

## Construction of Primary School Logistics Management System From the Perspective of Home-School Cooperation

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Received 26 December 2024; accepted 16 February 2025

Published online 26 February 2025

### Abstract

Logistics management in primary school is an important support for school operation, which is closely related to the quality of study, work and life of teachers and students, and has a basic guarantee role for the smooth development of education and teaching activities. Building a scientific and efficient primary school logistics management system from the perspective of home-school cooperation can not only improve the school management efficiency, but also optimize the rational distribution of educational resources. From the perspective of home-school cooperation, this paper discusses the construction path of primary school logistics management system based on overlapping influence threshold theory and synergy theory, in order to provide reference for the high-quality development of basic education.

**Key words:** Family-school cooperation; Primary school; Logistics management; System construction; Basic education

Deng, Z. C., Cheng, C. L., & Yang, R. (2025). Construction of Primary School Logistics Management System From the Perspective of Home-School Cooperation. *Canadian Social Science*, 21(1), 62-69. Available from: <http://www.cscanada.net/index.php/css/article/view/13701> DOI: <http://dx.doi.org/10.3968/13701>

### 1. INTRODUCTION

Basic education is the core component of China's education system, and it is also the foundation stage of

national education quality (Li, 2025). In July 2021, the "double reduction" policy was issued, which clearly proposed to reduce the burden of homework and off-campus training for students in the compulsory education stage, and further improve the quality of school education on the basis of effectively reducing students' academic pressure. The implementation of the double reduction policy also emphasizes the importance of collaboration between teachers and parents, and puts forward new requirements for home-school cooperation. The basic education, as the first flag of the popularization of education, has been attached importance to its educational philosophy and principles. The improvement of the education quality of the school in the basic education stage cannot be achieved without the effective cooperation of logistics management.

From the perspective of home-school cooperation, in order to meet the basic needs of schools, logistics management of primary schools should also fully consider the impact of family and social environment, so as to build a more comprehensive and scientific management system. The overlapping influence threshold theory emphasizes the interaction between family, school and community, and believes that the participation of parents, the integration of community resources and the management ability of schools should form dynamic complementarity in logistics management. The synergy theory believes that no matter what kind of system, all subsystems are closely linked, influencing and interacting with each other. In the context of primary school logistics management with home-school cooperation, school logistics department, teachers, parents, students and even the community constitute a complex collaborative system. Therefore, primary school logistics management should start from a more macro level, coordinate the allocation of resources among schools, families and society, and promote the formation of a diversified co-construction model of "school-led, family coordination and social support", so

as to provide strong support for improving the quality of basic education. This paper aims to start from the value of primary school logistics management, analyze the importance of logistics management in the basic education system, and explore the practical difficulties faced by primary school logistics management. Combined with the concept of home-school cooperation, this paper will further explore how to innovate the service content of primary school logistics management, and build a logistics management system that adapts to the needs of modern education.

## **2. THE IMPORTANT VALUE OF PRIMARY SCHOOL LOGISTICS MANAGEMENT**

### **2.1 Promote the all-round development of students**

Logistics management is an important part of the work of the school, its core work is to serve and manage the school, but the essence is still to educate people, and it plays an irreplaceable role in promoting the all-round development of students (Tian , 2019). From the dimension of meeting students' growth needs, high-quality logistics services can accurately meet the diversified needs of students in the process of growth. For example, scientific, reasonable and nutritionally balanced diet supply can provide sufficient energy for students' physical development, help them absorb knowledge and expand their thinking; Good teaching environment and facilities can improve students' learning interest and concentration. From the perspective of shaping students' accomplishment, logistics management in primary schools covers a wealth of practical links and can provide students with a broad platform for growth. For example, to carry out farm planting research, environmental health protection and other practical activities, help to exercise students' labor ability and sense of responsibility. High-quality logistics management can lay a solid internal foundation for students to grow into high-quality talents who meet the needs of social development.

