 30 Jan	^	Thu 6 Feb, from 2pm**	Mon 10 Feb
Tue 11 Feb	Tue 4 Feb	^	Tue 11 Feb, from 2pm**	Sat 15 Feb
Thu 13 Feb	Thu 6 Feb	^	Thu 13 Feb, from 2pm**	Mon 17 Feb
Fri 14 Mar	Fri 7 Mar	^	Fri 14 Mar, from 8.30am**	Tue 18 Mar
Mon 24 Mar	Mon 17 Mar	^	Mon 24 Mar, from 8.30am**	Fri 28 Mar
Thu 10 Apr	Mon 7 Apr	^	Thu 10 Apr, from 8.30am**	Mon 14 Apr
Thu 24 Apr	Thu 17 Apr	^	Thu 24 Apr, from 8.30am**	Mon 28 Apr
Thu 15 May	Thu 8 May	^	Thu 15 May, from 8.30am**	Mon 19 May
Thu 5 Jun	Sat 24 May	Fri 30 May 11.45pm*	Thu 5 Jun, from 8.30am**	Mon 9 Jun
Thu 12 Jun	Thu 5 Jun	^	Thu 12 Jun, from 8.30am**	Mon 16 Jun
Tue 17 Jun	Tue 10 Jun	^	Tue 17 Jun, from 8.30am**	Sat 21 Jun
Thu 19 Jun	Thu 12 Jun	^	Thu 19 Jun, from 2pm**	Mon 23 Jun
Tue 24 Jun	Tue 17 Jun	^	Tue 24 Jun, from 2pm**	Sat 28 Jun
Thu 26 Jun	Thu 19 Jun	^	Thu 26 Jun, from 2pm**	Mon 30 Jun

Ready to start your QTAC Application?

Before starting your QTAC application, it's important to be familiar with the following:

Create an account: Create an account with a personal email and a secure password. Only you can authorise a contact to access and support you in your QTAC Application experience.

Personal Information: Be ready to provide your personal details, educational background, and (if required) any relevant work experience.

Course Preferences: You can see courses inside the application portal. Decide on the courses you wish to apply for and arrange them in order of preference.

Documentation and Fees: Gather necessary documentation (some QTAC can obtain but others you will be required to supply (see Documentation) and be prepared to pay the application fee online prior to submitting your application.

Save your login details, as you'll need to access your application multiple times to complete, submit, adjust preferences, respond to alerts or offers, and ensure you're ready for the offer rounds when your preferred courses are available.

Create Account →

ⓘ **Ensure you use a personal email address:** Use an email address that you will have access to in the next few months (not a work, institution or school email address) when you sign up to the QTAC Application portal. This means you can easily help yourself regain access if you forget your password, you're in control of your password reset. You can only unlock your account by verifying your identity over the phone with QTAC.

An offer round is when eligible applicants receive offers from institutions. When you have participated in an offer round, you will learn the outcome of your participation and then need to take action and respond in a timely manner. You will need to respond to an offer before the final deadline, or if you didn't receive an offer, adjust your plan or preferences in preparation for the next offer round. There are many reasons you may not have received an offer.

QTAC conducts over 30 offer rounds throughout the admissions cycle, not including smaller daily rounds. Institutions choose how many rounds to participate in, with the two busiest rounds occurring at the end of the year and the beginning of the following year, during which most institutions make offers. Applicants can participate in multiple offer rounds, providing them with every opportunity to receive an offer for their preferred courses.

Accept

I'm happy and ready to enrol

Check with the institution for enrolment details and dates.

Conditional Response

I'd like to be considered for my higher preferences

By selecting a conditional response, you indicate that you would like to be considered for a higher preference.

Defer

I'm happy and not ready to enrol yet

Rules for course deferral vary by institution. Please visit our deferment page on our website for institution policies.

Decline

I no longer wish to study

By declining your offer outright, you notify QTAC that you no longer wish to study or be considered for any other preferences.

You have three response options:

- Outright
- Conditional, with no change of preference
- Conditional, with a change of preference

For each of the response options, you can accept, reject or defer your offer (if deferment is available for your chosen course).

To Conditionally respond to an offer, please follow these steps:

1. Respond Outright: Choose one of the options above to respond to your offer.
2. Rearrange Preferences: Go to the Dashboard and adjust your preferences. Place the responded to offer in the lowest preference place and reorder any other courses according to your preference.
3. Confirm Changes: Click "Confirm Changes." The system will adjust your offer status to say your conditional response.

Find out if your expired offer can be reactivated.

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Year 12 QTAC and ATAR Interview

Date: _____   Name: _____

Pathway: ATAR / NON- ATAR / VET / QCE / QCIA

What is your career goal?

_____

What is your intended pathway after completing Year 12?