### **2.2 Ensure the physical and mental health of teachers and students**

High-quality and efficient logistics management is also conducive to safeguarding the physical and mental health of teachers and students. In terms of diet health, logistics management attaches importance to the balanced nutrition and food safety of canteen meals, which can reduce the risk of teachers and students suffering from dietary problems from the source. In terms of campus environment, the logistics department creates a clean and beautiful campus environment through daily cleaning and greening maintenance work, effectively reducing the spread of germs, and bringing visual pleasure and comfort. The theory of environmental psychology

points out that a beautiful campus environment helps to relieve the pressure of teachers and students, enhance the psychological comfort level, and then improve the efficiency of study and work. In terms of safety facilities, logistics management regularly checks and maintains safety facilities such as fire equipment and emergency lighting, and insists on campus patrol to eliminate safety hazards in time. By comparing the physical examination data of teachers and students, it is found that after the implementation of logistics optimization measures, the incidence of common diseases between teachers and students has decreased significantly; Psychological evaluation also showed that the happiness and satisfaction of teachers and students had improved.

### **2.3 Build the overall image of the school**

The logistics management of primary school is not only the guarantee of the normal operation of the school, but also an important thrust to improve the overall image of the school. On the one hand, logistics management adheres to the four principles of greening, beautification, fragrance and purification, and combines the wisdom of teachers and students to jointly build a first-class teaching and living environment with clean roads, lush greenery, bright classrooms, warm dormitories, health canthouses and suitable leisure and entertainment facilities. This not only shapes a good external image of the school, but also provides material comfort for teachers and students, and nourishes the hearts of teachers and students imperceptibly. On the other hand, logistics management also actively participates in the shaping of the school's cultural image, and creates a strong cultural atmosphere by integrating the school's educational philosophy, school motto, school spirit and other cultural elements into every corner of the campus. Some studies have pointed out that the characteristic campus cultural environment can enhance the cohesion and attractiveness of the school, and the contribution of logistics management in it can not be ignored.

## **3. ANALYSIS OF THE REALISTIC DILEMMA FACED BY LOGISTICS MANAGEMENT IN PRIMARY SCHOOLS**

### **3.1 The management mode and operation mechanism are not perfect**

At present, the logistics department of primary school generally lacks a standardized and mature system, and there are a lot of overlapping or blank phenomena in the division of responsibilities, which leads to the phenomenon of mutual buck-passing or no one is responsible, and the management work is chaotic and inefficient. At the same time, due to the lack of scientific and reasonable evaluation and incentive system, logistics

personnel have little chance of promotion, which greatly weakens their enthusiasm for work and low service efficiency. In addition, the imperfect supervision mechanism makes the logistics management process lack of effective constraints, whether it is the execution of the work or the quality of service, can not get timely feedback and adjustment, hinder the sustainable development of logistics management, it is difficult to meet the growing needs of education and teaching and the diversified needs of teachers and students.

### **3.2 The problem of staff accomplishment and allocation is prominent**

In the traditional cognition, logistics management is at the end of the position, its education function has not been paid attention to, the recruitment requirements of this position is relatively relaxed. Due to the shortage of the number of personnel, logistics management team, received higher education, professional quality of the personnel can be described as rare. Most of them are transferred teachers and temporary workers recruited by the society, who rarely receive professional training and learning, lack a strong sense of service and responsibility, and lack professional skills (Fang , 2018). In addition, in terms of manpower allocation, affected by working conditions, career development, welfare benefits and other factors, the recruitment of professional logistics personnel is difficult and frequent, which affects the stability and professionalism of logistics services. In addition, young people are generally reluctant to engage in logistics work, and the corresponding posts lack of fresh blood for a long time, and the working philosophy and methods are difficult to keep pace with The Times, unable to meet the needs of modern school logistics work, affecting the high-quality development of school education and teaching work.

### **3.3 The coordination and communication barriers between schools are obvious**

At present, in the logistics management of primary schools, the imperfect communication and cooperation mechanism is the main obstacle of home-school cooperation. On the one hand, the information sharing channels of home-school logistics are single and lack of timeliness. Parents usually rely on parents' meeting, wechat group and other conventional ways to obtain logistician-related information. However, the frequency of parents' meeting is limited and the form is greater than the content, and wechat group messages are easy to be submerged, which is difficult to meet the real-time information sharing needs. On the other hand, parents participate in logistics management through only one channel and their participation is not deep. Home-school cooperation in logistics management is still at a shallow and fragmented stage. For example, parents act as volunteers in large-scale activities, or provide material

support in fundraising and charity sale activities initiated by schools, etc., while parents are not involved in key links such as decision-making, implementation and supervision of logistics management in primary schools. For example, parents have almost no substantive ways to participate in the supervision of the purchase of food ingredients in the canteen, which is related to students' dietary health. Therefore, it is urgent to optimize and reconstruct the home-school cooperation mechanism to open up the "last mile" of logistics management in home-school cooperation.

## **4. INNOVATION IN THE CONTENT AND METHODS OF PRIMARY SCHOOL LOGISTICS MANAGEMENT FROM THE PERSPECTIVE OF HOME-SCHOOL COOPERATION**

### **4.1 Tip of the tongue safety: Food supervision and catering service**

#### **4.1.1 Food safety and canteen culture**

Food safety is not only a hot issue concerned by the society, but also a core issue in school management, which is directly related to the healthy growth of students and the safety and stability of campus life. Home-school cooperation provides a new perspective for the construction of school canteens, and "school-as-parent supervision" can also become a new model. In view of the problem of food safety in canteens, scholars at home and abroad have done a series of studies. Zhang (2018) believes that the management of canteens in primary and secondary schools has such problems as poor hygiene awareness of canteen staff, imperfect canteen management system, low financial work efficiency, weak service awareness and unreasonable evaluation mechanism. Liu (2022) investigated and found that there were problems in the food safety supervision of primary and secondary school cantons, such as imperfect law enforcement standards and rules, insufficient construction of supervision and law enforcement teams, poor joint supervision and coordination among various departments, and poor participation of social forces in supervision. Qin (2024) pointed out that the frequent occurrence of food safety problems in Chinese canteens was mainly due to the loopholes in the management system and the lack of institutional control. According to previous research articles, school canteens have such problems as unhygienic food, imperfect system and inadequate supervision. The new model of home-school cooperation "school-as-parent supervision" provides new ideas for the problems existing in primary school canteens. Schools can work with parent representatives to establish a monitoring mechanism for the purchase of food ingredients and

comprehensively enhance the transparency and safety of the food supply chain. In the selection of suppliers, parents are invited to participate in the qualification review, field visits and regular evaluation of suppliers, and parental supervision is integrated into the whole process of food procurement to ensure the safety and reliability of food ingredients. The two-way cooperation mechanism between schools and parents ensures the safety of school canteens and food.

#### **4.1.2 Dietary nutrition and reasonable collocation**

In the logistics management of primary schools, the dietary nutrition and reasonable collocation of the canteen is an important factor to ensure students' health and improve learning efficiency. Primary school is the critical period of students' physical and mental development, children's growth and development, intellectual development and the construction of immune system are inseparable from comprehensive nutrition support.

This is the fundamental task of education and the direction and goal of education modernization. Schools need to undertake two important functions of "teaching" and "educating", and the logistics work of schools also has the attribute of educating people. In addition to providing balanced meals with nutrition, school canteens should also pay attention to the construction of table manners and dining environment, and cultivate students' scientific and regular dining habits. In this regard, the role of parents can not be ignored. Parents can set a good dietary example for their children in the family, encourage their children to form a reasonable three-meal routine and avoid picky and partial eating. With the joint efforts of the school and parents, students can gradually develop scientific eating habits, so as to improve their physical fitness, enhance immunity, and then promote learning and all-round development, to achieve the grand goal of education modernization.

## **4.2 Campus maintenance: comfortable environment and campus health**

### **4.2.1 Campus environmental health management**

Campus environmental hygiene directly affects students' learning experience and healthy growth. In the logistics management system of primary school, campus environmental health management is a key component to ensure students' physical and mental health and promote their all-round development. As the main body, the school bears the basic responsibility in the management of campus environmental sanitation, including the cleaning and maintenance of public areas such as classrooms, extra-curricular activities areas, canteens, toilets and so on. With the help of new ways of home-school cooperation, schools can form a broader educational network with the help of families, so that environmental health management is not only limited to the operation inside the school, but also extends to the family and society. The core of

home-school cooperation lies in information sharing and responsibility sharing. Through the synergistic effect at the educational level, the two sides urge parents and the school to reach a consensus on the cultivation of students' health education and hygiene habits, and form an internal and external consistent education model, so as to encourage students to develop good hygiene habits and improve the efficiency of campus environmental hygiene management. It provides a more solid guarantee for students' physical and mental health, so as to promote the overall improvement of education quality.