University / TAFE / Apprenticeship / Traineeship / Defence Force / Full time work / Part time work / Other:

_____

If Plan A doesn't work, what is your Plan B (upgrade pathways)?

_____

Have you discussed this with your parent / guardian?   YES / NO

Do you have a part time job?   YES / NO

How will you support yourself financially?

_____

Where do you plan to live?   Home / On Campus / With friends

Comments / Follow up:

_____

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If you are considering full time work, are you engaged with an employer?   YES / NO
If so, who?

If you are considering an apprenticeship or traineeship, are you engaged with an employer?   YES / NO
If so, who?

Do you have a **resume or 'cv'** (curriculum vitae)?   YES / NO

Have you identified a list of potential employers that you can approach for a job?   YES / NO

If yes, list them here:

Employer Name	Location

Applications

Are you applying for a bridging course (Tertiary preparation)?   YES / NO

Are there any other courses you need to apply for that aren't on QTAC?   YES / NO

Have you investigated Fee Free TAFE and apprenticeships for free and low-cost qualifications? YES / NO

Course	Institution	Where to Apply

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QTAC

Are you planning to lodge a QTAC application?   YES / NO

Have you created a QTAC account?   YES / NO

Course	Institution
1.	
2.	
3.	
4.	
5.	
6.	

Have you investigated scholarships available for your preferred course of study? YES / NO

Do you qualify for any Educational Access Scheme (EAS)?

Financial Hardship	Home Environment and Responsibilities	Personal Illness and Disability	English Language Difficulty	Educational Disruption

Comments / Follow up:

_____

Early Entry to University

- Students can apply for early entry to University

- Each University has different early entry processes

- This process can be started in later Term 3 and early Term 4

- In 2025 30% of our Year 12 students have received an early offer to study at University

TEAM/TRP/Essential Skills Program

- TEAM – Where Together Everyone Achieves More!

   TEAM is the exciting new class and program that replaces WAVE for both roll marking and the extended TEAM lesson – Period 3 Thursday.

- TRP –The Resilience Project focuses on **GEM** - Gratitude, Empathy and Mindfulness

- ESP - Academic and future-focused skills

What Is TEAM?

*

The weekly TEAM lesson will be made up of the following:

* Lessons from The Resilience Project.
* Wellbeing focus.

* Team building challenges.

* Building positive relationships.

* Goal setting and academic reviews – Linked to academic conferencing.

* GEM Chats = Gratitude, Empathy, Mindfulness + Emotional Literacy.

* Opportunities for student voice.

* Learning and living our school values.

* House challenges, activities and events.

* INTERACT Linked / Charity focused lesson segments.

* Exciting guest speakers.

* Whole school assemblies.

* Extended year level assemblies.

What Is TRP?

- The Resilience Project focuses on three simple, evidence-based pillars that help our students stay grounded and positive. We call them **GEM**:

- **Gratitude**: Noticing what we have, rather than what we don't.

- **Empathy**: Practicing kindness toward others, which actually releases 'feel-good' hormones in our own brains.

- **Mindfulness**: Finding ways to be present and calm in a world that is often very loud and very fast.

- In TEAM lessons, your children aren't just hearing about these concepts; they are practicing them through journaling, discussions, and activities. We aren't teaching them to avoid 'bad' feelings—we're giving them the toolkit to navigate them.

What Is Essential Skills Program?

Wednesday Period 4

- Students will use this period to complete a targeted program

- Certificate courses to bank additional QCE points

- Tutorial sessions with relevant subject teachers

- Guest speakers for local universities

- Preparation for Academic Conferencing

2025 Senior Formal

Date: 18th November

Time: 6:30pm – 10:00pm

Venue: Brisbane Convention Centre

Dress Code: Formal

Tips for Year 12

- Attend Open Day on 21st May – Pathway providers present
  - Engage in displays during period 3
- Attend Tertiary Open Days
- Attend TSXPO – all tertiary providers attend
- Be aware of assessment
- Submit full drafts
- Set goals for each subject with classroom teacher and revisit goals
- Discuss with teachers exactly what they need to do improve and how to do this
- Students sitting External Exams need to practice questions

2025 Senior Formal - FAQs

Q: Can I bring a formal partner who is not a student at ACSHS?

A: No, the AC Formal is a closed formal. Only staff and students from the school attend.

Q: Is the Senior Formal a dry event?

A: Yes. Even if over 18, as it is a school event, there is no alcohol served.

Q: Is there a drop off area if I hire a limo / fancy car to take me to the formal?

A: Yes there is, but it is a public space not specific to the venue. It is in Grey Street foyer. There is an approx. 200m walk to the venue. It is highly recommended to get any photos with your vehicle prior to arrival at the formal.

Q & A