### **4.2.2 "teaching" and "learning" environmental management**

A school is a place where education takes place. As the two main bodies of the school, teachers and students respectively undertake the main tasks of "teaching" and "learning". The "teaching" environment mainly refers to the places and conditions for teachers to engage in educational activities, including classroom layout, teaching equipment, teaching resources and so on. When constructing and maintaining the "teaching" environment, schools should pay attention to creating a space that can promote students' physical and mental health and stimulate students' interest in learning. The "learning" environment refers to the physical and psychological environment in which students actually carry out learning activities. The physical environment includes the completeness and safety of facilities such as classrooms, libraries and playgrounds; The psychological environment involves the emotional support, incentive mechanism and educational atmosphere that students feel in the learning process. Wei & Deng (2023) mentioned that students are the most innovative driving force for new students. The stimulation of students' innovation ability cannot be separated from the nourishment of a good environment. Through scientific design and careful management, schools need to ensure that these environments promote students' interest in learning and creativity to the greatest extent. Especially in the construction of psychological environment, schools should focus on creating a positive, inclusive and diverse atmosphere, to ensure that every student can get enough emotional support and attention.

## **4.3 Facility management: teaching hardware and software construction**

### **4.3.1 Teaching building and function room construction**

The construction of teaching buildings and functional rooms directly affects students' learning environment, teaching quality and the overall development of the school. The teaching building is the core place of the school's educational activities, while the functional room provides a wealth of extra-curricular and subject expansion space, which together constitute an important part of the physical environment of the school. The school



communicates with parents regularly to understand their needs and expectations for the construction of the teaching building, so as to ensure that the decision of school construction is more in line with students' learning needs and parents' educational ideas. Parents' attention to children's personalized learning needs can also provide the school with more suggestions on the function and space allocation of the teaching building, making the teaching building and function room not only a place for knowledge transfer, but also a space for stimulating students' creativity and cooperation.

#### **4.3.2 Construction of sports venues and leisure facilities**

As the core component of school education facilities, sports venues and leisure facilities directly affect the breadth and depth of students' sports activities. Schools should scientifically plan and build fully functional sports venues according to the age characteristics of students, activity needs and the requirements of physical education curriculum. Sports facilities include basketball courts, football fields, running tracks and other infrastructure, and should also be equipped with a wealth of sports equipment to meet the diverse exercise needs of different student groups. Schools should also build appropriate leisure areas according to students' interests and needs, such as book reading areas, seating areas and green landscape areas, so as to provide students with a space for relaxation, independent thinking and social interaction. However, it is difficult to fully understand the individual needs of students by relying only on the internal management of the school, which requires two-way cooperation between the school and parents. Schools provide students with places for sports and leisure. Based on the understanding of children's interests, needs and physical fitness, parents provide valuable feedback for the school to promote the optimization of the school in the design of sports venues and facilities, so as to better meet the needs of students' all-round development and provide solid logistical support for the implementation of quality education.

### **4.4 Safety supervision: escort for students' learning**

#### **4.4.1 Promote safety education and strengthen emergency training**

Campus security service, as an important content in the development of education, plays a role in maintaining political security and stable order on campus, and in-depth exploration of the education function of security service has become an inevitable requirement for further implementing the overall national security concept and building a higher level of safe campus, as well as an important embodiment of actively serving and implementing the fundamental task of promoting morality and cultivating people (Liu, 2019). Campus security management is not only related to the life safety of

students, but also directly affects the school's education and teaching order and overall development. Xiao (2024) mentioned that the school's emergency management is not good, and the imperfect emergency institutions have become the main reason for the frequent campus safety accidents. At present, with the complexity of the social environment and the diversification of campus safety situation, campus safety education and emergency training for students have been put on the agenda. Schools should give full play to their leading role in building a scientific and systematic safety education system. As an important support force for students' safety education, parents should actively cooperate with schools and jointly strengthen students' safety awareness training. The close cooperation between school and family will make safety education and emergency training more suitable for the actual needs of students, realize the extension and deepening of safety education content, and finally form an all-round and multi-level campus safety guarantee system.

#### **4.4.2 Improve safety facilities and perfect responsibility mechanism**

From the perspective of the overall national security concept, the integration of school safety education emphasizes that the overall national security concept should be the guide, and the school safety education system should be constructed through horizontal and vertical connection, so as to realize the organic unity of national security education and individual safety education (Dong, 2024). The school safety education system cannot be separated from campus safety facilities. The construction and management of safety facilities involve many aspects, including fire equipment, monitoring system, emergency lighting, school structure safety, escape routes and safety warning signs, etc. The completeness and standardization of school safety facilities and management directly affect the effectiveness of school safety management. To this end, the school needs to continue to optimize and improve the configuration of safety facilities in accordance with the relevant national safety standards, to ensure the normal operation of facilities such as fire equipment, video surveillance, escape channels, lighting systems and warning signs, while establishing a scientific and systematic inspection and maintenance system, regularly carry out hidden trouble investigation, timely rectification of problems, To form a closed-loop management system for the construction, management and use of safety facilities. Parents can play the role of supervision and support in the safety management work, jointly promote the standardization and scientific campus safety work, form a long-term mechanism of "school-family" collaborative management, and promote the development of campus safety management to the direction of institutionalization and refinement.

## 5. EXPLORATION OF THE PATH OF PRIMARY SCHOOL LOGISTICS MANAGEMENT SYSTEM CONSTRUCTION FROM THE PERSPECTIVE OF FAMILY AND SCHOOL COOPERATION

Both the overlapping influence threshold theory and the synergy theory point out that families, schools and communities should form a new type of partnership and cooperation in student education to promote the all-round development of students through information sharing, resource integration and action coordination. Based on this, this paper, based on the perspective of family and school cooperation, innovates the logistics management system of primary school from the four aspects of system, talent, technology and culture, aiming at improving the efficiency of logistics management and promoting the quality and efficiency of education and teaching work.

### 5.1 System guarantee: Build a home-school collaborative management mechanism

Building a standardized and refined home-school collaborative management mechanism is the key cornerstone to improve the efficiency of primary school logistics management. Education is the shared responsibility of both schools and families, so the innovation of primary school logistics management mechanism should break the traditional pattern dominated by the school unilaterally, bring parents into the management core circle, and realize the deep coordination of family and school in decision-making, implementation and supervision.

At the decision-making level, a mature operating mechanism should be established, and a special family and school logistics management committee should be set up. The more diversified the way of thinking and knowledge presentation, the more interaction and innovation among collaborators can be promoted (Deng, 2023). Therefore, as the core hub of decision-making, the committee members should cover the school logistics management staff, teachers, parents and students and other stakeholders, and are making full use of the advantage of “thinking conflict” to discuss logistics management and services according to the school’s development strategy, the needs of teachers and students and the feedback and suggestions of parents.

In the implementation link, the job responsibility system should be established, and multi-type professional home-school collaborative work teams should be set up. The family and school logistics management Committee should fully tap the potential educational resources of different types and professional parents, fully apply their advantages such as personality characteristics, family environment and professional expertise to all

aspects of logistics management (Xu, 2023), and each work team should perform its own duties to promote the standardization and efficiency of logistics management. For example, gardeners form a greening group to guide and assist logistics management personnel in campus greening planning and vegetation selection.

In terms of supervision, the evaluation feedback mechanism should be established, and the home-school joint supervision group should be set up. With the help of parents’ external perspective and the school’s internal professional perspective, logistics management is supervised jointly. Take the canteen service as an example, parent volunteers can regularly review the canteen’s hygiene and safety; When purchasing food, they can inspect suppliers’ qualifications and product quality on the spot. Home-school cooperation in logistics management is a continuous and profound work, and the supervision and feedback work is conducive to timely finding problems, correcting mistakes, and promoting the innovative development of logistics management.

### 5.2 Talent guarantee: the establishment of professional logistics management team

High-quality, professional logistics management team is the key driving force to promote the home-school cooperation in primary school logistics management. Therefore, the innovation of logistics management system should pay attention to the cultivation of talents. In the link of talent introduction, schools should broaden their horizons, in addition to introducing professional talents, not only recruit talents with professional backgrounds such as facility maintenance and food safety supervision, but also enrich key posts in logistics; A talent pool of parents should also be established, so that parents with relevant skills and experience can participate in logistics management as volunteers or part-time. For example, nutritionist parents should be recruited to guide and supervise dietary nutrition combinations.

At the training level, a hierarchical training system should be built. Orientation training should be conducted for new logistics staff and parents, covering basic content such as logistics rules and regulations, basic service processes, safety operation norms, etc., to help them quickly adapt to the working environment; For in-service staff and volunteer parents, advanced training will be organized according to the post needs and the skill level of the staff. For example, “expert parents” from the parent talent pool are invited to set up training courses on food safety regulations, food processing and cooking skills, and nutritional diet knowledge for canteen staff.

In addition, reasonable incentive and promotion mechanism is the source of motivation to stimulate the enthusiasm and creativity of logistics staff. Multiple awards such as “Service Star” and “Innovation Pacesetter” can be set up to regularly commend outstanding personnel; And open up the promotion channel of logistics

personnel, linking work performance and professional skills improvement with professional title promotion, so that logistics talents can see the career prospect and charm, and realize the win-win situation of personal value and social value.

### **5.3 Technical support: broaden the channels of communication and interaction between home and school**

Building an all-round and multi-level home-school communication platform is a key measure to promote home-school cooperation to take root in the logistics management of primary schools. Online, fully integrate the advantages of modern information technology to create a smart platform for home-school co-education that integrates multiple functions such as information release, interactive communication and problem feedback. A special logistics management section is set up to update the decision-making of the home-school logistics Management committee in real time, the process of carrying out activities, the rectification of feedback opinions, and the channels and ways of home-school cooperation. Realize the communication of home school information from time to time. For example, to open up a catering opinion collection area, parents can score and evaluate the food taste and nutrition collocation of the day according to their children's feedback, and the school canteen optimizes the recipe according to big data analysis. At the same time, with the help of wechat public account, Tiktok video and other common social platforms, regularly push the logistics work dynamic graphics and short videos under the cooperation between home and school, to show the highlights and value of logistics management in a vivid and intuitive form, attracting more parents to join the logistics management team.

Offline, optimize the traditional mode of communication between home and school, innovate the form of parents' meeting, break the one-way pattern of teachers giving lectures and parents listening, set up a "logistics management discussion" link, encourage parents to share their suggestions on campus catering, environmental health, safety and other logistics affairs, and synchronize innovative suggestions and reconstruction plans with online platforms in real time, so that everyone can know and supervise. Gather wisdom and explore new paths for logistics management together.

### **5.4 Cultural guarantee: Create an all-round logistics environment for educating people**

Culture is the soul of home-school cooperation in primary school logistics management, and cultivating a strong home-school co-education cultural soil is crucial for students' learning and growth. In terms of service culture cultivation, the school logistics department should establish the core concept of "teachers and students as

the center, quality service is endless", and integrate it into daily work, and earnestly serve teachers and students wholeheartedly. At the same time, the campus publicity board and corridor walls can be used to display the hard work, work highlights and real stories of the logistics staff and parent volunteers, so that students can consciously develop the consciousness of respect for labor in the cultural influence.

The cultivation of the sense of responsibility is also an important part of the construction of logistics culture. We can carry out activities such as responsibility awareness theme education and case analysis, so that logistics staff and parents can break the idea of "logistics is a chore", realize the education value of logistics management, enhance their sense of responsibility and mission for work, and complete work with due diligence, so that students can learn responsibility and responsibility in the process of cultivation.

In addition, we should pay attention to the cultural infiltration of campus environment, give full play to the cultural function of logistics management, and organically combine logistics activities with campus culture construction. For example, in the campus greening work, students are organized to participate in the planting and maintenance activities of campus plants, so that students can understand the growth habits of plants and cultivate their environmental awareness and responsibility. At the same time, cultural signboards are set up in the campus green area to introduce the name, characteristics and related cultural knowledge of plants, so that students can enjoy the beauty of the campus at the same time, but also learn a variety of "living knowledge".

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## **6. CONCLUSION**

Based on the new perspective of home-school cooperation and under the guidance of overlapping influence threshold theory and synergy theory, this paper emphasizes that home-school should take the all-round development of students as the common goal, form a strong synergy effect through information sharing, resource integration and action coordination, and gradually transform the logistics management system from a decentralized and inefficient state to an orderly and efficient operation mode. Thus, the management efficiency of "1+1> 2" can be improved. Therefore, this study starts from the four aspects of system, talent, technology and cultural guarantee, plans to combine the joint efforts of family and school education, clarifies the direction of cooperation between the two sides in the logistics management of primary school, and builds the logistics management system of primary school to meet the needs of modern education, in order to provide solid and powerful logistics support for basic education.

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